

2018-2019



School Guidelines

Houston Independent School District

**HOUSTON INDEPENDENT SCHOOL DISTRICT
SCHOOL GUIDELINES 2018-2019
TABLE OF CONTENTS**

I. INTRODUCTION

• Legislative Update	1
• PEIMS Update.....	1
• Attendance Accounting Update	4
• Content.....	11
• Abbreviations and Acronyms.....	13

II. ORGANIZATIONAL STRUCTURE

• Calendar	II.1
• Length of Instructional Day	II.2
• ADA	II.2
• Flags/Pledges: Texas and US	II.3
• Filming, taping of students	II.4
• Videos: Use and Copyrights	II.4
• Parental Rights	II.5
• PTA/PTO Requirement	II.5
• Notification to Parents	II.6
• Leaving Campus Early	II.7
• Medication: anaphylaxis: allergy: medication	II.9
• Teachers: certification	II.14
• Teachers: days of service	II.15
• Duty Free Lunch	II.15
• Planning Period	II.15
• School Counselors & Counselor's Program	II.17
• Professional Development	II.18
• Faculty Meetings	II.18
• Scheduling	II.20
• Waiver Oversight Committee	II.23

III. ACCOUNTABILITY

• PEIMS (Public Education Information Management System)	III.1
• Texas Academic Performance Report (TAPR)	III.7
• Accountability: TEA Standards	III.8
• HISD: Campus of Accountability	III.8
• School Report Card (SRC)	III.11
• On-Site Investigations	III.12
• Sanctions: Accountability	III.12
• FAQs: What is a record?	III.14
• PID	III.14
• Data Quality	III.14

IV. CAMPUS PROGRAM OPERATIONS

• School Improvement Plan	IV.1
• SDMC	IV.2
• Committees	IV.3
• Discipline	IV.3
• Student Code of Conduct	IV.9
• SIS Discipline Reporting	IV.14
• Truancy Reporting Requirements	IV.18
• Gun-Free Schools Act (GFSA)	IV.18
• Language Proficiency Assessment Committee (LPAC)	IV.30
• IAT: Intervention Assistance Team	IV.34
• ARD/IEP Committee	IV.35
• Grade Placement Committee	IV.45
• School Attendance Committee	IV.47
• Placement Review Committee	IV.47
• Dropout Prevention Program	IV.47
• Security and Emergency Preparedness Council	IV.49
• Fire Code	IV.51
• Required Permits	IV.51
• Campus Safety / Security Plan	IV.51
• Child Abuse	IV.53
• Compensatory, Intensive and Accelerated Instruction	IV.55
• Faculty Advisory Committee	IV.58
• Family and Community Engagement	IV.59
• Section 504 Committee	IV.64

V. ADMISSION / WITHDRAWAL

• Registration and Enrollment of Students	V.1
• Proof of Identity of Parent or Legal Guardian	V.2
• Proof of Residence	V.3
• Out of District Residence	V.4
• Determination of Residence of a Minor	V.4
• Statement of Residence	V.5
• Student Transfers	V.6
• Documentation Needed to Establish Residence	V.7
• Capped Schools	V.9
• Attendance Boundaries	V.9
• Street Names	V.10
• Proof of Student Identity and Eligibility	V.11
• Kindergarten	V.14
• Prekindergarten	V.17
• Preschoolers Acquiring Learning Skills (PALS)	V.19
• Immunizations	V.20
• Exemptions from Immunizations	V.21
• Enrollment Forms	V.19
• Student Assistance Questionnaire	V.19
• Health Inventory/Food Allergy	V.20
• Home Language Survey	V.20
• Free or Reduced-Price Meals	V.21
• Rainy Day/Emergency Plan	V.22
• Students from Another HISD School	V.27
• Textbooks: missing: withdrawn student	V.28
• DAEP: enrolling student expelled by other HISD school	V.29
• Home School	V.34
• Enrollment from unaccredited private schools	V.36
• Enrollment with no obtainable records	V.36
• Enrollment of Foreign Students	V.37
• McKinney-Vento Homeless Education Act	V.40
• Migrant Education Program	V.45
• Enrollment of Undocumented Students.....	V.45
• Withdrawal Procedures	V.45
• Leaver/Withdrawal Code	V.57
• Issues Involving Custody	V.58

VI. GRADE PLACEMENT

ELEMENTARY

• District Authority	VI.1
• Prekindergarten	VI.1
• Kindergarten	VI.5
• First grade	VI.7
• Grades 2 through 6	VI.8
• LEP Students with no records	VI.8

SECONDARY

• Grade Placement	VI.9
• Middle School, Grades 6-8	VI.9
○ Reading Elective	VI.11
○ Technology Applications (Computer Literacy)	VI.11
○ Physical Education	VI.12
○ Credit Courses in Middle School	VI.12
○ CTE	VI.13
○ Advanced Math	VI.13
○ Accelerated Science	VI.19
○ Advanced Languages Other Than English	VI.24
• High School, Grades 9-12	VI.25
• Special Education Middle School Courses, Grades 6-8	VI.30
• Special Education High School Courses, Grades 9-12	VI.31

VII. STUDENT CLASSIFICATION

ELEMENTARY

• Promotion Standards	VII.1
• Kindergarten Retention	VII.2
• State Promotions Rules	VII.2
• Accelerated Instruction	VII.3
• Notice to Parents of Performance and Accelerated Instruction	VII.3
• Grade Placement Committee	VII.4
• TEA Monitoring of Retained Students	VII.6
• HISD Promotion Guidelines for Grades 1-5	VII.6
• HISD Promotion Matrix Grades 1-5	VII.8
• Promotion of Students with Disabilities	VII.9
• Dyslexic Students	VII.10
• Promotion Standards Guidelines for LEP Students	VII.10
• Attendance Committee Appeals	VII.11
• Supplemental Report Cards	VII.11
• Report Cards for Students with Disabilities	VII.13
• Final Promotion Status	VII.13

SECONDARY

• Grade Level Requirements	VII.14
• Middle School Promotion Standards	VII.14
• Student Success Initiative	VII.14
• Grade Placement Committee	VII.15
o Procedures	VII.18
• Promotion/Retention in Middle School	VII.20
• Criteria for At-Risk Students	VII.20
• Additional Interventions	VII.23
• Mid-Year Promotion	VII.24
• Registrar/Dean/Counselor Team Concept	VII.25
• Responsibilities of Deans/Counselors to Address Compliance Issues	VII.27
• Responsibilities of Registrars to Address Compliance Issues	VII.28
• Duties of Registrars for Graduation Preparation	VII.29
• Ranking of Seniors	VII.30
• Valedictorian and Salutatorian Eligibility	VII.32
• Diplomas	VII.36
• The Texas Academic Achievement Record	VII.39
• Withholding DAAR Academic Achievement File	VII.41
o Academic Achievement Historical File	VII.41
• Certificates of Achievement for Foreign Exchange Students	VII.41
o Authorized Foreign Exchange Programs	VII.41

VIII. CURRICULUM

• HISD Curriculum	VIII.1
• Foundation Curriculum	VIII.1
• Pre-Kindergarten	VIII.4
• Kindergarten	VIII.5
• Grades 1-3	VIII.6
• Grades 4-5	VIII.10
• Reading/Language Arts	VIII.17
• Language Arts:	VIII.26
• Mathematics	VIII.28
• Science	VIII.32
• Social Studies	VIII.34
• Fine Arts: Education	VIII.35
• Languages Other Than English	VIII.38
• Health	VIII.39
• Physical Education (PE)	VIII.41
• Extracurricular Activities	VIII.46
• Educational Technology	VIII.47

Table of Contents

• Magnet School Programs	VIII.48
• Character Education Program	VIII.48
• English Language Proficiency Standards (ELPS)	VIII.52
• PowerUp in High School.....	VIII.53
• Middle School.....	VIII.56
• High School.....	VIII.57
• Spanish for Spanish Speakers Courses (LOTE).....	VIII.67
• Strategic reading and Writing (SRW)	VIII.67
• Health.....	VIII.71
• Physical Education.....	VIII.77
• HISD Evaluation Procedure.....	VIII.83
• Junior Reserve Officers Training Corps.....	VIII.85
• Recommended Guidelines for Course Sequencing.....	VIII.88
• Foundation High School Program.....	VIII.94
• Foundation Mathematics Sequencing Charts	VIII.95
• General Comments.....	VIII.108
• Technology Applications.....	VIII.111
• Graduation Requirement.....	VIII.112
• Tutorial Program	VIII.116
• Seventh and Eighth Foundation High School Requirements.....	VIII.118

IX. CREDIT STRUCTURE

• Unit and Credit Definitions	IX.1
• Credit for Late Enrollees	IX.2
• Transfer of Credit	IX.2
• Credit Conversion	IX.3
• Off-Site Courses	IX.4
• Correspondence Courses	IX.5
• Other Credit Limitations	IX.6
• Credit By Exam (CBE Testing Window Dates)	IX.6
• Dual Credit	IX.10
○ CTE-Workforce.....	IX.12
○ CTE-Tech Prep.....	IX.12
• HISD Online Learning Options	IX.13
• Credentialing	IX.18
• Credit Recovery	IX.21
• Locally Developed Courses	IX.22
○ Innovative Courses	IX.22
○ List of SBOE Approved Innovative Courses	IX.23
• Independent Studies	IX.25
○ Special Topics in Social Studies	IX.26
○ Social Studies Advanced Studies	IX.27
• Course Approval Process	IX.28
○ Application	IX.28
○ Panel Review Prior to Submission to the Board of Education For Innovative Courses	IX.29

School Guidelines, 2018-2019
Table of Contents

○ Local Credit Courses	IX.29
○ Board Approval and Notification	IX.30
• Courses Approved Specifically for HISD	IX.30

X. GRADUATION REQUIREMENTS

• Graduation Exercises	X.1
• Graduation Requirements	X.2
• Senate Bill 149 Individual Graduation Committees	X.4
• GED	X.6
• Information on Diplomas /Veteran Diplomas.....	X.6
• Personal Graduation Plan	X.7
• Sample High School PGP Grade 10-12.....	X.9
• Sample High School PGP Grade 9.....	X.10
• HISD Core Program/Minimum High School Program	X.12
• HISD Recommended High School Program	X.13
• HISD Distinguished Achievement Program	X.14
• Graduation Requirements	X.15
○ For Students Beginning 9 th Grade 2007-2010	X.18
○ For Students Beginning 9 th Grade 2010-2012	X.26
○ For Students Beginning 9 th Grade 2012-2014	X.33
○ For Students Beginning 9 th Grade 2014-2017	X.39
• Tech Prep/"2+2 or 4+2" Programs	X.44
• Distinguished Achievement Program Chart	X.45
• Students with Disabilities	X.46
• General Education Development Test	X.49

XI. MULTILINGUAL

• LPAC	XI.1
• Eligibility	XI.2
• Bilingual Education Program	XI.5
• ESL Programs	XI.7
• Waivers	XI.7
• ELL Identification	XI.7
• ELL Exit criteria	XI.8
• Grading	XI.9
• Bilingual/ESL Programs for ELL Students in Middle School	XI.11
• Program Requirements for Grade 6-8	XI.14
• ESL Programs in High Schools	XI.16
• English/ESL Courses for LEP Students in High School (9-12)	XI.17
• Scheduling for ELL Preliterate/Beginning Students	XI.19
• Recommended High School Course Assignments	XI.20
• High School English (ESOL) Courses	XI.25
• Credits for LEP students in High Schools	XI.26
• Title III	XI.30
• Immigrants Student's Right of Access	XI.32
• Migrant Education Program	XI.33

XII. SERVICES FOR STUDENTS WITH SPECIAL NEEDS

• Intervention Assistance Team	XII.1
• Dyslexia	XII.1
• Section 504	XII.4
• LEA: Special Education	XII.8
• Least Restrictive Environment	XII.10
• Personal Graduation Plan	XII.12

XIII. TITLE I / TITLE II

• Title I	XIII.1
• Title II	XIII.6

XIV. RECORDS MAINTAINED BY HISD

• Student Records	XIV.1
• Records Retention	XIV.3
• Permanent Records Cards	XIV.3
• Cumulative Folder: Records Management	XIV.3
• Gifted & Talented Records	XIV.6
• Health Records	XIV.8
• ELL Records	XIV.8
• Special Education Records	XIV.11
• Section 504 Records	XIV.12
• Texas Record Exchange System: TREx	XIV.13
• Records Transfer	XIV.14
• Release of Student Records (Privacy Code)	XIV.18
• Family Educational Rights and Privacy Act: FERPA	XIV.19
• Texas Public Information Act	XIV.20
• Records Retained EOY	XIV.24

XV. GRADING REQUIREMENTS

• Grading Guidelines	XV.1
• Basis for Grading	XV.2
• Teacher Grade Changes	XV.3
• Academic Dishonesty	XV.4
• Student File	XV.6
• Conduct	XV.9
• Report Cards	XV.17
• Averages	XV.18
• Secondary Grade Reporting	XV.29
• Sufficient Attendance for Secondary Grading	XV.29
• Grade Averaging Routines	XV.30
• Whole Course Credit (Composite Grading)	XV.32
• Grading Scale	XV.32
• Grade Conversion in Qualifying Electives	XV.34

• Statement of Intent- Numeric Grade Conversion Letter.....	XV.36
• Final Examinations.....	XV.37
• Virtual School Grade Procedures.....	XV.38
• UIL Eligibility for Students Enrolled in a Virtual School Course	XV.39
• Conversion of Elementary Grades to Secondary Grades	XV.40
• Conversion of Six-Week Grades to Nine-Week Grades	XV.40
• Conversion of Nine-Week Grades to Six-Week Grades	XV.41
• Language Arts Average in Middle Schools	XV.41
• Promotion Standards in Middle Schools	XV.42
• Incomplete Grades	XV.43
• Grading Regulations	XV.43
• Honor Roll.....	XV.44
• Progress Reports	XV.45
• Attendance.....	XV.46

XVI. ATTENDANCE ACCOUNTING

• TEA Attendance Accounting Handbook	XVI.1
• Student Eligibility	XVI.2
• Compulsory Attendance	XVI.3
• Rules of ADA Accounting	XVI.6
• Special Attendance Days	XVI.8
• Absences for ADA Accounting	XVI.9
• Absences for Extracurricular Activities	XVI.11
• Co-curricular Activity	XVI.13
• Role of Principal	XVI.16
• Campus Administration	XVI.17
• Average Daily Attendance	XVI.19
• Role of Attendance Clerk	XVI.24
• Role of School Support Officer	XVI.25
• Daily Absence Log	XVI.27
• Excessive Absences	XVI.28
• Guidelines Regarding Tardies	XVI.31
• Attendance Referrals	XVI.34
• Special Education	XVI.41
• Immigrants	XVI.48
• CTE	XVI.53
• Gifted and Talented	XVI.58
• Pregnancy Related Services	XVI.59
• Extended School Year	XVI.62
• Title I	XVI.63
• Compensatory and Accelerated Instruction	XVI.64
• JJAEP	XVI.67

XVII. STUDENT ASSESSMENT

ELEMENTARY

• State-Funded Assessments: STAAR	XVII.1
• STAAR-Alternate 2	XVII.2
• STAAR-Spanish	XVII.3
• STAAR Performance Standards	XVII.4
• Student Success Initiative (SSI)	XVII.5
• TELPAS/LEP	XVII.9
• NAEP	XVII.11
• Oral Reading Fluency Study	XVII.11
• Gifted and Talented Assessments	XVII.13
• Credit By Examination (CBE)	XVII.13
• Other Assessments	XVII.17

SECONDARY

• TAKS Mastery Levels	XVII.19
• Exit-Level TAKS (TAKS-XL)	XVII.19
• STAAR Secondary	XVII.20
• Substitute Assessments Standards Charts	XVII.22
• STAAR-Alternate	XVII.26
• TELPAS	XVII.26
• NAEP	XVII.30
• Cognitive Abilities Test Form 7 (Cog AT 7)	XVII.31
• Credit By Examination (CBE)	XVII.32

XVIII. TRANSFERS

• Transfer Procedures	XVIII.1
• Dual Eligibility	XVIII.3
• Adequate Yearly Progress: AYP: transfers	XVIII.3
• Unsafe Schools	XVIII.4
• Violent Crime Victims	XVIII.5
• Public Education Grants (PEG) transfers	XVIII.9
• Special Education transfers	XVIII.9
• Magnet Program transfers	XVIII.20
• Magnet Programs dates and deadlines	XVIII.21
• Space Available: transfers	XVIII.36
• Out of District Transfers	XVIII.37
• Tuition	XVIII.45

XIX. UIL/EXTRACURRICULAR ACTIVITIES

• Middle School Eligibility Requirements-1 st Six Weeks	XIX.1
• High School Eligibility Requirements-1 st Six Weeks	XIX.2
• General Eligibility Requirements	XIX.3
○ Honors/Advanced Course Exemption Eligibility Requirements	XIX.4
○ Grading Period Charts for Eligibility Purposes	XIX.5
○ Varsity Athletics Eligibility Scenarios (Freedom of Choice)	XIX.10
• Every Student Succeeds Act (ESSA)	XIX.14
• Co-Curricular Activities	XIX.15
• NCAA Academic Requirements for Athletes	XIX.18
○ NCAA Divisions I and II Eligibility Requirements	XIX.18
○ NCAA Core Course Requirement	XIX.20
○ GPA	XIX.22
○ Students with Disabilities	XIX.22

XX. CAREER AND TECHNICAL EDUCATION

• Scheduling	XX.2
○ Midterm and Multilevel Course Offerings	XX.2
○ Career and Technical Education For Students with Disabilities (CTED)	XX.3
○ Students Identified as Educationally Disadvantaged	XX.5
• Career Pathways	XX.5
• Career and Technical Education Instructional Arrangements	XX.7
• Career Preparation/Practicum Guideline	XX.8
• Endorsements	XX.10
• Career and Technical Education Career Clusters	XX.14
○ Agricultural, Food & Natural Resources	XX.14
○ Architecture & Construction	XX.16
○ Arts, Audio/Video Technology & Communication	XX.18
○ Business, Management & Administration	XX.21
○ Education & Training	XX.22
○ Finance	XX.23
○ Government & Public Administration	XX.24
○ Health Science	XX.26
○ Hospitality & Tourism	XX.27
○ Human Services	XX.28
○ Information Technology	XX.30
○ Law, Public Safety, Corrections & Security	XX.32
○ Manufacturing	XX.34
○ Marketing, Sales & Services	XX.34
○ Science, Technology, Engineering & Mathematics	XX.35
○ Transportation, Distribution & Logistics	XX.37
○ Student Leadership Organizations	XX.39

- Career and Technology Education General..... XX.42
 - Opening and Closing of CTE Programs.....XX.42
 - Career Administrators/Counselors..... XX.42
 - Inventory/Transfer of Equipment..... XX.43
 - Building Capacity for Improving Student Achievement..... XX.44
 - Withdrawal Procedure.....XX.44

XXI. SUMMER SCHOOL

ELEMENTARY

- Determination of Promotion Status After Summer School.....XXI.1
- Grades in Core Courses.....XXI.2
- Overall Average of All Courses.....XXI.2
- Replacing Grades on Permanent Record Card.....XXI.3
- Testing Requirements.....XXI.3
- Replacing Promotion Status on Permanent Report Card.....XXI.3
- Grade Placement Committee.....XXI.3

SECONDARY

- High School Tuition Summer School.....XXI.5
- High School Title I Program.....XXI.5
- Summer School Grade Reporting.....XXI.6
- Summer School Progress Report.....XXI.6
- Summer School Report Cards.....XXI.6
- Summer School Attendance.....XXI.6
- Summer School Graduation.....XXI.7
- Enrollment in Summer Sessions Outside HISD.....XXI.7
- Middle School Summer School.....XXI.9
- Grade Placement Process.....XXI.10
- Determination of Promotion After Completion Summer School.....XXI.10
 - Grades in Core Courses.....XXI.11
 - Overall Average of All Courses.....XXI.12
 - GPC.....XXI.13
 - Interventions.....XXI.14
- Summer School Grade Reporting and Report Cards.....XXI.14
- Program Reporting Requirements for the Optional
Extended Year Program (OEYP).....XXI.14
- Summer Services for Students with Disabilities.....XXI.15

XXII. ALTERNATIVE SCHOOLS

• Description of Program	XXII.2
• Eligibility	XXII.2
• Requirements	XXII.3
• Community Services Agency Program	XXII.5
○ Homebound	XXII.6
○ Hospital	XXII.7
• Crossroads	XXII.8
• Harper	XXII.11
• HCCS Lifeskills	XXII.12
• Juvenile Justice Alternative Education Program	XXII.13
• Liberty High School	XXII.14
• On-Time Grad Academy	XXII.15

XXIII. CHARTER SCHOOLS

• Contract Charter Schools (Definitions and Types)	XXIII.1
• Open Enrollment (Non-HISD) List	XXIII.1
• Graduation / Summer School / UIL	XXIII.2
• HISD Contract Charter School List	XXIII.3

XXIV. ADVANCED ACADEMICS

• Texas State Plan for Education of Gifted and Talented Students ..	XXIV.1
• Standards for Gifted and Talented Programs	XXIV.2
• Service Design	XXIV.2
• Student Assessment	XXIV.4
• Identification of G/T Students	XXIV.4
• Admissions of G/T Students	XXIV.7
• Vanguard Programs	XXIV.8
• International Baccalaureate (IB) Programmes	XXIV.9
• Curriculum and Instruction	XXIV.9
• Professional Development for Teachers	XXIV.12
• Data Quality and Compliance	XXIV.12
• Family/Community Communication	XXIV.13

INTRODUCTION

The Houston Independent School District's (HISD) *School Guidelines* has been compiled by the Federal and State Compliance Department to provide school personnel an easily accessible reference to policies, regulations, and laws regarding all phases of student accounting. It is designed primarily for use by principals, assistant principals, counselors, records clerks, attendance clerks, data entry personnel, and special program coordinators in dealing with students; thus, only those policies concerning students are presented in these *Guidelines*.

Throughout these *Guidelines*, the abbreviations TEC and TAC are used. All references to the *Texas Education Code* (TEC) refer to state law as documented in the most recent publication of the *Texas School Law Bulletin* at the time of printing. All references to the *Texas Administrative Code* (TAC) refer to State Board of Education (SBOE) rule as documented in the most recent publication of the TAC at the time of printing.

State revisions may be accessed through the following links:

Texas Legislature Online:

<http://www.capitol.state.tx.us/>

TEA Accountability

Manual:

<https://tea.texas.gov/2018accountabilitymanual.aspx>

Student Attendance Accounting

Handbook: <https://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539622038>

TSDS PEIMS Data Standards

Staff Data:

A 040 Staff Data – Identification/Demographic record must be reported for the following submissions:

- Submission 1

Staff as of the Fall snapshot date (the last Friday in October):

1. Staff who are employed (on the payroll) or are volunteering on the Fall snapshot date. These staffs are reported with 040, 043, 050, and 060 records.
2. Contracted classroom teachers assigned to the classroom on the Fall snapshot date. These contracted classroom teachers are not considered employees of the LEA, so they are reported with 040, 043, and 050 records only.

School Guidelines 2018-2019

Introduction

Staff who do not meet the conditions above are not reported in submission

1. For example:

- Staff who have left employment before the Fall snapshot date.
- Staff who have not begun employment as of the Fall snapshot date, even if they have begun employment by the time the data is submitted.

• Submission 3

Staff with ROLE-IDs 047 (Substitute Teacher) and 087 (Teacher). These staff are reported with 040, 043, and 050 records.

- FOSTER-CARE-INDICATOR-CODE (E1528) indicates whether a student is in the conservatorship of the Department of Family and Protective Services (DFPS) currently, or for certain students that were previously in the conservatorship of DFPS.
- The general term “foster care” for education purposes includes all students in the managing conservatorship (legal custody) of the Texas Department of Family and Protective Services (DFPS). This includes students placed by DFPS with a Kinship caregiver, when the child remains in the legal custody of Texas DFPS. The Texas Legislature only authorized TEA permission to collect the “foster care” status of students in Texas DFPS Managing Conservatorship. Students in foster care from other states must not be reported as foster care for PEIMS reporting purposes.
- For Foster Care Indicator Code 1, schools may accept any official Texas Department of Family and Protective Services form, listed below, that designate that a student is in *Texas DFPS Managing Conservatorship*. A school may also accept a copy of the court order for this purpose.

Acceptable Documentation:

1. All forms in the 2085 series:

- Foster Care/Residential Care - 2085 FC
- Kinship or Other Non-Foster Caregiver - 2085 KO
- Verified Kinship Foster Caregiver - 2085 KF
- Legal Risk - 2085 LR
- Home and Community-based Services (HCS) - 2085 HCS
- Supervised Independent Living - 2085 SIL
- Designation of Education Decision-Maker – 2085 E
- Designation of Medical Consenter - 2085 B

2. DFPS Kinship Caregiver Agreement – 0695

3. Court-Order naming Texas DFPS as the Temporary Managing Conservator (TMC) or Permanent Managing Conservator (PMC).

The “foster care” status of students is highly confidential. Foster care status and related information should be handled with the utmost sensitivity and in accordance with all FERPA guidelines. All foster care related documents should be stored under lock and key with other privacy protected records. Providing training for registrars, counselors, and school staff on confidentiality and sensitivity when enrolling.

Foundation program participation and endorsement information will be included in PEIMS reporting.

Student Attendance Accounting Handbook

1. **Student Detail Reports** must contain the following data:
 - a. Texas Unique student ID
 - b. Social Security number or state-assigned alternative ID number
 - c. Address of parent or guardian with whom the student resides, to include the street number, route number, or PO box number; city; and zip code, and campus ID of residence for nonresident students
 - d. Signature page, signed by persons recording data and persons approving data. This page may be signed each 6-week reporting period or each semester at local discretion. If your district uses a paperless attendance accounting system, the electronic equivalent of a signature page (for example, a feature that allows approvers to indicate their approval of data electronically) is acceptable in lieu of a paper signature page.
2. **Campus Summary Reports** must include the following data:
 - a. Signature page, signed by persons recording data and persons approving data. This page may be signed each 6-week reporting period or each semester at local discretion. If your district uses a paperless attendance accounting system, the electronic equivalent of a signature page (for example, a feature that allows approvers to indicate their approval of data electronically) is acceptable in lieu of a paper signature page.
3. **Additional Required Documentation:** The following documentation will also be required in the event of an audit (the retention period for an item is provided only if it differs from the standard 5-year retention period):
 - a. Documentation of a student's age and identity (to be retained as long as administratively valuable to the district).
 - b. Documentation of a student's residency or other eligibility for enrollment
 - c. Documentation supporting the claim that a student was attending a board-approved activity, accompanied by a professional staff member or adjunct staff member of the district, signed by the staff member who supervised the student.
 - d. If any data changes are made to reports after they have been submitted to the TEA, updated or corrected copies of all reports.
 - e. Special program documentation as described in each special program section in this handbook, including proof of service.

4. Attendance Accounting

- a. The **attendance personnel** generating absence summaries and transcribing the absences or coding information into the accounting system are responsible for adhering to all laws and regulations pertaining to student attendance accounting. Each person entering data into the attendance accounting system must sign an affidavit attesting that the data he or she has entered are true and correct to the best of his or her knowledge—or, in the case of a paperless attendance accounting system, indicate electronically that the person attests that the data he or she has entered are true and correct to the best of his or her knowledge.
 - b. **Important:** Your district must not assign attendance personnel the responsibility of determining a student's coding information. Special program staff members, directors, or teachers should provide attendance personnel with names and coding information of students who are eligible, whose documentation is in order, and who are being served in accordance with an individualized education program (IEP). Special program directors and staff members are responsible for reviewing special program data and totals for accuracy and completeness. They are also responsible for ensuring that attendance personnel are aware of any changes in a student's services and the effective dates of those changes. The attendance personnel are then responsible for entering the changes in the student attendance accounting system. At the end of each 6-week reporting period, special program staff members should check the Student Detail Report for any coding errors.
 - c. Study Halls Not Eligible as Instructional Hours: To be eligible for attendance for FSP purposes, students must either 1) be provided instruction at least 2 hours (half-day attendance) or at least 4 hours (full-day attendance) each school day or 2) be eligible for, enrolled in, and provided instruction in an alternative attendance accounting program. **Study halls are not considered instruction** and thus do not count toward the accumulation of attendance hours for FSP funding purposes.
5. In establishing whether a student meets residency requirements for enrollment in your district, your district **must not** ask about the citizenship or immigration status of the student or his or her parent or other person with legal control of the student under a court order. To determine whether a student should have an immigrant indicator code of 1 for PEIMS reporting purposes, your district may ask the following questions:
- a. Is the student 3–21 years of age?
 - b. Was the student born outside of the United States?
 - c. Has the student attended a US school for 3 full academic years?
- Note: The 3 years do not need to be consecutive.
- If the answer is yes to the first two questions and no to the third question, then the student should have an immigrant indicator code of 1. Your district must keep a copy of the document it used to verify a student's residency.

6. Students who are on campus and in their classrooms at the time attendance is taken must have their official attendance conducted and completed by the classroom teacher. Attendance must not be taken by students, classroom aides, or clerks. Using a student “sign-in” sheet to record attendance is not an acceptable method of taking roll and will result in the attendance being disallowed.

Data Reporting

- SB 490** The bill would require the commissioner to collect and report (in PEIMS) the number of full-time equivalent school counselors providing 40 hours of counseling services a week at each campus. For each year that a student is in high school, counselors must provide information to parents and students, including how many counselors provide counseling services at each campus, and information about possible fee waivers and educational vouchers for students who are or were previously in the conservatorship of the Department of Family and Protective Services, including the number of times the counselor has provided the information to the student.
- HB 22** Due to the importance of industry certification data in the accountability system, and to ensure that all schools are aware of the reporting opportunity on high school graduates regarding Post-Secondary Industry Certifications and Licensures, the TEA has made the **First-Post Secondary Industry Certification Licensure a mandatory field in the Student Graduation program Extension complex type.**

Attendance Accountability

- HB 2398** This bill repeals the criminal offense of failing to attend school and removes the failure to attend school as a basis for a finding by a juvenile court of a child in need of supervision. The bill establishes a civil penalty for failing to attend school. The offense of parent contributing to nonattendance remains a Class C misdemeanor.
- SB 1867** This bill requires the agency to remove certain students receiving special education services from longitudinal rates calculated for state accountability. These exclusions apply to students who (1) are at least 18 years of age as of September 1; (2) have satisfied credit requirements for high school graduation; (3) have not completed their individualized education program (IEP); and (4) are enrolled and receiving IEP services.

Dual Credit

- HB 505** This legislation would prohibit any administrative rules that limit the number of dual credit courses or hours in which a student may enroll

School Guidelines 2018-2019

Introduction

while in high school; the number of dual credit courses or hours in which a student may enroll each semester or academic year; or the grade levels at which a high school student may be eligible to enroll in a dual credit course.

- HB 2812** School districts may no longer limit the number of dual credit courses students may enroll in while in high school.

Graduation / Requirements / Performance Acknowledgments

- SB 149** This bill revises the state's assessment graduation requirements. A student who has failed to achieve 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) under TEC, §28.0258. Second, a student who did not meet satisfactory performance on the Algebra I or English II EOC after retaking the assessment, but who receives a score of proficient on the Texas Success Initiative (TSI) assessment in the corresponding course, has satisfied the EOC requirement for that course. Both provisions expire September 1, 2017.

- SB 463** This bill extends the availability of individual graduation committees (IGCs) until Sept. 1, 2019:

- SB 826** The bill eliminates requirements that students complete English I-III before being able to take an advanced English course, and eliminates requirements that students take Algebra I and geometry before taking an advanced mathematics course. **All course prerequisites remain intact.**

- SB671** This bill would allow a student to comply with the curriculum requirement for one credit of a language other than English by successfully completing a dual language immersion program at an elementary school.

- HB 18** An act relating to measures to support public school student academic achievement and high school, college, and career preparation. Section 28.016 states each school district shall provide instruction to students in grade seven or eight in preparing for high school, college and a career. The instruction must include information regarding the creation of a high school personal graduation plan, the distinguished level of achievement, each endorsement, college readiness standards, potential career choices and the education needed to enter those careers. A school district may provide the instruction as part of an existing course in the required curriculum, provide the instruction as part of an existing career and technology course designated by the State Board of Education (SBOE) as appropriate for that purpose, and establish a new elective

Introduction

course through which to provide the instruction. Each school district shall ensure that at least once in grade seven or eight each student receives the instruction under section 28.016.

HB 181 The requirement that school districts and charter schools print endorsements and performance acknowledgments on high school diplomas is removed. Districts must still include this information on high school academic achievement records/transcripts.

HB 2349 This bill permits a student to earn a performance acknowledgment for the following:

- Outstanding performance on an established, valid, reliable, and nationally norm- referenced preliminary college preparation assessment instrument used to measure a student's progress toward readiness for college and the workplace;
- Outstanding performance on an established, valid, reliable, and nationally norm- referenced assessment instrument used by colleges and universities as part of their undergraduate admissions process; or
- Earning a state recognized or nationally or internationally recognized business or industry certification or license.

The commissioner shall adopt rules requiring a student in the foundation high school program to be administered an EOC instrument only for a course in which the student is enrolled and for which an EOC assessment is administered.

HB 692 This bill allows a student that is not able to participate in physical activity due to disability or illness to substitute one credit in English Language Arts, Mathematics, Science or Social Studies or one academic elective credit for the required physical education credit.

SB 453 The requirement that a school district shall give a student in grade level six or above credit by an examination for a subject administered through College- Level Examination Program if the student scores:

- a three or higher on an advanced placement examination approved by the board of trustees under Subsection (a) and developed by the College Board; or
- a scaled score of 50 or higher on an examination or higher on an examination approved by the board of trustees under Subsection and administered through the College- Level Examination Program.

- SB 1024** A school district must award credit toward course requirements for high school graduation for courses a student successfully completes in Windham School District educational programs provided that the completed courses meet the Texas Essential Knowledge and Skills (TEKS).

Career and Technology Education

- HB 1430** The Texas Education Agency must ensure that any information provided to students relating to health science careers includes information regarding mental health professions. Additionally, to the extent that the public services endorsement includes information on health science career pathways, information must include mental health careers as a possible pathway. Mental health courses are added to language regarding the public services endorsement.

Military

- SB 1843** This bill would require schools to provide notice (including notice to parents) of, and to annually offer, administration of the Armed Services Vocational Aptitude Battery (ASVAB) tests to students in grades 10-12. These students also must be given the opportunity to consult with a military recruiter. The test must be scheduled during normal school hours and at a time that limits conflicts with extracurricular activities. The only schools that may elect to *not* administer the ASVAB are those offering an alternative test that meets several criteria, including that the test is for a career field that does not require post-secondary education and that the test administration is free.

- HB 22** Students who enlisted in the United States Armed Forces after graduation must be reported to TEA by all school districts and open enrollment charter schools.

Electronic Signatures

- HB 1993** A district that uses an electronic platform for communicating student grade and performance information to parents may permit a parent to sign the following notices electronically:
- A notice provided at least once every 12 weeks of a student's performance in each class or subject
 - A notice provided at least once every three weeks, or during the fourth week of each nine-week grading period, regarding a student's performance in a foundation subject if the student's performance in the subject is consistently unsatisfactory, as determined by the district

Family Education Rights Privacy Act (FERPA)

SB 206 This bill concerns the functions of the Department of Family and Protective Services (DFPS) and procedures for suits affecting the parent-child relationship, investigations of child abuse and neglect, and conservatorship of a child. Concerning the Education Code, SB 206 addresses the school in which a child is entitled to attend when the child is placed into conservatorship of DFPS, excused absences for a child in conservatorship of DFPS, and exemption of tuition and fees for higher education, including tuition and fees for a dual credit course or other course for which a high school student may earn joint high school credit and college credit, for students under the conservatorship of DFPS.

SB 507 A school may videotape a student or record his/her voice without consent from the student's parents in order to promote student safety.

HB 4046 This bill is related to the confidentiality of student records. In this section, "student record" means:

- information that constitutes education records as that term is defined by the Family Educational Rights and Privacy Act of 1974
- information in a record of an applicant for admission to an educational institution, including a transfer applicant. Information is confidential and excepted from the requirements of Section 552.021 if it is information in a student record at an educational institution funded wholly or partly by state revenue.

HB 1992 This bill is related to the granting of undergraduate course credit by advanced placement examination at public institutions of higher education in establishing the minimum required score on an AP examination for granting course credit.

Food Service

SB 725 A school district or open-enrollment charter school may allow a campus to elect to donate food to a nonprofit organization through an official of the nonprofit organization who is directly affiliated with the campus, including a teacher, counselor, or parent of a student enrolled at the campus. The donated food may be received, stored, and distributed on the campus at any time. The commissioner must adopt rules to implement the bill. Schools may adopt a policy to provide this food to students who are unable to purchase meals on campus.

Discipline

SB 179 The bill defines bullying to now include an act or acts by one or more students that exploits an imbalance of power. It also adds that bullying has the effect of causing a student to experience substantial negative mental health effects, disrupts the educational process, and infringes on the rights of the victim at school. The bill also clarifies that cyberbullying includes behavior that occurs on and off school property. The bill makes stipulations about the kinds of policies school districts must have about bullying/cyberbullying, including language that describes how individuals may report such behaviors. It allows for bullies to be removed from class, placed in DAEP or expelled. The school district and other individuals may report the bullying incident to law enforcement without liability. The victim of cyberbullying is allowed to seek injunctive relief against a cyberbully or, if the cyberbully is younger than 18, the parent or guardian of the cyberbully.

Physical Fitness Data Reporting

SB 1873 The Commissioner must complete a report on physical education (PE) provided by each school district. The report results must be published on the Texas Education Agency's Website and will include ratio of students enrolled in PE classes in the district compared to the overall enrollment and average PE class size at each campus in the district. For more information, contact Curriculum - Health and PE Division.

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School Guidelines 2018-2019
Introduction

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Common Abbreviations used in HISD

AAR	Academic Achievement Record
ACP	Alternative Certification Program
ACT	American College Test
ADA	Average Daily Attendance
ADS	Administrative Discipline System
AED	Automated External Defibrillator
AEIS	Academic Excellence Indicator System
AEP	Alternative Education Program
AIP	Accelerated Instruction Plan
AMI	Accelerated Mathematics Instruction
AP	Advanced Placement
ARD	Admissions, Review, Dismissal
ARI	Accelerated Reading Instruction
AYP	Adequate Yearly Progress (measured under NCLB)
BDC	Backup Domain Controller
BSP	Behavior Support Plan
CATE	see: CTE
CEHI	Compensatory Education Home Instruction
CEP	Community Eligibility Provision
CBE	Credit by Exam
CFP	Call for Proposal
CIT	Campus Improvement Team
CLEAR	Clarifying Learning to Enhance Academic Results
CLP	Cumulative Learning Profile
Comp Ed	Compensatory Education
CPRC	Campus Placement Review Committee
CRC	Campus Referral Committee
CTE	Career and Technical Education
CTED	Career and Technical Education for the Disabled
DAEP	Disciplinary Alternative Education Program
DBP	Developmental Bilingual Program
DLA	Distinguished Level of Achievement
DM	District (TAKS) Monitor
DNQ	Does Not Qualify
DPS	Drop-Out Prevention Specialist
DRM	Determination of Residence of a Minor
EA	Exam for Acceleration
ELA	English Language Arts
ELL	English Language Learner
EOC	End of Course
ESC	Education Service Center
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESY	Extended School Year
ESSA	Every Student Succeeds Act
FAPE	Free and Public Education
FBA	Functional Behavior Assessment
FERPA	Family Education Rights and Privacy Act

School Guidelines 2018-2019

Introduction

FHSP	Foundation High School Program
FIP	Focused Improvement Plan
G/T	Gifted and Talented
GFSA	Gun-Free Schools Act
GPC	Grade Placement Committee
HAPG	Horizontal Alignment and Planning Guide
HFWE	High Frequency Word Evaluation
HLS	Home Language Survey
IAT	Intervention Assistance Team
IB	International Baccalaureate
IBMYP	IB Middle Years Programme
IBPYP	IB Primary Years Programme
IEP	Individualized Education Program
IGC	Individual Graduation Committee
IR	Improvement Required
ISS	In School Suspension
ITF	Information Task Force
JJAEP	Juvenile Justice Alternative Education Program
LAS	Language Acquisition Survey
LAT	Linguistically Accommodated Testing
LD	Learning Disabled
LDAA	Locally Developed Alternative Assessment
LEA	Local Education Agency
LEP	Limited English Proficient
LPAC	Language Proficiency Assessment Committee
LRE	Least Restrictive Environment
LSA	Limited Scope Audits
LSG	Linguistic Simplification Guide
LXR	Logic Extension Resources
MDT	Multi-Disciplinary Team
MEP	Migrant Education Program
MPDAS	Modified Professional Development and Appraisal System
NGS	New Generation System
OCR	Office of Civil Rights
OFSDP	Optional Flexible School Day Program
OFYP	Optional Flexible Year Program
OLSAT	Otis Lennon Scholastic Aptitude Test
OS(S)	Out-of-School (Student)
PAC	Parent Advisory Committee
PALS	Preschoolers Acquiring Learning Skills
PASS	Profiler for Academic Success for Students
PCPEI	Policy Committee for Public Education Information
PDAS	Professional Development and Appraisal System
PEG	Public Education Grants
PEIMS	Public Education Information Management System
PID	Person Identification Database
PGP	Personal Graduation Plan
PLC	Professional Learning Communities
PRS	Pregnancy Related Services (see Lifeskills)

School Guidelines 2018-2019

Introduction

PSAT	Preliminary Scholastic Aptitude Test
RtI	Response to Intervention
RPTE	Reading Proficiency Test in English
SAT	Scholastic Aptitude Test
SBM	School Business Manager
SBM	Site Based Management
SBOE	State Board of Education
SCE	State Compensatory Education
SCIT	Special Campus Improvement Team
SDAA	State-Developed Alternative Assessment
SDMC	Shared Decision Making Committee
SEA	State Education Agency
Section 504	Section 504 of the Rehabilitation Act (1973)
SIGHTS	Supplementary Instruction for Gifted, High Achieving/Talented Students
SIP	School Improvement Plan
SIS	Student Information System
SMP	Strategic Management Principles
SOL	Speakers of Other Languages
SRC	School Report Card
SSI	Student Success Initiative
STAAR	State of Texas Assessments of Academic Readiness
TAC	Texas Administrative Code
TAKS	Texas Assessment of Knowledge and Skills
TAKS-Acc	Texas Assessment of Knowledge and Skills – Accommodated
TAKS-Alt	Texas Assessment of Knowledge and Skills – Alternate
TAKS-M	Texas Assessment of Knowledge and Skills – Modified
TASB	Texas Association of School Boards
TASP	Texas Academic Skills Program
TEA	Texas Education Agency
TEC	Texas Education Code
Tejas LEE)	Spanish Version of TPRI
TEKS	Texas Essential Knowledge and Skills
TELPAS	Texas English Language Proficiency Assessment System
THECB	Texas Higher Education Coordinating Board
TJBC	Texas Juvenile Probation Commission
TOP	Texas Observation Protocol
TPRI	Texas Primary Reading Inventory
TREx	Texas Records Exchange System
TSRST	Texas Student Record Transfer Standard
TSI	Texas Success Initiative
UIL	University Interscholastic League
VAM	Vertical Alignment Matrix
VCV	Violent Crime Victim
VOE	Verification of Enrollment
YEP	Year-End Process

II. ORGANIZATIONAL STRUCTURE

SCHOOL CALENDAR AND SCHOOL DAY

HB 2610 – The 84th Legislature amended Texas Education Code, §25.081, by striking language requiring 180 days of instruction and replacing this language with a requirement that districts provide at least 75,600 minutes of instruction, including intermissions and recess. The bill also allows school districts to add minutes as necessary to compensate for minutes of instruction lost due to school closures caused by disaster, flood, extreme weather conditions, fuel curtailment, or another calamity.

Beginning in the 2016-2017 school year, school districts and charter schools will be required to submit calendars showing the amount of time that school was held each day, along with waiver minutes granted by the Texas Education Agency (TEA) through the summer data submission. The TEA will use the data to verify that school districts and charter schools meet the required number of minutes of instruction. Districts and charter schools that do not meet the requirements will receive a funding deduction proportionate to the amount of minutes that they fall short of meeting requirements.

The HISD Calendar posted on the HISD Portal indicates the number of instructional days by semester and year. **Features of the 2018-2019 calendar include:**

- 174 days of instruction and 187 teacher contract days
- Nine pre-service days for teachers: August 13–23, 2018
- Three preparation days for teachers: August 24 and December 21, 2018, and June 3, 2019
- Five early-dismissal days to be used for professional development: September 21, October 19, and November 9, 2018, and January 18 and February 15, 2019
- The following holidays:
 - Labor Day: September 3, 2018
 - Fall Holiday: September 10, 2018
 - Thanksgiving: November 19–23, 2018
 - Winter Break: December 24, 2018–January 4, 2019
 - Martin Luther King, Jr., Holiday: January 21, 2019
 - Spring Break: March 11–15, 2019
 - Spring Holiday: April 19, 2019
 - Memorial Day: May 27, 2019

School Guidelines, 2018-2019 Organizational Structure

The length of the school day for students shall not be less **420 minutes** including intermissions and recesses. Teachers' daily duty schedules are based on a workday of **465 minutes**. When there is an approved early-dismissal day as part of a waiver, there should be at least **240 minutes** of instructional time for students in all grades who are coded as fulltime students. Otherwise, students may not be considered present for ADA attendance. BP EC (Legal)

School Instructional Times – 2018-2019 (Includes minutes for inclement weather days and early dismissal/staff development)

- **6-12 and High Schools 8:30 am - 4:00 pm** (Up to 4 early release days during semester exams in December and May)
- **K-8 and Middle Schools 8:30 am - 3:50 pm**
- **Elementary School 7:30 am - 2:50 pm**

A student may attend an Optional Flexible School Day Program (OFSDP) a maximum of 10 hours of instruction per day. A student who receives instruction in OFSDP in combination with traditional coursework may not receive funding for hours of instruction exceeding twelve hours on any given day. All attendance for all students participating in the OFSDP program must be reported through the Public Education Information Management System (PEIMS) submission based on the rules for OFSDP.

Passing time shall be at the discretion of the individual school, but is not counted as instructional time.

A student must be served at least two hours of instruction per day to be included in membership, and must be in membership before being eligible for attendance. Students must be served at least four hours of instruction per day to be eligible for full-day attendance, or at least two hours of instruction per day to be eligible for half-day attendance. (19 TAC §129.21(h)); BP FEB (Legal)

Students with disabilities must also have a seven-hour day. School buses must not pick up students from school before the official end of the school day.

Official Average Daily Attendance (ADA) must be taken during the second instructional hour. This means that if school begins for students at 7:45 a.m., ADA must be taken between 8:45 a.m. and 9:45 a.m. The principal must designate the exact time at which all teachers in the building will take attendance during the designated hour. This time should be posted in the school.

ADA **cannot** be taken during homeroom. Even though, under block scheduling, it would be legally permissible to record ADA accounting during the first period, it is **strongly** recommended that schools continue to take ADA during the second period at a time which still falls within the second instructional hour.

The official instructional day begins with the first class period for which **all** students are scheduled. If a campus has a "0" period before school for which only special classes are scheduled, that period is not considered a part of the official instructional day.

School Guidelines, 2018-2019

Organizational Structure

Students who have completed all graduation requirements other than required testing requirements may enroll in any course that will prepare them for the assessment. If the student is scheduled to attend classes for less than two hours a day, five days a week, the student should either be enrolled in the OFSDP program on the campus or the student should be enrolled using the Average Daily Attendance (ADA) code of "0" to indicate that the student is not eligible for funding.

The length of the lunch period shall be at the discretion of the school but should not be less than 30 minutes, including passing time.

With the exception of emergency announcements, interruptions of classes during the school day for nonacademic activities (such as announcements and sales promotions) shall be limited to once during the school day. (TEC 25.083); BP EC (Legal)

Schools are required to fly the Texas flag and the United States flag on all regular school days. TEC §1.003; BP CLE (Legal)

TEC §25.082 directs school boards to require students to recite the pledges to the United States and Texas flags once each school day. A district shall excuse a student from reciting a pledge on request of the student's parent or guardian. The legislation also directs school boards to provide for a minute of silence following the pledges during which student may reflect, pray, meditate, or engage in another silent activity that is not distracting to other students. BP EC (Legal)

LEGISLATED CALENDAR ITEMS

Texas Government Code §662.102 establishes March as Texas History Month, in honor of historic Texans and events in Texas history.

TEC §29.907 changes Celebrate Freedom Week to the week including September 17, but allows local districts to celebrate it in another designated week. The State Board of Education shall adopt rules to ensure students in grades 3-12 study and recite a passage from the Declaration of Independence. Certain exceptions to the recitation requirement are for students who have a conscientious objection, are children of representatives of foreign governments, or have a written request from a parent or guardian.

TGC 662.152 Designates the second week of September as Obesity Awareness Week

TGC 662.103 Designates the month of April as Child Safety Month

TGC 662.041 Designates January 6 as Sam Rayburn Day

TGC 662.049 Designates the second Wednesday of May as Public School
Paraprofessional Day

TGC 662.047 Designates February 19, as State of Texas Anniversary Remembrance
Day

TGC 662.050 Designates September 11 as Texas First Responders Day

TGC 662.051 Designates August 26 as Women's Independence Day

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Interviews, filming, or videotaping on district property may not occur without prior approval from the building administrator or department head and the Media Relations Department. Approval may be in the form of an email.

Requests for interviews are generally granted if the individual from whom the interview is being sought agrees to participate. If the individual does not wish to be interviewed or photographed, he or she may decline; however, the individual or the building administrator should notify the Media Relations Department.

Filming, videotaping, and photographing children in classrooms, on campus, or in school-sponsored events are allowed for non-instructional purposes, provided that there is a signed parental consent form or release form for each child who participates in such activities. The form is available on the HISD Media Relations portal site. Signed parental consent forms must be in the school files and accessible upon request. General images of children in which no one student is identifiable do not require parental permission forms. In addition, the filming, videotaping, and photographing of children for classroom instructional purposes or for a purpose related to a co-curricular or extracurricular activity do not require parental permission forms. These provisions are in accordance with the Texas Education Code, Title 2—Chapter 26, Section 26.009, *Consent Required for Certain Activities*.

District personnel must adhere to the following general guidelines when working with the news media:

- The privacy of a student or employee is the foremost concern when working with the news media and must be considered prior to the release of any information.
- If there is no prior clearance from the Media Relations Department or the Student Information Office, names of students should never be released under any circumstance without prior parental consent or the consent of the student if he or she is 18 years of age or older.
- Names of victims are not to be released; news media should be referred to the receiving hospital or Police Department for such information.
- Home addresses and telephone numbers of students, private citizens, and those HISD employees who have restricted home addresses and telephone numbers are not to be released to the media.
- Media requests for district records shall be submitted in writing and referred to the Public Information Office. Costs of providing copies of records shall be in accordance with HISD Board Policy and Administrative Procedures.

PARENTAL RIGHTS

TEC §4.001 and §26.001 recognize that parents are partners with educators, administrators, and school-district Boards of Education in their children's education. Parents are to be encouraged to actively participate in creating and implementing educational programs for their children. In order to reach this goal, Chapter 26 of the Texas Education Code outlines the rights of parents in several areas of their child's educational program. BP FNG (Legal)

It is the responsibility of school principals to provide timely and accurate information to **all** parents regarding student non-attendance days, early-dismissal days, and other adjustments in days and/or time of attendance due to school waivers or any other circumstances.

Accordingly, each principal should take the following actions:

- Upon receipt of the board-approved school-year calendar, disseminate it to all staff, all parents, and other appropriate community groups and agencies.
- Prior to the opening day of the school year, send the calendar, along with an informational memorandum to all parents. Be certain to identify any differences between the local school calendar and the official HISD calendar (e.g., days on which students will not be attending, so that parent conferences and/or professional development training can occur, based on an approved waiver).
- Post the calendar in common areas throughout the campus. At least five school days prior to a special attendance day (e.g., a student non-attendance day for his/her school) send a written reminder to **all** parents.
- Parents and/or students **must** be notified of any rules, regulations, or policies that vary from district policy that are in force at a campus. This means that each campus with an approved waiver must document the waiver in school handbooks, parent newsletters, etc.
- Directly involve the PTA/PTO, alumni and other school and community organizations in ongoing communication with parents and other community members regarding special attendance days and any other days for which parents need to adjust their schedules and make special arrangements to accommodate their children.
- All schools must have a PTA or PTO **or a Parent Advisory Committee (PAC) on a Title 1 campus. Any other committee will not take the place of these** unless the school has a waiver on file in the School Administration Department, approved by the HISD Board of Education.
- Schools must have a process to address parental concerns.

School Guidelines, 2018-2019
Organizational Structure

Parents are entitled to:

- access all written records of a school district concerning the parent's child, including attendance records, test scores, grades, disciplinary records, counseling records, psychological records, applications for admission, health and immunization information, teacher and counselor evaluations of their child, and reports of behavioral patterns
- review all teaching materials, textbooks, and other teaching aids used in the classroom of the parent's child BP EF (Legal)
- review each test administered to the parent's child after the test is administered;
- remove the parent's child temporarily from a class or other school activity that conflicts with the parent's religious or moral beliefs if the parent presents or delivers to the child's teacher a written statement authorizing the removal, but not to avoid a test or to prevent the child from taking a subject for an entire semester;
- be notified of the basic content of sexuality courses and the procedures the school is to develop to award credit if the student is removed from the course for an extended period of time;
- A school **must** send progress reports to parents, as required by state law.
- give consent before psychological testing, video, or audio taping except for:
 - purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses;
 - a purpose related to a co-curricular or extracurricular activity;
 - a purpose related to regular classroom instruction; or
 - a purpose required under state or federal law regarding special education;
- be notified by the school as to what directory information is maintained and may be released upon request;
- state in writing that they do not wish directory information released;
- give written consent before a child may be referred to an outside counselor for care or treatment of a chemical dependence or an emotional or psychological condition

In addition, school personnel must:

- disclose to the student's parent any relationship between the district and the outside counselor; and

School Guidelines, 2018-2019
Organizational Structure

- inform the student and the student's parent of any alternative public or private source of care or treatment reasonably available in the area; and be notified if their child is being taught by non-certified teachers, inappropriately certified teachers, certified teachers assigned to teach classes outside of their certification, or individuals serving on an emergency certificate.
- be notified of the HISD policy on students leaving campus during the school day described in – “Guidelines and Procedures for Students Leaving Campus” and give consent when students are permitted to leave campus during school hours for any reason;
- be notified of any approved waiver allowing deviation at the school from local and/or state policies.
- Every Student Succeeds Act (ESSA) became law in December 2015, replacing the No Child Left Behind Act. The new law increases flexibility and decision-making authority afforded states, encourages states and schools to be innovative, and holds states accountable for results. ESSA requires federal review and approval of a state consolidated plan, which provides a comprehensive overview of how each state will use federal funds to advance its own goals and visions of success for students.
- be notified, as required under TEC §25.113, when they have children who are in classes that have been granted class-size-limit waivers from the commissioner of education. The notice must be in conspicuous bold or underlined print and:
 - (1) specify the class for which an exception from the limit imposed by Section 25.112(a) was granted;
 - (2) state the number of children in the class for which the exception was granted; and
 - (3) be included in a regular mailing or other communication from the campus or district, such as information sent home with students.

The required notice must be provided not later than the 31st day after the first day of the school year, or the date the exception is granted, if the exception is granted after the beginning of the school year (note: TEC §39.183 requires the Texas Education Agency commissioner's biennial legislative report to include data on the number of campuses and classrooms that were granted waivers and the performance of students in those classrooms). BP EEB (Legal)

- Give written consent for the student to participate in those counseling and guidance activities for which the district requires parental consent. The consent form must include specific information on the content of the program and the types of activities in which the student will be involved.
- Be given the opportunity annually, during school hours, to preview the content of the school's counseling and guidance program. All materials, including curriculum to be used during the year, must be available for preview. Any materials or curriculum unavailable for preview may not be used in the implementation of the program.

School Guidelines, 2018-2019
Organizational Structure

- Be notified that the Code of Student Conduct is available for review at the principal's office.
- Be provided each school year, as required by TEC §26.0081, with a written explanation of the options and requirements for providing assistance to students who have learning difficulties or who need or may need Special Education. The purpose of this notice is to ensure that parents understand their unnecessary or inappropriate delays in Special Education evaluations related to the failure to seek timely consent from parents.
- TEC §29.004 provides that the full individual and initial evaluation of a student for purposes of Special Education services must be completed within 60 calendar days after signed consent by the parent.
- Be notified, as required by TEC §21.057, when their child is being taught by an inappropriately certified or uncertified teacher in the same classroom for more than 30 consecutive instructional days. The notification must be sent not later than the 30th instructional day after the date of the assignment of the inappropriately certified or uncertified teacher.

The term “uncertified” does not include a teacher enrolled in an approved alternative certification program (note: TEC §39.183 requires the TEA commissioner's biennial legislative report to include data on the number of inappropriately certified or uncertified teachers). Parental notification under state law is not required if notification regarding a teacher who is not highly qualified has been given pursuant to federal law **Every Student Succeeds Act (ESSA)**.

TEC §37.0091 allows a noncustodial parent to request in writing that the district provide him or her with a copy of any written notification relating to student misconduct that is generally provided by the district to a student's parent or guardian.

- TEC §38.016 prohibits a school employee from recommending that a student use a psychotropic drug or suggesting any particular diagnosis. A school employee is also prohibited from using a parent's refusal to consent to administration of a psychotropic drug to a student or to a psychiatric evaluation or examination of a student as grounds, by itself, for prohibiting the child from attending a class or participating in a school-related activity.

This state law does not prohibit an appropriate referral under the child find system, a specified school health professional from recommending evaluation by an appropriate medical practitioner, or a school employee from discussing a child's behavior or academic progress with the child's parent or another district employee.

School Guidelines, 2018-2019
Organizational Structure

- TEC §38.015 allows a parent to give written authorization for his or her child to self-administer prescription asthma and anaphylaxis medicine while on school property or at a school event. The parental authorization must include a written statement from the student's physician or other licensed health care provider, signed by the physician or provider, which states:
 - that the student has asthma or severe allergic reactions and is capable of self-administering the prescription asthma or anaphylaxis medication;
 - the name and purpose of the medicine;
 - the prescribed dosage for the medicine;
 - the time at which or circumstances under which the medicine may be administered; and
 - the period for which the medicine is prescribed.

The physician's statement must be kept on file in the nurse's office at the campus the student attends, or if there is not a school nurse, in the office of the principal of the campus the student attends. Schools should use the *Physician's Request for Self-Administration of Prescription Asthma Medicine or Epinephrine while on School Property or a School-related Activity Medication at School Building During School Hours* and Policies Governing Self-Administration of Prescription Emergency for Treatment of Asthma Medication and Life Epinephrine while on School Property or a School Related Activity (Policy Governing Administering Medication).

TEC25.0022 states that upon (initial) enrollment of a child in a public school, a school district shall request, by providing a form that a parent or other person with legal controls of the child under court order: to disclose whether the child has a food allergy or a severe food allergy and specify the food to which the child is allergic and the nature of the allergic reaction in order to enable the district to take necessary precautions regarding the child's safety, The form is to maintained in the cumulative health record after review by the school nurse.

Sec. 38.017 Each school district shall make available at each campus in the district at least one automated external defibrillator (AED) during times in which there are a substantial number of students present. All AEDs are to be maintained in proper working condition including up-to-date battery and electrodes. At least two persons on each campus should be trained in Cardiopulmonary Resuscitation (CPR) and proper use of the AED.

Sec.168.008, Health and Safety Code requires that in schools in which a student with diabetes is enrolled, the school principal shall (1) seek school employees who are not health care professionals to serve as unlicensed diabetes care assistants and care for students with diabetes, and (2) make efforts to ensure that the school has at least one unlicensed diabetes care assistant if a full-time school nurse is assigned to the school, and at least three unlicensed diabetes care assistants if a full-time school nurse is not assigned to the school.

Health and Safety Code, Title 2, Subtitle B, Chapter 36, 37 and 95 requires that vision, hearing, spinal and screening for Type 2 diabetes be conducted annually at specified grade levels. State law requires screening is to be conducted by individuals certified by the Department of State Health Services (DSHS) and the Texas Border Health Office (TBHO). Health and Medical Services submits an annual state report is submitted to the DSHS and TBHO reflecting follow up for students who fail any of the required screenings.

SCHOOL HEALTH SERVICES DELIVERED BY A SCHOOL NURSE

- The Texas Education Agency defines a school nurse in 19 Texas Administrative Code (TAC) § 153.1022 (a) (1) (D) as "... an educator employed to provide full-time nursing and health care services and who meets all the requirements to practice as a registered nurse (RN) pursuant to the Nursing Practice Act and rules and regulations relating to professional nurse education, licensure, and practice and has been issued a license to practice professional nursing in Texas."
- The RN has the educational preparation and critical thinking skills as well as clinical expertise which are essential to nursing in the school setting. These activities involve the comprehensive assessment of the nursing/health care needs of the student, the development of a plan of care, implementation of the plan, and evaluation of the outcomes. The provision of these services by the RN contributes directly to the students' education and to the successful outcome of the educational process. These essential components of professional nursing practice are the responsibility of the RN in compliance with 22 TAC §217.11(3)(A).

SCREENING SCHEDULE- ROUTINE SCREENING

The requirements for vision and hearing apply each year for children enrolled in any public or private school or preschool Children 4 years or older, enrolled in any facility for the first time. Children enrolled in pre-kindergarten, kindergarten; 1st, 3rd, 5th and 7th grades must be screened within 120 calendar days of enrollment. As soon as possible after admission a student is required to be screened for vision and hearing disorders and any other special senses and communication disorders specified by the Texas Department of State Health Services (TDSHS). [Health and Safety Code 36.005\(a\)](#)

All students enrolled in the District shall be screened for vision and hearing problems in prekindergarten; kindergarten; and first, third, fifth, and seventh grades before May 31 of each year. Upon written request approved by TDSHS, the screening of vision and hearing may instead occur in prekindergarten; kindergarten; and first, second, fourth, and sixth grades. [25 TAC 37.23\(d\), \(f\)](#)

SCREENING WHEN ENROLLED

Students four years of age and older, who are enrolled in the District for the first time, must be screened for possible vision and hearing problems within 120 calendar days of enrollment. [25 TAC 37.23\(e\)\(1\)](#)

OUTSIDE SCREENING -EXCEPT FOR STUDENTS ENROLLED IN KINDERGARTEN OR FIRST GRADE

The District shall not require a student to be screened if the parent, guardian, managing conservator, or person having legal responsibility for the student's support submits to the District, on or before the date vision or hearing screening is scheduled, an affidavit in lieu of the record of screening stating that the vision or hearing screening conflicts with the tenets or practices of a church or religious denomination of which the affiant is an adherent or member. [Health and Safety Code 36.005\(b\); 25 TAC 37.23\(h\)](#)

REPORTS

On or before June 30 of each year, the District shall submit to TDSHS a report on the screening status of its aggregate population screened during the reporting year. The results of required professional examinations or screening tests shall be reported as specified on forms approved by TDSHS. [Health and Safety Code 36.006; 25 TAC 37.26\(c\)\(1\)](#)

RISK ASSESSMENT FOR TYPE 2 DIABETES

As soon as possible after admission students in grades 1, 3,5 and 7 are required to be assessed for risk of developing type 2 diabetes. The risk assessment should:

1. Identify students with acanthosis nigricans; and
2. Further assess students identified under paragraph 1 to determine the students':
 - a. Body mass index; and
 - b. Blood pressure.

OUTSIDE SCREENING

The student or minor student's parent, managing conservator, or guardian may elect to substitute a professional examination for the risk assessment. [Health and Safety Code 95.003\(a\)](#)

EXEMPTION— RELIGIOUS BELIEFS

A student is exempt from risk assessment if it conflicts with the tenets and practices of a recognized church or religious denomination of which the student is an adherent or a member. To qualify for the exemption, the student or minor student's parent, managing conservator, or guardian must submit, on or before the day of the risk assessment process, an affidavit stating the objections to the risk assessment. [Health and Safety Code 95.003\(b\)](#)

School Guidelines, 2018-2019
Organizational Structure
ANNUAL REPORT

Each district shall submit to the Office an annual report on the risk assessment status of the students in attendance during the reporting year and shall include in the report any other required information. [Health and Safety Code 95.004\(e\)](#)

SPINAL SCREENING

Each student required by rule of TDSHS to be screened shall undergo approved screening for abnormal spinal curvature. [Health and Safety Code 37.002\(a\)](#)

DISTRICT RESPONSIBILITY

The Superintendent shall ensure that each student admitted to the District complies with the screening requirements or submits an affidavit of exemption (see below). [Health and Safety Code 37.002\(c\), 25 TAC 37.148\(m\)](#)

SCREENING SCHEDULE

All eligible students, particularly those in grades 5,7, and 8 shall be screened for abnormal curvature before the end of the school year.

SCREENING ON ENROLLMENT

New students enrolling in grades scheduled for screening (i.e., grades 5, 7 and 8), who have no record of having received their scheduled screening(s) shall be screened the year they enroll. [25 TAC 37.148\(c\)](#)

ANNUAL REPORT

Each district shall submit to TDSHS an annual report of spinal screening performed during the school year no later than June 30 of the reporting year. The report shall be submitted as specified on a form issued by TDSHS. [25 TAC 37.148\(n\)](#)

STATE LAW REQUIREMENTS

Several of the provisions of the Texas Government Code and Texas Education Code (TEC), under which schools operate, are listed here to provide a quick reference to some of the policies.

- TEC §25.082 directs school boards to require students to recite the pledges to the United States and Texas flags once each school day. The 80th legislature amended Section 3100.101 of the Government Code to specify that the pledge to the Texas flag is: "Honor the Texas flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible." A district shall excuse a student from reciting a pledge on request of the student's parent or guardian. The law also directs school boards to provide for a minute of silence following the pledges during which students may reflect, pray, meditate, or engage in another silent activity that is not distracting to

School Guidelines, 2018-2019
Organizational Structure

other students. There are no provisions to excuse a student from the moment of silence.

- A campus may require school uniforms if agreed upon by the Shared Decision-Making (SDM) Committee but must provide funds to pay for uniforms for economically disadvantaged students.
- No representative of a commercial organization shall be allowed to solicit individual sales to teachers during the school day. This includes all faculty meetings.
- Schools are required to fly the Texas flag and the United States flag on all regular school days.
- Texas Government Code §662.102 establishes March as Texas History Month, in honor of historic Texans and events in Texas history.
- TEC §29.907 changes Celebrate Freedom Week to the week including September 17. Federal law requires educational institutions receiving federal funds to hold an educational program about the United States Constitution on September 17th, Constitution Day. The SBOE shall adopt rules to ensure students in grades 3-12 study and recite a passage from the Declaration of Independence. Certain exceptions to the recitation requirement are for students who have a conscientious objection, are
- Children of representatives of foreign governments, or have written request from a parent or guardian.
- The use of protective eye devices is required, but districts are not required to provide them free of charge.
- Possession or use of tobacco products or alcohol at a school-sanctioned or school-related activity, on or off school property, is prohibited.
- Access to medical records has been expanded to nurses.
- Passenger cars can be used to transport fewer than 10 students, both on bus routes to and from school and in connection with school-related activities, provided the number of passengers in the vehicle does not exceed its designed capacity and each passenger is secured by a seat belt.
- The district cannot require nor allow any child to stand on a school bus that is in motion.
- The Commissioner of Education no longer approves bus routes and transportation systems.

School Guidelines, 2018-2019

Organizational Structure

- TEC §38.013 allows a student to possess and self-administer asthma medicine while on school property or at a school-related event, if the school receives a written authorization statement signed by both the student's parent and the student's doctor.
- This provision does not waive any liability or immunity, or create any liability for a cause of action against a governmental unit or its officers or employees.
- TEC §37.001 requires that each school office make available a copy of the Code of Student Conduct for review by parents and notify parents of its availability.

TEACHERS

TEC §21.003 states that a person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or counselor unless the person holds an appropriate certificate or permit. TEC §21.0031 provides that a teaching contract is void if the employee does not have a valid permit or certificate.

HISD may issue a school-district teaching permit and employ as a teacher a person who does not hold a teaching certificate issued by the State Board for Educator Certification. To be eligible for this permit, a person must hold a baccalaureate degree.

If HISD issues district teaching permits, Special Education and Bilingual/ESL students being taught by teachers with HISD permits may be counted as served for funding purposes.

TEC §39.183 requires the disclosure in the biennial report to the legislature of the number of uncertified or inappropriately certified teachers.

Rules governing absences for religious holidays apply to all persons required to hold a certificate by the State Board for Educator Certification.

TEC §11.164 limits written reports required from classroom teachers to health and safety documents, grades and academic progress reports, textbook documentation, lesson plans, attendance information, reports required for accreditation review, information related to a complaint, grievance, or actual or potential litigation that requires the classroom teacher's involvement, or any information specifically required by law, rule, or regulation. BP DLB (Legal)

Each classroom teacher or full time librarian is entitled to at least a thirty-minute duty-free lunch period. The teacher may not be required to remain on the school campus. A school may require a classroom teacher or librarian to supervise students during lunch if necessary due to a personnel shortage, extreme economic conditions or unforeseen circumstances. However, a teacher or librarian may not be required to supervise students during lunch more than one day in a school week.

School Guidelines, 2018-2019
Organizational Structure

If a teacher's duty-free lunch must be eliminated or altered for exceptional circumstances, the principal must document the reason and report the action within 48 hours, in writing, to the appropriate Schools Office. TEC §21.405; 19 TAC 153.1001; BP DL (Legal)

Each teacher actively engaged in the instruction of students shall have at least 450 minutes within each two-week period for instructional preparation, including parent-teacher conferences, evaluation of students' work, and planning. A planning period may not be less than 45 minutes in length within the instructional day, but is not required every day. During that time, a teacher may not be required to participate, in any other activity. Teachers may volunteer to participate in group planning or staff development activities but cannot be penalized for not participating. See TEC §21.404; BP DL (Legal)

A teacher shall not be permitted to use of the school building for giving private lessons for pay nor to receive any money for giving instruction outside of school hours to pupils whose promotion that teacher will be called upon to pass judgment.

TEC §31.104(e) prohibits local Boards of Education from requiring teachers to pay for textbooks that are stolen, misplaced, or not returned by the student. School districts are still responsible for maintaining state property.

No representative of a commercial organization shall be allowed to solicit individual sales to teachers during the school day. This includes all faculty meetings.

An adequate supply of instructional materials shall be made available to teachers.

19 TAC §232.850 provides that at least 150 clock hours of continuing education (CPE) must be completed during each five-year renewal period. Educators should complete a minimum of 20 clock hours of CPE each year of the renewal period. An educator renewing multiple certificates should complete a minimum of five CPE clock hours each year in the content-area knowledge and skills for each certificate being renewed.

TEC §21.451 provides that:

- Staff development must be conducted in accordance with district-developed standards.
- Staff development must be predominantly campus-based and related to achieving campus performance objectives developed under the School Improvement Plan.
- The Shared Decision-Making committee must approve campus staff development.
- The staff development may include training in technology, conflict resolution, and discipline strategies.
- The staff development may also include training that relates to instruction of students with disabilities, and be designed for educators that work primarily outside the area of Special Education.

School Guidelines, 2018-2019

Organizational Structure

Written lesson plans shall be required of every teacher to facilitate efficient and effective instruction of the District curriculum. The lesson plan will serve as a means of administrative monitoring of the instructional program. In the absence of the teacher, the lesson plan shall provide the associate (substitute) teacher a guide for presenting the daily activities. For students with disabilities, a current Individualized Education Program (IEP) shall be used as the basis for the development of lesson plans. BP DLB (Legal); EEP (Local)

A principal should schedule a faculty meeting only when necessary. Unless the meeting is needed to address some type of immediate emergency, participants should be given reasonable notification prior to the scheduled time of the meeting. The meeting should not be long, and an agenda should be provided that outlines the topics that will be covered during the meeting. Participants in the meeting should focus on the items included in the agenda.

Each year the principal of a secondary school shall select a department chairperson for each department. The department chairperson shall coordinate programs and materials and shall serve as the instructional liaison between the teachers of the department and the school administration. The department chairperson is responsible for distributing appropriate materials and communicating updated information to all teachers at the department level. The chairperson's role is supportive, rather than supervisory.

SCHOOL COUNSELORS AND COUNSELING PROGRAMS

School counselors are uniquely qualified to address all students' academic, career and social/emotional development needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes and enhances student success. School counselors are employed in elementary, middle/junior high and high schools; in district supervisory positions; and counselor education positions.

School counselors serve a vital role in maximizing student success through leadership, advocacy and collaboration, school counselors promote equity and access to rigorous educational experiences for all students. School counselors support a safe learning environment and work to safeguard the human rights of all members of the school community and address the needs of all students through culturally relevant prevention and intervention programs that are a part of a comprehensive school counseling program.

The development of the school counseling program is based on the following areas of The American School Counselor Association ASCA National Model: foundation, delivery, management and accountability.

SCHOOL COUNSELOR STANDARDS

School counselors adhere to the Texas Administrative Code Standards, Rule 239.15

The certified school counselor must know and understand the following:

- counseling and consultation theories and practices
- changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
- legal and ethical standards, practices, and issues
- the characteristics and educational needs of special populations
- the integration of the guidance and academic curricula
- the roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students

The certified school counselor applies the knowledge base to promote the educational, personal and social and career development of the learner. The certified school counselor must:

- develop processes and procedures for planning, designing, implementing, and evaluating a developmental guidance and counseling program

School Guidelines, 2018-2019

Organizational Structure

- counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs
- consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students
- coordinate resources for students within the school and community
- advocate for a developmental guidance and counseling program that is responsive to all students.

The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:

- collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas
- facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information
- use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change
- implement effective referral procedures to facilitate the use of special programs and services
- act as a consultant and/or coordinator to help learners achieve success inside and outside of school

The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

- understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;
- advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures

School Guidelines, 2018-2019
Organizational Structure

- facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.

The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

- support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;
- develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning; and
- work effectively as a team member to promote positive change for individuals, groups, and the school community.

The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

- use reflection, self-assessment, and interactions with colleagues to promote personal professional development
- strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards
- continue professional development to improve the school guidance and counseling program

Sec. 33.007. COUNSELING REGARDING POSTSECONDARY EDUCATION.

(a) Each school counselor at an elementary, middle, or junior high school, including an open-enrollment charter school offering those grades, shall advise students and their parents or guardians regarding the importance of postsecondary education, coursework designed to prepare students for postsecondary education, and financial aid availability and requirements.

(b) During the first school year a student is enrolled in a high school or at the high school level in an open-enrollment charter school, and again during each year of a student's enrollment in high school or at the high school level, a school counselor shall provide information about postsecondary education to the student and the student's parent or guardian. The information must include information regarding:

School Guidelines, 2018-2019
Organizational Structure

- (1) the importance of postsecondary education;
 - (2) the advantages of earning an endorsement and a performance acknowledgment and completing the distinguished level of achievement under the foundation high school program under Section 28.025;
 - (3) the disadvantages of taking courses to prepare for a high school equivalency examination relative to the benefits of taking courses leading to a high school diploma;
 - (4) financial aid eligibility;
 - (5) instruction on how to apply for federal financial aid;
 - (6) the center for financial aid information established under Section 61.0776;
 - (7) the automatic admission of certain students to general academic teaching institutions as provided by Section 51.803;
 - (8) the eligibility and academic performance requirements for the TEXAS Grant as provided by Subchapter M, Chapter 56; and
 - (9) the availability of programs in the district under which a student may earn college credit, including advanced placement programs, dual credit programs, joint high school and college credit programs, and international baccalaureate programs.
- (c) At the beginning of grades 10 and 11, a school counselor certified under the rules of the State Board for Educator Certification shall explain the requirements of automatic admission to a general academic teaching institution under Section 51.803 to each student enrolled in a high school or at the high school level in an open-enrollment charter school who has a grade point average in the top 25 percent of the student's high school class.

For more information regarding the Counseling and Student Support Department, contact counseling@houstonisd.org or contact (713) 556-7387.

SCHEDULING

The principal is responsible for supervision of the creation and maintenance of the master schedule for the school, including creating classes and allocating teachers to classes. Administrative decisions concerning the school calendar and bell schedules must be made prior to scheduling classes with a time, teacher, and room, and assigning students to classes. Schedules or class assignments should be available for students no later than the first day of school.

HB 5 limits the removal of students from class for remedial tutoring or test preparation. A district may not remove a student from a regularly scheduled class

for remedial tutoring or test preparation if, as a result of the removal, the student would miss more than 10 percent of the school days on which the class is offered, unless the student's parent or another person standing in parental relation to the student provides to the district written consent for removal from class for such purpose.

STUDENT CLASS LOAD

Students under the age of 18 must be scheduled for a full complement of courses (four hours minimum, not including lunch, breaks, or passing time) as dictated by their school's daily schedule, unless the student is enrolled in the Optional Flexible School Day Program or is enrolled as a non-ADA student.

Seniors under special circumstances and with the principal's permission may take only those classes needed for graduation. However, a student must be enrolled in four hours of instruction in credit classes for full ADA, two hours for half ADA, and four hours to participate in extracurricular activities. If a student is scheduled for fewer than four hours of instruction, a waiver must be signed by the parent/guardian or student if 18 years old or older stating that eligibility to participate in extra-curricular activities is waived.

Classes must be scheduled at consecutive periods unless otherwise approved by the principal.

Middle school students (grades 6-8) shall be assigned to a full schedule of classes as offered by their school.

The taking of two courses in the same subject area in the same semester, which is known as "doubling," will not be permitted where one course is the prerequisite of the other. This is especially critical in math courses. Students may double-up in courses where they will not be negatively affected. An appropriate use of doubling would be to repeat courses previously failed. For example, English II B and English III A could be scheduled the same semester without causing a student undue problems.

CAREER AND TECHNICAL TEACHER CLASS LOAD EXCEPTIONS

The nature of Career and Technical Education programs will lend itself to some changes in the normal teacher class load policies.

- Occupationally Specific Laboratory programs may be offered as a single two-credit block; Career and Technical Education for Students with Disabilities (CTED) labs may be offered as one-, two-, or three-credit blocks.

School Guidelines, 2018-2019
Organizational Structure

- Teachers of a career preparation program with 15 or fewer students are to have only one period for off-campus student training coordination.
- If a teacher's individual class has an enrollment below the approved minimum, the enrollment in the other classes should compensate for the total program maximum or minimum requirement.
- The number of computers and/or workstations in the classroom should dictate enrollment in any computer based business education courses (i.e., Touch System Data Entry, Business Information Management, Digital and Interactive Media and other computer courses).
- Split programs – For Career and Technical Education teachers whose schedules include teaching non-Career and Technical Education classes, the minimum and maximum class enrollment still applies; but the enrollment of the non-Career and Technical Education class should be calculated into the total daily schedule.
- The age appropriate provision has been removed from the Carl Perkins Act. All students enrolled in a course with a career preparation instructional arrangement must be 16 years of age to comply with the standards of the National Labor Board.

NOTE: First and second year courses may not be combined in the same class period to increase class size. However, CTE classes may be combined provided they do not exceed the approved maximum. CTE and general education students are not to be placed in the same class.

CAREER AND TECHNICAL EDUCATION SECONDARY STAFF ALLOCATIONS

Suggested Per-Hour Vocational Class Sizes	Organizing Ratio	Minimum	Maximum
Principles Classes	20.0	20	30
Human Services	20.0	20	30
Agriculture	20.0	20	30
Computer Labs	14.2	20	28
Pre-Employment Labs (2 hours)	14.2	15	20
Health Science	20.0	15	25
Culinary Arts	20.0	10	20
Career Preparation/Practicum	11.7	12	20
CTED	5.0	6	8
Career Portals/Exploring Careers	20.0	20	30

WAIVERS

HISD schools under the concept of site-based management with each school having a Shared Decision Making Committee (SDMC) as a component of the site-based management concept.

State law provides that the Shared Decision-Making Committee (SDMC) at a school may request a waiver of any state law or rule, other than those that cannot be exempted. Application is made to the Office of Student Support/Federal & State Compliance. All waivers **of local policy** are submitted to the HISD Board of Education (HBOE) and the appropriate ones are sent to the state. To waive a local rule, the HBOE must approve the waiver; however, if a school-based administrative decision does not violate local guidelines, there is no need for a waiver.

All waiver applications must be submitted in writing to the Office of Student Support/Federal & State Compliance. Waiver requests are screened by the Waiver Oversight Committee. If approval is recommended by the Waiver Oversight Committee, waiver applications **of local policy** are submitted to the HBOE for consideration. If the HBOE approves the waiver, those requests requiring state approval are then forwarded to the Texas Education Agency (TEA). Those requests not requiring state approval are automatically in effect with the approval of the HBOE.

Many times, waiving certain laws/rules associated with education indirectly affect other areas of education.

School Guidelines, 2018-2019
Organizational Structure

Before applying for a waiver, investigate how the reporting of attendance and/or the funding of students will be affected if the waiver is approved. All rules and regulations of student eligibility and attendance reporting are still in effect unless specifically waived.

The following citations are from TEC §7.056:

- A school campus or district **may not** receive an exemption or waiver from:
- a prohibition on conduct that constitutes a criminal offense;
- a requirement imposed by federal law or rule, including a requirement for special education or bilingual education programs; or
- a requirement, restriction, or prohibition relating to:
 - essential knowledge and skills or minimum graduation requirements,
 - public school accountability,
 - extracurricular activities,
 - health and safety,
 - purchasing,
 - elementary school class size limits,
 - removal of a disruptive student from the classroom,
 - at-risk programs,
 - prekindergarten programs,
 - educator rights and benefits,
 - special education programs, or
 - bilingual education programs.
- A school district that is rated academically unacceptable or a campus that is rated - academically unacceptable may receive an exemption or waiver from any law or rule other than:
 - a prohibition on conduct that constitutes a criminal offense;
 - a requirement imposed by federal law or rule;
 - a requirement, restriction, or prohibition imposed by state law or rule relating to:
 - public school accountability,
 - educator rights and benefits; or
 - textbook selection.
- Submission of a waiver application is required at least 60 days before implementation of the waiver.
- The Commissioner must object within 30 days of receipt of the application or the waiver is granted.
- The application must state the achievement objectives of the campus and the inhibition imposed on those objectives by the requirement, restriction, or prohibition.

School Guidelines, 2018-2019
Organizational Structure

- Schools must include on all waiver requests, the signature of a SDMC member involved in developing the waiver.

In addition, the following guidelines apply to the waiver process.

- Any deviation from local and/or state policies which have been approved through the waiver process must be documented and distributed to parents at the beginning of the school year (e.g., in a school handbook, newsletter, etc.). Since waivers related to class rank, graduation requirement, composite course grading, etc., could impact a middle school student's choice of high school; every middle school should include a statement in their handbook notifying parents to check with the high school regarding waivers.
- Waivers must be cost neutral.
- Once a waiver has been approved, a school is not obligated to implement it. If the waiver is not implemented, the school must notify the regional superintendent in writing. If approved by the regional superintendent, approval should be forwarded to the School Administration Department.
- Once approved, individual campus calendar waivers cannot be adjusted without formal approval of the HISD Board of Education.
- Charter schools that operate under a contract must identify in their contract or addendum, the local and/or state policies that they are waiving. Charter schools are expected to follow all local and state policies which have not been specifically waived.
- Campuses choosing to change the recommended prerequisites and grade placement for CTE courses must complete a waive application.

III. ACCOUNTABILITY/PEIMS/TAPR/DATA ACCOUNTABILITY

TEXAS STUDENT DATA SYSTEM (TSDS PEIMS)

The TSDS PEIMS is a statewide database that is supervised by the Texas Education Agency (TEA). TSDS PEIMS encompasses all data requested and received by TEA about public education from all public schools in Texas. This database includes:

- Organizational data,
- Staff data,
- Finance data,
- Student identification and demographics,
- Student enrollment and special program participation data,
- Attendance data,
- Disciplinary action data
- Course Data
- Extended School Year (**ESY**) Data
- Optional Flexible School Day Program (OFSDP)
- Data related to physical restraint of students School Leaver Data
 - Withdrawn student
 - Graduates
 - Dropouts

TSDS PEIMS is classified into two broad categories:

- Data collected through the PEIMS electronic collection method, and
- Any other collections, calculations, and analyses of data used for evaluating, monitoring, or auditing public education including both automated and non-automated methodologies

Current efforts are being focused on integrating systems and developing an agency-wide "information architecture", which will enable TEA to better anticipate and manage the impact of changing legislation and rules.

Dates the PEIMS submissions are due to TEA are specified in the PEIMS Data Standards.

Please note that deadlines for schools to submit data through SIS will be earlier than these dates since school data must be aggregated and edited by HISD and Region IV prior to submission to TEA.

School Guidelines, 2018-2019
 Accountability/PEIMS/TAPR/Data Accountability

The information collected for PEIMS is utilized by TEA in the following ways:

Submission 1 SNAPSHOT	Submission 2 Actual Financial Data Prior Year	Submission 3 Summer	Submission 4 End-of-Year
<p>Fall data include:</p> <ul style="list-style-type: none"> (1) Snapshot data that reflect the status of the district on October 25, 2013, including budget, staff, organization, and student data. (2) Leaver data on graduates, dropouts, and other school leavers identified during the prior school year. <p>Fall data are used to:</p> <ul style="list-style-type: none"> (1) Calculate Title I entitlement (2) Monitor special programs (3) Report to the federal government (4) Calculate retention (5) Calculate basic profiles for TAPR (6) Perform desk audits 	<p>Midyear data include:</p> <ul style="list-style-type: none"> (1) Actual audited financial data from the previous year <p>Midyear data are used to:</p> <ul style="list-style-type: none"> (1) Report to the state legislature (2) Monitor special program expenditures (3) Audit districts (4) Perform desk audits 	<p>Summer data include:</p> <ul style="list-style-type: none"> (1) Summer attendance data (2) Course completion data (3) Discipline data (4) Restraint data (5) Title I, Part A data <p>Summer data are used to:</p> <ul style="list-style-type: none"> (1) Calculate FSP final allotments (2) Calculate attendance and course completion (3) Create a portion of the TAPR (4) Augment the monitoring of special programs (5) Perform desk audits 	<p>Extended year data include:</p> <ul style="list-style-type: none"> (1) Optional Extended Year Program (OEYP) (2) Extended School Year Services (ESY) data (3) Bilingual/ESL Summer School Program <p>Extended year data are used to:</p> <ul style="list-style-type: none"> (1) Calculate ESY funding (2) Calculate BIL/ESL funding (3) Monitor special programs (4) Perform desk audits

PEIMS DATA SUBMISSION PROCESS

Campus Principal

The campus principal is responsible for the data sent to PEIMS about the campus. These procedures are repeated for each PEIMS submission. The campus principal designates staff to be responsible for each data type. These staff members monitor the posting of data on SIS throughout the year by reviewing reports, investigating issues and supervising the correction of errors. The principal and designated staff members ensure that the campus is appropriately represented at all related training sessions offered by the district and has the required authorization/password to access Edit Plus & PID for reports and submission.

Each data type must be verified for reasonableness by signature of the designated staff member for the specified submission. Clerical staff must not make decisions regarding the coding of special populations. Such decisions must always be made by a trained professional.

Only when the principal, designated responsible staff, and clerical staff are satisfied that the data is correct and complete should the audit reports be printed, signed, and stored for audit.

PEIMS Calendar

TEA has established processing deadlines for each submission which may vary by a day or two each year. Provisions for a resubmission exist for each submission, approximately three weeks later. The district must meet these deadlines. There is no provision for "late" submissions.

Posting the Data

The data about each campus, staff member, and student that is reported to PEIMS must be first posted to SIS. The instructions in the SIS Manual should be followed to post the data correctly. If there are unresolved questions regarding the posting of data, the HISD Technology Help-Desk is available to answer questions. Posting data to SIS is a daily task and should not be allowed to "stack up".

SIS Reports

There are suggested reports in the SIS Manual for each data type that will provide assurance the data is complete and accurate. SIS also has many prepared reports with indicators for suspected error conditions.

These reports should be reviewed weekly by both the data input person and the designated staff member responsible for the data type. The reports should be compared to what the staff knows to be true to identify areas of concern, for example:

- A school exclusively for pregnant girl's should have no male students.
- A middle school should have no students in grade PK.
- An ethnicity report should accurately reflect the student population.
- All At Risk, Migrant, Economically Disadvantaged, and Gifted/Talented students should be identified.
- All students with a handicapping code should have a current ARD date.
- There should be no four-year old students in kindergarten.

PEIMS Edit Plus

PEIMS Edit Plus is a web-based application developed in the Division of Software Development of the TEA to be used by districts to ensure that data reported meets the PEIMS Data Standards. Use of the Edit Plus system requires strict security because of the confidentiality of the data. There must be at least one person and a back up on every campus authorized to access Edit Plus and PID (through Edit Plus).

There is an application to be completed and specific guarantees of data confidentiality that must be met to have access to Edit+ and PID. The authorized person is given a password and instructions. In all campuses, there should be multiple persons authorized to access Edit Plus and PID so that there will always be a backup.

After the data is deemed to be correct using the SIS tools, the data is submitted to Edit Plus through the Internet. Edit Plus produces a variety of standard reports and error reports which must be reviewed and corrected. There are two types of errors:

- Fatal Errors – which indicate the data is unacceptable and must be corrected. TEA will not accept a file with fatal errors. These edits identify blank fields where data is expected or a numerical response where an alphabetical response is expected. This does not mean the data is correct, only that it passed the simplest edits for acceptability.
- Warnings/Special Warnings – which indicate the data is suspect. These edits compare one part of the data to another part and identify conditions that are not logical, for example: a student brings a gun to school and receives only in-house suspension.
- PID Errors – indicates that discrepancies are identified which must be resolved. A PID error may occur when multiple districts/schools report PEIMS data for the same PEIMS number or when the demographic data does not match the data previously submitted for that number. PID errors for one school can be created for another school if the PID Search is not utilized in the enrollment process to ensure that students are enrolled with the proper PEIMS number. For this reason, PID Error Reports should be run weekly and all errors corrected.

Correcting PID errors requires training. The TEA requires specific procedures to be followed in the maintenance of the PID to guarantee the integrity of the PID for all users. HISD offers PID training classes and PID Open Labs to assist school personnel. It is the responsibility of the principal to assure that his staff attends the training and corrects the PID errors in order to meet scheduled deadlines.

EDIT+ Reports

To assist the school officials in reviewing the data, a system of specific reports called Standard Reports and Special Reports were developed. The System continues to grow in sophistication and value to the user. The reports should be used extensively by campus staff for planning, to identify data discrepancies, and to understand the relationships between various types of data. The reports should be printed and distributed to the appropriate campus administrator for verification/corrections prior to the final submission. These reports are available to the general public over the Internet at the following address:

<http://www.tea.state.tx.us/peims/>

Correcting Errors

All errors must be corrected in SIS and the extracts rerun before the data is once more submitted to Edit Plus. This process must continue until each and every data type is correct and complete.

District Level Processing

Federal & State Compliance aggregates all the campus files into one district file and processes this file through Edit Plus. At this point new error conditions may be identified when the data from one campus is in conflict with the data from a different campus. Campus administrators may be contacted to determine the required action.

When the file is “fatal free”; no further review of the data for accuracy is made at the district level, the Region IV ESC PEIMS Coordinator is notified.

Region Level Processing

The Region IV PEIMS coordinator completes the file and processes it through Edit Plus to ensure that it is fatal free and notifies TEA.

Statewide Processing

TEA loads the accepted data into the statewide database. Some additional errors may be identified during the loading process, including for example, a student who is enrolled in HISD and in another Texas district during the same period.

Error reports will be placed on the TEA PEIMS web page for access by districts. These errors may be corrected for resubmission.

The statewide database remains inaccessible until after resubmission. Once resubmission is edited and loaded, the database is frozen and accessibility is granted to a wide variety of users.

Resubmission Process

All campuses must resubmit until all errors (fatals and warnings) have been addressed and the correctness of the data has been established by a careful review, comparison to previous years data, and the administrators responsible for various data types have signed off on them.

Schools must make all corrections including correcting PID errors in SIS, Federal & State Compliance rerun SIS extracts and rerun Edit Plus until the file is fatal free. Schools print all the audit reports. When the aggregated file is fatal free, Region IV will be notified.

Statewide Database Access and Uses

When resubmission is complete, the TEA database is frozen.

The TEA Enterprise database is viewed by submission and year of submission, for example, Fall/2012 or Summer/2013.

This database is accessible to the public, to the legislature, to the press, and many others. It is used by the Division of Performance Reporting to rate districts and campuses. It is used by the Division of School Governance and Complaints Management in special investigations. It is used by the Commissioner to investigate issues of data quality. It is used by the State Finance Office to distribute funds.

The information collected for PEIMS is utilized by HISD in the following ways:

Submission 1 SNAPSHOT	Submission 2 Actual Financial Data Prior Year	Submission 3 Summer	Submission 4 End-of-Year
Staffing Ratios	Administrative Cost Calculation	Budget Projections	Summer School
Campus Budgeting	Campus Budgets	Textbook Request Verification	Federal and State Reporting
School Operations		Edit Residency Requirements	Compliance Monitoring
Enrollment Projections		Graduation Rate	
Boundary Revisions		Electronic Transcripts	
Transportation Routing		Dropout Rate	
Federal and State Reporting		Compliance Monitoring	
Compliance Monitoring			

TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)

Information used to rate and to acknowledge districts' and schools' performances and characteristics is compiled into the TAPR. The intent of the TAPR is to inform the public about the educational performance of the district and of each campus in the district in relation to the district, the region, and the state. In addition to being used to determine accountability ratings, TAPR is used to determine additional acknowledgments, accountability safeguards, and to produce a variety of reports. In mid-August districts and campuses receive performance ratings, and in February districts receive an accreditation status. The TAPR serves as the basis for all accountability ratings, rewards, and reports.

The TAPR reports will display the seven federally defined race/ ethnicity categories. These categories are American Indian, Asian, Black or African American, Hispanic/Latino, Pacific Islander, White and Two or More Races; and three federally defined program categories. Economically Disadvantaged, English Language Learners (ELL) and Special Education (Special Ed).

Data used by the TAPR include STAAR results and data submitted by the HISD through the PEIMS. Incorrect PEIMS data can significantly affect a school's accountability status. Three types of performance indicators are used in the system:

- Base Indicators are identified in statute and used to determine state accountability ratings.
- Additional Features are used to acknowledge high performance on other statutorily defined indicators. The additional features do not affect accountability ratings.
- Report-Only Indicators are included in annual campus-, district-, region-, and state-level reports, but they are not evaluated against a state standard. They may be identified by statute, identified by the commissioner, or adopted by the State Board of Education (SBOE).
- A glossary and explanation of TAPR terms and indicators can be found at: <https://rptsrv1.tea.texas.gov/perfreport/tapr>

TEA ACCOUNTABILITY RATING STANDARDS FOR 2018

2018 Ratings

To meet state statutory requirements, the accountability system must assign ratings that designate acceptable and unacceptable performance for campuses and districts. Districts and campuses are assigned a rating that is based on **the weighted average of three domain scores**. State accountability targets are set annually by the Texas Commissioner of Education.

In August of 2018, districts will receive ratings of A, B, C, D, or F and campuses will receive ratings of Met Standard or Improvement required. Both sets of ratings will be based on overall scaled scores:

Scaled Score	District Rating	Campus Rating
90 – 100	A	Met Standard OR Met Alternative Standard (AEA Campuses)
80 - 89	B	
70 – 79	C	
60 - 69	D	
0 - 59	F	Improvement Required

Not Rated. Indicates that a district or campus is not rated for one of the following reasons:

- The district or campus has no data in the **accountability** subset;
- The district or campus has insufficient data **to assign a rating**;
- The campus is a Juvenile Justice Alternative Education Program (JJAEP);
- The campus is a Disciplinary Alternative Education Program (DAEP);
- The campus is a residential facility;
- The district operates only residential facilities; or
- **The commissioner otherwise determines that the district or campus will not be rated.**

Not Rated: Data Integrity Issues. Indicates data accuracy or integrity have compromised performance results, making it impossible to assign a rating. The assignment of a *Not Rated: Data Integrity Issues* label may be permanent or temporary pending further investigation.

Overview of State Accountability System Performance

The state accountability system uses student assessments (State of Texas Assessments of Academic Readiness or STAAR®), but also makes use of additional indicators to provide parents and taxpayers greater detail on the performance of a district or charter and each individual campus throughout the state. The state accountability system uses a performance **domain** framework that considers **three** areas:

1. **Student Achievement** – evaluates performance across all subjects for all students, on both general and alternative assessments, College, Career, and Military readiness (CCMR) indicators, and graduation rates.
2. **School Progress** – *measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.*
3. **Closing the Gaps** -- uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA).

2018 Index Targets

Each **domain** will receive a scaled score that can be converted to a rating of A, B, C, D, or F for districts and Met Standard or Improvement Required for campuses.

The **processes for determining scaled scores** vary for each **domain** and are established for non-AEA campuses and districts, AEA charter operators and AECs.

Detailed information on each of the **three domains**, including construction of the **domain**, scoring tables, minimum size requirements and exclusions can be found on the [Research and Accountability website](#).

Federal Accountability System: Comprehensive and Targeted Support

At the close of 2015, Congress passed and the President signed into law the Every Student Succeeds Act (ESSA), which brings about the first major overhaul to federal education policy in almost 15 years. In March 2018, TEA received approval of the state plan for implementing ESSA.

Under the state ESSA plan, TEA will use Domain 3 results in the state accountability system to identify campuses as Comprehensive support or Targeted Support and Improvement. Details regarding requirements and resources for these campuses will be released and implemented during the 2018-2019 school year. It is expected that a Comprehensive Support designation will be very similar to a Priority School designation in the previous system and that Targeted Support and Improvement will be very similar to the previous Focus School designation.

HISD Campus of Accountability – PEIMS 101 Record

TEA determines the campus of accountability for students based on the rules listed on page 2.96 and 2.97 of the 2011-2012 PEIMS Data Standards. Basically, they determine the campus of accountability based on student attendance data submitted to

PEIMS in submissions. If TEA cannot determine the campus of accountability based on attendance data, they use the information coded by the school. A campus in another ISD, a State Open Enrollment Charter, a DAEP or a JJAEP cannot be coded as the campus of accountability by an HISD campus.

For students assigned to the DAEP or JJAEP, the campus of accountability is the last school in which the student was enrolled prior to enrollment at the DAEP, or JJAEP. The campus of accountability does not change until a student enrolls in another school that is not a DAEP or JJAEP.

There are certain special circumstances where this would not apply:

1. If the student was referred to a DAEP or JJAEP by the **middle school**, but the student has since been promoted to 9th grade while at the DAEP or JJAEP, the student shall be attributed to his zoned **high school** (campus of residence). The middle school must notify the high school that this student was sent to the DAEP or JJAEP and provide a copy of his last enrollment card to the high school.
2. If the student has not been enrolled in any regular campus in HISD prior to enrollment at the JJAEP (i.e. post residential/incarcerated regular education students), the student shall be attributed to his zoned school (campus of residence). The zoned school shall be determined based on the student's residence as of the date of PEIMS Submission 3 – the last day of school since this data is submitted at that time.
3. If the student with an active DAEP/JJAEP referral leaves HISD and then returns to HISD at a later date while the referral is still active and enrolls at the HISD DAEP or JJAEP, that student shall be attributed to the last regular HISD campus attended if that campus has the grade level in which the student is now enrolled. If not, the student shall be attributed to the school of residence as referenced in #2 above. The student may or may not have changed school zones in a single year.

SCHOOL REPORT CARD (SRC)

As required by statute, the TEA will produce an SRC annually for every campus in the state. Each campus must then provide a copy of its complete SRC to the parent/guardian of every student within six weeks after it is received from the TEA. The following items are required by statute to appear on this report card:

- STAAR performance and exemptions
- Attendance rate
- Dropout rate

- Completion / Student Status Rate
 - Performance on college admissions examinations
 - Completion of the SBOE's Recommended High School Program
 - Texas Success Initiative (TSI) Higher Education Readiness
 - Student/teacher ratios
 - Administrative and instructional costs per student
-
- Average class size by grade and subject

The school may not alter the report provided by the TEA, but additional information may be provided to parents/guardian that supplements or explains information in the SRC.

DETERMINING ACCREDITATION STATUS

According to statute Texas Education Code (TEC §39.073), the TEA shall annually review the performance of each district and campus on the indicators adopted and determine if a change in the accreditation status of the district is warranted. A detailed calendar and full description are found on the TEA website: <http://tea.texas.gov/accredstatus>.

EXCELLENCE EXEMPTIONS

Texas Education Code (TEC §39.112) automatically exempts campuses and districts from **some** statutes and rules. A number of areas in law and regulation to which the exemption **does not** apply are listed by statute (See TEC 39.112 for a complete list.).

ON-SITE INVESTIGATIONS

The Commissioner of Education may direct the TEA to conduct on-site investigations at any time and raise or lower the performance rating as a result of the investigation. (TEC §39.074)

SANCTIONS

A state statute provides sanctions and remedies for poor performance. Districts and schools receiving the lowest accountability ratings receive site visits from a peer review team in the following school year and must develop and implement an improvement plan to address the area(s) of poor performance. If the district or campus receives the lowest rating for two or more consecutive years, the level of state intervention increases.

In, 1995, the Texas Legislature created the Public Education Grant Program (PEG) which permits parents with children attending a poor performing school to transfer their children to another public school, even one outside the district boundaries, that had higher performance results.

Consequences for Underreported Students

Underreported students are those students reported by a district in grades 7-12 in

enrollment (fall) or attendance (spring) in the previous year, but for whom an enrollment record or a leaver record was not received in the current Submission 1 (fall).

Data Quality Ratings

If the commissioner assigns a rating of *Suspended: Data Inquiry* based on serious or systematic data reporting problems, the same rating is assigned for all schools affected by the data in question until such time as an agency investigation determines otherwise.

If the investigation determines that data quality issues are of sufficient magnitude to affect a school's rating, the **district** is assigned a rating of *Improvement Required*.

Also, if the audit finds records in such disarray or so poorly documented that it is not possible to determine whether a rating has changed, the campus and district will be assigned a rating of *Improvement Required*.

Data Quality Desk Audits

Districts investigated for data quality issues in the prior year will automatically be subject to a desk audit of their current year data to determine whether continued problems exist. If it is determined that data quality could still be an issue in the current year, the agency will initiate its standard inquiry procedures with the district.

Records Tampering or Destruction

It is a third degree felony to tamper with or destroy a government record that is a public school record, report, or assessment required under Chapter 39, Education Code and the Local Government Records Act of 1989. If the intent of the tampering is to defraud or harm another, then the offense is a felony of the second degree (Texas Penal Code §37.10).

Anyone destroying local government records without legal authorization may also be subject to criminal penalties and fines under the Public Information Act (Government Code, Chapter 552).

A person commits an offense if he:

- (1) knowingly makes a false entry in, or false alteration of, a governmental record;
- (2) makes, presents, or uses any record, document, or thing with knowledge of its falsity and with intent that it be taken as a genuine governmental record;
- (3) intentionally destroys, conceals, removes, or otherwise impairs the verity, legibility, or availability of a governmental record;
- (4) possesses, sells, or offers to sell a governmental record or a blank governmental record form with intent that it be used unlawfully;
- (5) makes, presents, or uses a governmental record with knowledge of its falsity; or
- (6) possesses, sells, or offers to sell a governmental record or a blank governmental record form with knowledge that it was obtained unlawfully.

FAQ: WHAT IS A RECORD?

A "local government record" means any document, paper, letter, book, map, photograph, sound or video recording, microfilm, magnetic tape, electronic medium, or other information-recording medium, regardless of physical form or characteristic and regardless of whether public access to it is open or restricted under the laws of the state, created or received by the District or any of its officers or employees, pursuant to law or in the transaction of public business. The term does not include:

1. Extra identical copies of documents created only for convenience of reference or research by District officers or employees.
2. Notes, journals, diaries, and similar documents created by a District officer or employee for his or her own personal convenience.
3. Blank forms, stocks or publications, and library and museum materials acquired solely for the purposes of reference or display.
4. Copies of documents in any media furnished to the public under the Texas Public Information Act or other state law.

CPC (Legal); Local Gov Code (LGC) 201.003(8)

PERSON IDENTIFICATION DATABASE (PID) AUDITS

PID changes have profound ramifications throughout the Texas public education system. The information used in the accountability system such as district and campus of enrollment, ethnicity, economically disadvantaged codes, TAKS/STAAR results, college admission results, attendance, discipline, ESY, , and dropout information is reported at the student level. The PID number, a unique student identifier, links all of this information. When the linkage is provided by a confidential element, such as the social security number, the link becomes complicated and sensitive.

In addition, the personally identifiable data that allow PID to uniquely identify a person are protected by the Family Education Rights and Privacy Act (FERPA). The TEA-generated PID ID allows multiple systems to reference the same individual without knowing the identity of that individual. Only persons who have signed TEA confidential data access agreements are allowed to access the PID, and thus, have the ability to identify specific individuals. Year-to-year and collection-to-collection matching is dependent upon stable PID records.

When a significant level of PID non-matches occurs, an inquiry into the cause is initiated with that district. TEA has implemented a PID Standard as part of the accountability program. Districts with excessive PID errors will be cited.

IMPORTANCE OF COMPUTER DATA

- TEA Division of School Audits accesses the PEIMS file to determine discrepancies in data.

- Since data can be accessed at any time, if data is not accurate and up-to-date it may result in significant errors. Entries, withdrawals, and absences should be posted on a daily basis.
- Required documentation is not acceptable unless it is also coded on the computer.
- All major files (teacher, master schedule, scheduling, grade reporting, attendance, discipline, special programs, and student demographics) must be accurate since errors on one can impact others.
- Missing data results in a “Fatal Error” on PEIMS, and the student will not be counted for funding or program enrollment, resulting in a loss of funds.

IV. CAMPUS PROGRAM OPERATIONS

SCHOOL IMPROVEMENT PLAN

In order to implement the District's Goals and to comply with Board Policy BQ (Legal) and TEC §11.251 and §11.253, each individual school will develop a School Improvement Plan (SIP). The SIP must:

- assess the academic achievement for each student in the school using the Texas Academic Performance Reports (TAPR) as described in Section 39.051 of the Texas Education Code;
- include use of the analysis of information related to dropout prevention completed by the district and campus-level decision-making committees for secondary campuses as required by TEC §11.255.
- set the campus performance objectives based on the TAPR, including objectives for special needs populations, including students in special education programs;
- identify how the campus goals will be met for each student;
- determine the resources needed to implement the plan;
- identify staff needed to implement the plan;
- set timelines for reaching the goals;
- measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement;
- include goals and methods for violence prevention and intervention on campus;
- provide for a program to encourage parental involvement at the campus.
- If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on the items included in BQ (LEGAL) #10.

BP BQ (Legal); BQB (Legal)

The district improvement plan must include the following:

- A comprehensive needs assessment on district student performance on the academic excellence indicators and other measures of performance that are desegregated into student groups including ethnicity, socioeconomic status, sex and populations serviced by special programs.
- Measurable district performance objectives for all appropriate academic excellence indicators for all student populations, including objectives for special needs populations and any other performance measures used by the district.
- Strategies for improving student performance, including instructional methods, methods addressing the needs of students for special programs with emphasis added on dyslexia treatment programs.

Campus Planning and Site-Based Decision-Making

Each school year, the principal of each school campus, with assistance from the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations.

Instructional assistance is available for students who demonstrate difficulty during early reading instruction, i.e., kindergarten, first, and second grades through TEC §28.006. The instructional program for students with dyslexia or related disorders should be offered in a small group setting (less than 10) and include reading, writing, and spelling as appropriate for students in kindergarten through grade 12. Chapter 19 of TAC §74.28 outlines the responsibilities of districts and charter schools in the delivery of services to students with dyslexia. Section 504 of the Rehabilitation Act of 1973 establishes assessment and evaluation standards and procedures in the tested subject.

SHARED DECISION-MAKING COMMITTEES

Board Policy, carried out in accordance with TEC §11.251, establishes the Shared Decision- Making Committee (SDMC) at every school in the district. The membership of each SDMC must meet the District's guidelines established in policy. Each school year, the SDMC shall assist the principal in developing, reviewing, and revising the School Improvement Plan for the purpose of improving performance for all student populations.

The SDMC shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. The SDMC must approve the portions of the School Improvement Plan addressing campus staff development needs. A principal shall regularly consult the SDMC in the planning, operation, supervision, and evaluation of the campus educational program. Each campus level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual campus rating from the agency to discuss the performance of the campus and the campus performance objectives. The SDMC should meet regularly, approximately once a month.

REQUIRED SCHOOL COMMITTEES

The primary committee at each school is the Shared Decision-Making Committee (SDMC); however, federal, state, and local regulations mandate additional committees to be established at each school. The principal is responsible for establishing each of the committees listed below, as well as reviewing their responsibilities, and monitoring their procedures, progress, and actions. These committees are to be established in the first month of school. Descriptions of the committees' membership

School Guidelines, 2018-2019
Campus Program Operations

and duties are included within this section.

- Discipline Committee (Optional)
- Language Proficiency Assessment Committee (LPAC) EHBE(legal);
- Intervention Assistance Team (IAT)
- Admissions, Review, Dismissal/Individualized Education Program (ARD/IEP) Committee BP EHBA(legal); EHBAA(legal); EHBAB(legal);
- Grade Placement Committee BP EIE(legal);
- Campus Referral Committee (CRC)
- School Attendance Committee BP FEC(legal)
- Placement Review Committee BP FOC(legal); TEC §37.003
- Campus Safety, Security, and Emergency Preparedness Council
- Student Advisory Committee
- Faculty Advisory Committee (FAC) **if an SDMC is not in place at a campus*
- Parent-Community Participation Team (PCPT)
- Parental Involvement in Title I Schools
- Admissions/Exit Committee for Gifted and Talented
- Section 504 Committee
- Graduation Support Committee

DISCIPLINE

While a challenging and demanding academic program is the foundation for a positive school climate and good discipline, HISD also expects responsible behavior from all students. When imposing discipline, district personnel shall adhere to the following general guidelines and the procedures specified in the HISD *Code of Student Conduct*.

- Discipline shall be administered when necessary to protect students, school employees, or property and maintain essential order and discipline.
- Students shall be treated fairly and equitably.
- Discipline must be handled expediently and the student's right to due process must be safeguarded.

STATE COMPENSATORY EDUCATION AND THE SCHOOL IMPROVEMENT PLAN

The Texas Education Code requires each school district and campus (including charter schools) to have a district or campus improvement plan. The state compensatory education program must be described in the campus improvement plan if the program is implemented at the campus level or be described in the district improvement plan if the state compensatory education program is implemented district wide.

Law requires the district/campus improvement plan; it is the primary record supporting expenditures attributed to the state compensatory education program.

In determining the appropriate accelerated, intensive compensatory programs and/or services, districts must use student performance data from the TAKS and other appropriate assessment instrument and achievement tests administered under Subchapter B, Chapter 39 of the Texas Education Code. The district must design the state compensatory education program based on the identified needs of students at risk of dropping out of school.

In addressing the needs of students at risk of dropping out of school, the district and/or campus improvement plan, as appropriate, must include the following:

- Total amount of state compensatory education funds allocated for resources and staff
- Comprehensive needs assessment
- Identified strategies
- Supplemental FTEs for state compensatory education
- Measurable performance objectives
- Timelines for monitoring strategies
- Formative and summative evaluation criteria

State compensatory education resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

PSYCHOLOGICAL SERVICES DEPARTMENT AND THE SCHOOL IMPROVEMENT PLAN

The school improvement plan should provide for the identification, assessment, and support of students who experience suicidal and/or homicidal ideations, significant traumas and crises, and/or behaviors associated with severe psychological disturbance. Examples of aforementioned needs of students may include the following:

- Grief and loss
- Abuse and neglect
- Hallucinations
- Eating disorders
- Expressions of suicidal/homicidal thoughts, plans, or desires
- School refusal
- Severe Depression/Anxiety
- Severe Self-harm

Campus Planning and Site-Based Decision-Making

Each school year, the principal of each school campus, with assistance from assigned staff member from the Psychological Services Department, shall designate, develop, and train campus personnel who will serve as the campus based suicide prevention liaison, campus mental health designee, and Crisis Prevention Intervention (CPI) team in order to address the mental health needs and ensure safety of students above all else. School based personnel who serve as the suicide prevention liaison, campus mental health designee, and CPI team members collaborate with the psychologist from the Psychological Services Department assigned to their campus to support students

CAMPUS DYSLEXIA PROGRAMS AND THE SCHOOL IMPROVEMENT PLAN

The school improvement plan should provide for the universal screening of all students in reading for the identification, assessment and instructional services to students having or suspected of having dyslexia or a related disorder. A trained dyslexia interventionist should be appropriately scheduled in order to deliver requisite services. Dyslexia identification, services, instructional support teachers/interventionists, and parent education are provided for through compliance with the Texas Education Code, Texas Administrative Code, Section 504 of the Rehabilitation Act of 1973, and IDEA.

The district improvement plan must include the following:

- A comprehensive needs assessment on district student performance on the academic excellence indicators and other measures of performance that are desegregated into student groups including ethnicity, socioeconomic status, sex and populations serviced by special programs.

School Guidelines, 2018-2019
Campus Program Operations

- Measurable district performance objectives for all appropriate academic excellence indicators for all student populations, including objectives for special needs populations and any other performance measures used by the district.
- Strategies for improving student performance, including instructional methods, methods addressing the needs of students for special programs with emphasis added on dyslexia treatment programs.

Campus Planning and Site-Based Decision-Making

Each school year, the principal of each school campus, with assistance from the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations.

Instructional assistance is available for students who demonstrate difficulty during early reading instruction, i.e., kindergarten, first, and second grades through TEC §28.006. The instructional program for students with dyslexia or related disorders should be offered in a small group setting (less than 10) and include reading, writing, and spelling as appropriate for students in kindergarten through grade 12. Chapter 19 of TAC §74.28 outlines the responsibilities of districts and charter schools in the delivery of services to students with dyslexia. Section 504 of the Rehabilitation Act of 1973 establishes assessment and evaluation standards and procedures in the tested subject.

SHARED DECISION-MAKING COMMITTEES

Board Policy, carried out in accordance with TEC §11.251, establishes the Shared Decision- Making Committee (SDMC) at every school in the district. The membership of each SDMC must meet the District's guidelines established in policy. Each school year, the SDMC shall assist the principal in developing, reviewing, and revising the School Improvement Plan for the purpose of improving performance for all student populations.

The SDMC shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. The SDMC must approve the portions of the School Improvement Plan addressing campus staff development needs. A principal shall regularly consult the SDMC in the planning, operation, supervision, and evaluation of the campus educational program. Each campus level committee shall hold at least one public meeting per year.

Meetings must be held at least per quarter, where quarters are defined as:

- Quarter 1 – August, September, October;

School Guidelines, 2018-2019

Campus Program Operations

- Quarter 2 – November, December, January;
- Quarter 3 – February, March, April; and
- Quarter 4 – May, June, July.

SDMC information, including an up-to-date list of SDMC committee members, meeting dates, agendas and minutes shall be posted on every school's website. A link to the SDMC page shall be available on the school's homepage. Each principal or designee is responsible for ensuring that the information is updated on the campus website. Hardcopies shall be made available upon request.

Each principal must complete the SDMC Certification of Compliance on the SDMC SharePoint site certifying that the campus is in compliance with this regulation. Once logged in to the SDMC SharePoint site, the principal or designee must check the box next to the SDMC documents that have been verified. In order for the status to reflect "complete", a check-mark is needed next to each document type (agenda, minutes, meeting schedule, and membership roster) indicating that every document is verified as accurate and up-to-date, even if no changes have been made since the previous submission. Incomplete submissions will not be accepted. The Office of Student Support will monitor the site for compliance.

Please refer to Board Policy BQB2.

The required meeting shall be held after receipt of the annual campus rating from the agency to discuss the performance of the campus and the campus performance objectives. The SDMC should meet **at least** once a month. **Minutes must be posted within 10 working days after the quarterly SDMC meeting.**

REQUIRED SCHOOL COMMITTEES

The primary committee at each school is the Shared Decision-Making Committee (SDMC); however, federal, state, and local regulations mandate additional committees to be established at each school. The principal is responsible for establishing each of the committees listed below, as well as reviewing their responsibilities, and monitoring their procedures, progress, and actions. These committees are to be established in the first month of school. Descriptions of the committees' membership and duties are included within this section.

- Discipline Committee (Optional)
- Language Proficiency Assessment Committee (LPAC) EHBE(legal);
- Intervention Assistance Team (IAT)
- Admissions, Review, Dismissal/Individualized Education Program (ARD/IEP) Committee BP EHBA(legal); EHBAA(legal); EHBAB(legal);
- Grade Placement Committee BP EIE(legal);
- Campus Referral Committee (CRC)

School Guidelines, 2018-2019
Campus Program Operations

- School Attendance Committee BP FEC(legal)
- Placement Review Committee BP FOC(legal); TEC §37.003
- Campus Safety, Security, and Emergency Preparedness Council
- Student Advisory Committee
- Faculty Advisory Committee (FAC) if an SDMC committee is not in place at the campus due to the campus being an alternative campus
- Parent-Community Participation Team (PCPT)
- Parental Involvement in Title I Schools
- Admissions/Exit Committee for Gifted and Talented
- Section 504 Committee
- Graduation Support Committee

DISCIPLINE

While a challenging and demanding academic program is the foundation for a positive school climate and good discipline, HISD also expects responsible behavior from all students. When imposing discipline, district personnel shall adhere to the following general guidelines and the procedures specified in the HISD *Code of Student Conduct*.

- Discipline shall be administered when necessary to protect students, school employees, or property and maintain essential order and discipline.
- Students shall be treated fairly and equitably.
- Discipline must be handled expediently and the student's right to due process must be safeguarded.
- Discipline shall be based on a careful assessment of the circumstances of each case. Factors to consider shall include:
 1. The seriousness of the offense.
 2. The student's age.
 3. The frequency of misconduct.
 4. Behavior History (Chancery Report)
 5. The student's attitude.
 6. The potential effect of the misconduct on the school environment.
 7. Requirements of State law
 8. Self-defense as a mitigating factor

Upon Board adoption of the *Student Code of Conduct* required by Chapter 37 of the Texas Education Code, the guidelines provided in the *Code* shall be in effect.

Each school should develop procedures and guidelines for student behavior, consistent

School Guidelines, 2018-2019
Campus Program Operations

with the HISD *Code of Student Conduct*, which include clear and concise goals, objectives, expectations, responsibilities and regulations that are communicated to all members of the school community. Involvement of all members of the school community in the development, implementation, and evaluation of the school's disciplinary system is recommended.

The development of a school-based discipline system may be coordinated by a School Discipline Committee appointed by the principal (optional).

FN(local); FNC(legal); FO(legal); TEC 37.083; TEC Chap 37

The School Discipline Committee should be composed of:

- three teachers,
- two parents (PTA/PTO representatives),
- one counselor (ancillary staff if no counselor assigned),
- two students (high school only), **and**
- one administrator (principal or designee).

The School Discipline Committee will:

- Review all existing rules and regulations on discipline, both district wide and school- based, and establish a checklist to determine which are effective and which can be improved.
- Survey the school community (teachers, counselors, parents, and students) for recommendations on how to improve relationship building and discipline in the school.
- Research current literature on effective systems.
- Develop a discipline system for the school based on current research, school community input, and the needs of the student population. The system must incorporate existing School Board policy but should be flexible enough to permit teacher and administrator judgment. On the other hand, it should be structured enough to establish consistency and a strong level of student and staff accountability. Specific rules and procedures for the implementation of the discipline system should also be clearly stated.
- Communicate the discipline system to all members of the school community and submit a copy to the appropriate schools office.

Requirements of State Law – CODE OF STUDENT CONDUCT

The HISD Board of Education has approved a Code of Student Conduct, and it must be prominently displayed at each campus and a hard copy provided, upon request. The Code will be posted on the HISD portal in multiple languages.

School Guidelines, 2018-2019
Campus Program Operations

- TEC §37.018 requires that each school district provide each teacher and administrator with a copy of Chapter 37 of the TEC and a copy of the local policy relating to Chapter 37. Principals may download the Chapter 37 document at <http://tlo2.tlc.state.tx.us/statutes/statutes.html>. Copies of the *Code of Student Conduct* are available from HISD Procurement, Materials Management and it is online at the Student Discipline website on the MyHISD and on the HISD Public Portal under the Parent/Student tab.
- TEC 37.0012 requires the designation of an administrator on each campus as a Campus Behavior Coordinator who is responsible for maintaining student discipline, implementing progressive discipline management techniques as appropriate, and promptly notifying parents of major sanctions such as suspension, DAEP placement, or expulsion.
- The Code of Criminal Procedure §15.27(c) requires a law enforcement agency to notify the superintendent of a school district when a student is arrested or referred to juvenile court for certain offenses. For notifications that involve violent felony charges, the notification shall be forwarded to the principal of the school where the student is actively enrolled at the time of the notification. This notification triggers a legal obligation to share this **confidential** information with all instructional and support personnel who have **direct** responsibility for supervision of the student. This means that the principal must promptly share this information with teachers, aides and other instructional and support personnel **directly** involved with this student. It is imperative that all staff be informed that the information shared is confidential and it is **NOT** to be discussed with the student or anyone else **unless** it is for the direct purpose of providing educational and/or professional support services or it is a requirement of the staff member's assigned duties.

The State Board of Educator Certification may revoke or suspend the certification of personnel who intentionally violate this confidentiality clause. Notifications received by a school district may not be attached to the permanent academic file of the student who is the subject of the report. The school shall destroy the information at the end of the school year in which the report is filed.

- TEC §37.015 requires a principal to notify the appropriate law enforcement agency if a student commits a criminal offense for which a student may be expelled.
- A teacher may remove a child from a classroom if that student **repeatedly** interferes with the teacher's ability to effectively communicate with the students. The child may not be returned to the class over the teacher's objection unless a Placement Review Committee determines that it is the best or only alternative available. Detailed documentation for each infraction must accompany the teacher's request for student removal. TEC §37.002; BP FOA(Legal)
- The Texas Family Code §41.001 makes the parent or other person liable for any

School Guidelines, 2018-2019
Campus Program Operations

property damage caused by the malicious conduct of a child who is younger than 10. Under current law, the parent or other person is liable as described above for a child younger than 12.

- Each school shall establish a three-member **Placement Review Committee** to determine placement of a student when a teacher refuses the return of the student to the teacher's class and make recommendations to the district regarding re-admission of expelled students. Members of the committee shall be appointed as follows:
 1. the campus faculty shall choose two teachers to serve as members and one teacher to serve as an alternate member,
 2. the principal shall choose one member from the professional staff of a campus, **and**
 3. the teacher refusing to re-admit the student may **not** serve on the committee.
- An out-of-school suspension **may not exceed three (3) school days per offense**. A suspension cannot be made for longer than three days on the basis of multiple offenses that occur during the same time period.
- An in-school suspension **may not exceed five (5) school days per offense**.
- Discipline for **students with disabilities** must be followed as outlined in the district's *Code of Student Conduct* and in accordance with all Federal, state, and local regulations. A separate federal regulation (PL 108-446), which addresses the removal of a child/student with a disability for up to ten school days, defines "removal" as placement in a different instructional setting. Manifestation Determination Review (MDR) meeting must be held any time the cumulative suspensions reach 10 days or more for the year. Suspensions from special transportation or other related services count towards the cumulative 10 days. IDEA §300.530
- For students with disabilities who are referred to a Disciplinary Alternative Education Program (DAEP) or expelled to the Juvenile Justice Alternative Education Program (JJAEP), all assessments, the IEP, the BSP, MDR meeting and the annual ARD/IEP meeting must be up-to-date and implemented with fidelity in the current setting before entering the program.

Protection for Students Not Yet Eligible for Special Education Services and for whom services have been requested: A student who has not been determined to be eligible for Special Education and related services and who has engaged in behavior that violates the Code of Student Conduct may assert any of the protections provided for disabled students if HISD had knowledge (as determined in accordance with the section below) that the student was a disabled student before the behavior that precipitated the disciplinary action occurred.

- The Chapter 37 report will be submitted to TEA through the Public Education Information Management System (PEIMS) data collection and reporting process.

School Guidelines, 2018-2019
Campus Program Operations

- A superintendent or principal is required to notify all instructional and support staff that have responsibility for supervision of a student who has been arrested or referred to the juvenile court under Chapter 52, Family Code, of that student's arrest or referral. The person who is notified must keep this information confidential.
- The Commissioner may now consider compliance with the PEIMS data reporting requirements, including discipline, as an additional criterion for evaluating accountability.
- A campus must report to the TEA information about students expelled for bringing a firearm to school. Information includes: 1) the number of students, 2) the schools from which expelled, 3) the type of weapon, 4) racially motivated incidents, and 5) the school to which expelled.
- Section §37.020 of the TEC requires that districts annually report student-level information concerning placements of students in disciplinary alternative education programs, expulsions, and placements in juvenile justice alternative education programs.

With regard to **placements** in discipline alternative education programs (DAEP), the law requires that districts report student-level information indicating whether the placement was based on: (1) violation of the student code of conduct, (2) conduct for which a teacher may remove a student from class under Section §37.002, (3) conduct for which placement in a DAEP is required by Section 37.006, or (4) conduct occurring while a student was enrolled in another school district. The data must also indicate **the number of days the student was assigned to the DAEP** and **the actual number of days the student was in attendance in the program**.

With regard to **expulsions**, the law requires that districts report student-level information indicating whether: (1) the expulsion was mandated by Section §37.007, (2) the conduct issue involved a firearm, (3) the expulsion was based on conduct for which expulsion is permissible based on local policy, or (4) such conduct constituted serious or persistent misbehavior occurring while a student was assigned to DAEP. The data must also indicate **the number of days the student was expelled and whether the expelled student: (1) was placed in a DAEP, (2) was placed in a juvenile justice alternative education program JJAEP, or (3) was not placed in a program**.

- Section 37.0021 prohibits the placing of a student in a locked room of less than 50 square feet, except in emergency situations where the student possesses a weapon.
- TEC §37.0021 It is the policy of this state to treat with dignity and respect all students, including students with disabilities who receive special education services. A student with a disability, who receives special education services may not be confined in a locked box, locked closet or other specially designed locked space as

either a discipline management practice or a behavior management technique.

This section does not prevent a student's locked, unattended confinement in an emergency situation while awaiting the arrival of law enforcement personnel if the student possesses a weapon and the confinement is necessary to prevent the student from causing bodily harm to the student or another person.

- Section 37.006(a) requires a student who submits a false report (e.g. a bomb threat) to be placed in a discipline alternative education program. BP FOD(Legal).

TEC §37.020 specifies a district must report the number of full and partial days a student was assigned and attended a DAEP or JJAEP. The district must also report the number of expulsions that were inconsistent with the guidelines included in the *Student Code of Conduct*.

TEC §37.008(l) requires a district to offer a student removed to a DAEP an opportunity to complete coursework before the beginning of the next school year through any method available, including correspondence courses, distance learning or summer school. The district may not charge students for these courses. TEC §25.085(d) makes summer school mandatory for the student if that is the program provided to meet the legal requirement.

TEC §37.008 and §37.006 define a disciplinary alternative education program (DAEP) as having the following characteristics:

1. Is provided in a setting other than a student's regular classroom;
2. Is located on or off of a regular school campus;
3. Provides for students who are assigned to the DAEP to be separated from students who are not assigned to the program;
4. Focuses on English language arts, mathematics, science, history, and self-discipline;
5. Provides for students' educational and behavioral needs;
6. Provides supervision and counseling;
7. Requires that to teach in an off-campus DAEP, each teacher meet all certification requirements established under Subchapter B, Chapter 21;
8. Requires that to teach in a DAEP of any kind, each teacher employed by a school district must meet all certification requirements established under Subchapter B, Chapter 21; and
9. Separates elementary students from non-elementary students

DAEP's operating at alternative campuses will no longer be eligible to participate in the agency's alternative accountability procedures since the home school is responsible for monitoring the progress of the student, even after referral to the DAEP. The locally-assigned regular campus (usually the campus of residence) of a student placed in a DAEP will be held accountable for the performance of that student for purposes of ratings. Alternative campuses providing other types of programs, (e.g., dropout recovery

School Guidelines, 2018-2019
Campus Program Operations

programs) will continue to be eligible to register under the alternative procedures even if a disciplinary alternative education program is a component of the campus. Students attending such a campus for a disciplinary reason will be distinguished from other students at that campus for accountability purposes **and must remain physically separated from other students at the campus.**

DAEP's registered with TEA for HISD are:

<u>DAEP Campus</u>	<u>Campus Number</u>	<u>Grades Served</u>
Elementary DAEP	101-912-466	K-5
Secondary DAEP	101-912-402	6-12
Harris Co. JJAEP	101-912-320	4-12

SIS Discipline Reporting

School staff must enter data required to be reported to the Texas Education Agency on the STUDENT BEHAVIOR screen in SIS. Administrative personnel must provide information on appropriate coding to the clerical staff responsible for entering the data. The principal should assign a professional employee familiar with TEC Chapter 37 and the HISD Code of Student Conduct to review and verify the completeness and accuracy of all discipline data entered into SIS. This should be done on at a minimum on a weekly basis and at the end of the school year prior to PEIMS submission, using reports available through SIS queries and PEIMS Edit+ reports, as appropriate. Computer data should match manual records in the school and reflect why and how each student was disciplined. After all errors are corrected and the PEIMS extracts are run, the discipline data from SIS will be reported to PEIMS.

TEA staff will use this data in audits and in responding to legislative queries. The following charts outline the steps to be taken in discipline management and reporting as well as the Disciplinary Action Reason Codes associated with DAEP placement and expulsion. Only administrators can assign discipline codes, although the data may be entered by clerical staff.

Refer to the following Board Policies for more information regarding student discipline:

- DISCIPLINE OF STUDENTS
 - code of conduct FN, FNC, FO
 - corporal punishment FO
 - detention FO
 - disciplinary alternative education program, placement in FOC
 - discipline management program FNC, FO, FOC, FOD, FOE
 - discipline management techniques FO
 - disruptions and interference with the education process FNCL, FOA, GKA

School Guidelines, 2018-2019
Campus Program Operations

- emergency placement FOE
- excessive absence or tardiness FEC
- expulsion FOD
- extracurricular standards of behavior FO
- fraternities, gangs, sororities, and other secret organizations FNCC
- juvenile justice system FODA
- notice to parents FO, FOA, FOD
- placement review committee FOA
- possession and use of narcotics, dangerous drugs, and alcohol FNCF, FOCA, FOD, FOF
- records FL, FO
- removal by teacher FOA
- suspension FOB
- unauthorized student assembly on school premises FNCL
- videotaping FO

Steps in Discipline Management and Reporting

Action	Resources	Documentation
Teacher completes discipline card for any student with a <i>HISD Code of Student Conduct</i> Level I – IV offense and sends student to office.	<i>HISD Code of Student Conduct</i>	Discipline Card Discipline Referral Form
Principal or assistant principal disciplines student in accordance with <i>HISD Code of Student Conduct</i> and Chapter 37 of the Texas Education Code. A determination must be made if the reason is related to bullying motivated by gender, ethnicity, or disability.	<i>HISD Code of Student Conduct</i> Chapter 37, Texas Education Code	Discipline Card/Discipline Referral Form Suspension Letter, DAEP Placement Letter or Expulsion Order, listing infraction, action, and dates.
Principal or assistant principal notifies attendance clerk of students in the office at the time attendance is taken.	SIS Documentation	Computer File
Principal or assistant principal calls HISD Police if there has been a violation of the law.	Texas Education Code Ordinances of City of Houston (Bellaire, etc.)	HISD Police Incident Report
Principal or assistant principal makes notation of PEIMS Action Reason Code and PEIMS Action Code, and the determination of bullying on the discipline card. Gives card to Data Entry Clerk, with administrative signature and date of code assignment.	SIS Documentation	Notation on Discipline Code Written Instructions (including date and signature) to Data Entry Clerk
All infractions must be coded when student is removed for any part of school day for placement in in-school or out-of-school suspension, or referral to a DAEP or JJAEP.	SIS Documentation	Notation on Discipline Code Written Instructions (including date and signature) to Data Entry Clerk
Data Entry Clerk enters data into SIS discipline fields in accordance with coding determined by principal or assistant principal.	SIS Documentation	Computer File
Data Entry Clerk prints SIS queries and Edit+ reports.	SIS Documentation	Computer File
Data Entry Clerk delivers SIS queries and Edit+ reports to principal or assistant principal who will verify that discipline reports are complete and accurate.	SIS Documentation	Computer File

Steps in Discipline Management and Reporting (cont.)

Action	Resources	Documentation
Principal or assistant principal verifies accuracy of reports – signs and dates to indicate approval.	SIS Documentation	Computer File
Maintain all pertinent discipline documentation to support SIS coding for 5 years as required by state law.	<i>HISD Records Management Plan for Schools</i>	Discipline Card/Discipline Referral Form Suspension Letter Notice of Proposed Hearing Expulsion Letter Placement Letter for DAEP or JJAEP
Process infractions resulting in students recommended for placement in DAEP or JJAEP, which includes parent conferences, expulsion hearings, appeals, etc.	SIS Documentation <i>HISD Code of Student Conduct</i>	(See above)
Submit referrals and orders of expulsion to DAEP/JJAEP HISD office for review and approval of placement.	SIS Documentation <i>HISD Code of Student Conduct</i>	Computer File
Inform parent(s) and students of DAEP or JJAEP referral status, bus schedule and restraints.	SIS Documentation <i>HISD Code of Student Conduct</i>	Computer File Restraint Summary Form and Notification to Parent
Update or add coding for DAEP or JJAEP referrals after placement and at end of school year.	SIS Documentation <i>HISD Code of Student Conduct</i>	Computer File
Principal or assistant principal notifies attendance clerk of students suspended out of school or placed in in-school suspension.	SIS Documentation	Computer File
Principal or assistant principal serves as administrative liaison for 120-day review at DAEP.	SIS Documentation <i>HISD Code of Student Conduct</i>	Computer File
School personnel inform each teacher who has scheduled contact with a student when the student has committed an infraction that may result in expulsion.	SIS Documentation <i>HISD Code of Student Conduct</i>	Computer File

Truancy Reporting Requirements

Three Disciplinary Action Reason Codes are required for truancy-related convictions:

42	Truancy (failure to attend school) - Parent contributing to truancy - TEC §25.093(a)
44	Truancy (failure to attend school) - Student with 10 unexcused absences - TEC §25.094
45	Truancy (failure to attend school) - Student failure to enroll in school - TEC §25.085

A new Disciplinary Action Code was also added, requiring that school personnel have good communication with the courts:

29	Truancy Complaint Filed in Truancy Court (includes County Court, Justice of the Peace Court, or Municipal Court)
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This coding cannot be entered before receipt of the disposition of the court cases.

GUN-FREE SCHOOLS ACT (GFSA)

In October 1994, the **Improving America's Schools Act** (Public Law (PL) 103-382) was signed into law. The Act modified the ***GFSA of 1994***, enacted in March 1994 as part of the **Goals 2000: Educate America Act**. The GFSA was reauthorized by the **No Child Left Behind Act of 2001**. The current requirements that the GFSA places on local educational agencies (LEAs) in order for the LEAs to continue receiving federal funds under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Improving America's Schools Act, are as follows:

Gun-Free Schools Act Requirements

[PL 103-227, as amended by PL 103-382, Section 14601]

- have an expulsion policy consistent with the required state law to be eligible to receive ESEA funds. LEA's must have a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm to a school under the control and supervision of an LEA. In accordance with the GFSA,

- no ESEA funds may be made available to an LEA unless that LEA has the required referral policy, handle incidents involving students with disabilities in a manner consistent with the Individuals Education Act (IDEA) and Section 504 of the Rehabilitation Act using the case-by-case exception, as appropriate,
- provide to the state education agency (SEA) an assurance of compliance with the state law requiring a one-year expulsion,
- provide descriptive information to the SEA annually concerning the LEA's expulsions for bringing a weapon to school, including the name of the school concerned, the number of students expelled from the school, and the type of firearms concerned, and
- implement a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a weapon to school.

Weapons are to be defined as firearms including handguns, rifles, or shotguns; and:

- any weapon (including starter gun) which will, or is designed to, or may readily be converted to expel a projectile by the action of any explosive;
- the frame or receiver of any weapon described above;
- any firearm muffler or firearm silencer;
- any destructive device, which includes:
 - any explosive, incendiary, or poison gas
 - bomb,
 - grenade,
 - rocket having a propellant charge of more than four ounces,
 - missile having an explosive or incendiary charge of more than 0.25 ounce,
 - mine, or
 - similar device;
- any weapon which will or which may be readily converted to expel a projectile by the action of an explosive or other propellant and which has any barrel with a bore of more than one-half inch in diameter;
- any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples and from which a destructive device may be readily assembled.
- An important consideration for receiving funds under this law is the accurate reporting of this data to the appropriate state agency. Since the data is maintained in SIS's Behavior module and also at the HISD Police Department, it is very important that all sources of data are consistent. **For example, if the student**

brings a gun to school, it should be reported to the HISD Police; the student should be expelled and a record of this expulsion must be placed on SIS in the Behavior file; and finally, the same incident must be reported on the GFSA Report Form.

Allegations of Bullying

All allegations of bullying must be recorded appropriately in the Student Information System along with a determination of the motive for the alleged bullying incident.

Determination of Bullying

When a student receives a disciplinary consequence, a determination must be made if the incident was related to bullying and what the motive for the bullying incident was. This data must be recorded appropriately in the Student Information System.

Bullying Required School Actions

- **Immediate action taken to investigate and determine what happened.**
- **The inquiry must be impartial, prompt, and complete.**
- **Written documentation must be completed.**
- **Interviews must be conducted with targeted students, offending students, all witnesses, and parents.**
- **Targeted students and parents must be informed of the steps taken to resolve the issues.**
- **Follow up must be done with the students and parents to ensure it has been resolved.**

Chart for Determining Mandatory Placement and Expulsion Codes for 425 Record

*"Mandatory" placement or referral may be altered by the campus administration for certain reasons. This action and the reason must be recorded appropriately in the Student Information System.

School Guidelines, 2018-2019

Campus Program Operations

NOTE: This chart represents the minimum required actions and maximum allowed actions for school districts. It does not apply to charter schools except for code 11 – (Possession or use of Firearms at school or a school related activity), unless a charter school has adopted one of the other mandatory provisions into its student code of conduct.

Disciplinary Action Reason Codes (C165)		Behavior Location Code (C190)	Disciplinary Action Codes (C164)			
Code and Translation		Behavior Location Code	Mandatory DAEP Placement	Mandatory Expulsion	Discretionary DAEP Placement	Discretionary Expulsion
01	Permanent removal by a teacher from class (Teacher has removed the student from classroom and denied the student the right to return. TEC §37.003 has been invoked.) – TEC §37.002(c)	On campus (01)			D	
02	Conduct punishable as a felony-TEC §37.006(a)(2)(A)	On campus (01)	M			
	TEC §37.006(a)(2)(A)	Off Campus, within 300 ft (02)	M			
	TEC §37.006(a)(2)(A)	School Related/Sponsored Activity Off Campus (03)	M			
	TEC §37.006(d)	Off Campus, no school related/sponsored activity (04)			D	
	TEC §37.0081	On school property, or at school related/sponsored activity, of another school district (05)			D	
04	Possessed, sold, or used marihuana or other controlled substance-TEC §37.006(a)(2)(C) and 37.007(b)(2)(A) for under the influence	On campus (01)	M			D
	TEC §37.006(a)(2)(C) and 37.007(b)(2)(A)	Off Campus, within 300 ft (02)	M			D
	TEC §37.006(a)(2)(C) and 37.007(b)(2)(A)	School Related/Sponsored Activity Off Campus (03)	M			D
05	Possessed, sold, used, or was under the influence of an alcoholic beverage-TEC §37.006(a)(2)(D) and 37.007(b)(2)(A)	On campus (01)	M			D
	TEC §37.006(a)(2)(D) and 37.007(b)(2)(A)	Off Campus, within 300 ft (02)	M			D
	TEC §37.006(a)(2)(D) and 37.007(b)(2)(A)	School Related/Sponsored Activity Off Campus (03)	M			D

School Guidelines, 2018-2019
Campus Program Operations

Disciplinary Action Reason Codes (C165)		Behavior Location Code (C190)	Disciplinary Action Codes (C164)			
Code and Translation		Behavior Location Code	Mandatory DAEP Placement	Mandatory Expulsion	Discretionary DAEP Placement	Discretionary Expulsion
06	Abuse of a volatile chemical- TEC §37.006(a)(2)(E) and 37.007(b)(2)(B)	On campus (01)	M			D
	TEC §37.006(a)(2)(E) and 37.007(b)(2)(B)	Off Campus, within 300 ft (02)	M			D
	TEC §37.006(a)(2)(E) and 37.007(b)(2)(B)	School Related/Sponsored Activity Off Campus (03)	M			D
07	Public lewdness or indecent exposure-TEC §37.006(a)(2)(F)	On campus (01)	M			
	TEC §37.006(a)(2)(F)	Off Campus, within 300 ft (02)	M			
	TEC §37.006(a)(2)(F)	School Related/Sponsored Activity Off Campus (03)	M			
08	Retaliation against school employee-TEC §37.006(b) and 37.007(d)	On campus (01)	M			D*
	TEC §37.006(b) and 37.007(d)	Off Campus, within 300 ft (02)	M			D*
	TEC §37.006(b) and 37.007(d)	School Related/Sponsored Activity Off Campus (03)	M			D*
	TEC §37.006(b) and 37.007(d)	Off Campus, no school related/sponsored activity (04)	M			D*
09	Based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity for felony offenses in Title 5, Penal Code-TEC §37.006(c) , TEC §37.007(b)(4), and TEC §37.0081	Off Campus, no school related/sponsored activity (04)	M			D
10	Based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity for felony offenses not in Title 5, Penal Code-TEC §37.006(d) and TEC §37.007(b)(4)	Off Campus, no school related/sponsored activity (04)			D	D
11	Brought a Firearm to School – TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 – TEC 37.007(a)(1)	On campus (01)		M		
	TEC §37.007(b)(3)(B)	Off Campus, within 300 ft (02)				D
	TEC §37.007(a)(1) and/or 37.007(e)	School Related/Sponsored Activity Off Campus (03)		M		
	TEC 37.007(i)	On school property, or at school related/sponsored activity, of another school district (05)				D

School Guidelines, 2018-2019
Campus Program Operations

Disciplinary Action Reason Codes (C165)		Behavior Location Code (C190)	Disciplinary Action Codes (C164)			
Code and Translation		Behavior Location Code	Mandatory DAEP Placement	Mandatory Expulsion	Discretionary DAEP Placement	Discretionary Expulsion
12	Unlawful Carrying of an Illegal Knife under Penal Code 46.02 – TEC 37.007(a)(1) (Illegal knife - blade longer than 5.5 inches)	On campus (01)		M		
	TEC §37.007(b)(3)(A)	Off Campus, within 300 ft (02)				D
	TEC §37.007(a)(1)	School Related/Sponsored Activity Off Campus (03)		M		
	TEC 37.007(i)	On school property, or at school related/sponsored activity, of another school district (05)				D
13	Unlawful Carrying of a Club under Penal Code 46.02 – TEC 37.007(a)(1)	On campus (01)		M		
	TEC §37.007(b)(3)(A)	Off Campus, within 300 ft (02)				D
	TEC §37.007(a)(1)	School Related/Sponsored Activity Off Campus (03)		M		
	TEC 37.007(i)	On school property, or at school related/sponsored activity, of another school district (05)				D
14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)	On campus (01)		M		
	TEC §37.007(b)(3)(A)	Off Campus, within 300 ft (02)				D
	TEC §37.007(a)(1)	School Related/Sponsored Activity Off Campus (03)		M		
	TEC 37.007(i)	On school property, or at school related/sponsored activity, of another school district (05)				D
16	Arson-TEC §37.007(a)(2)(B)	On campus (01)		M		
	TEC §37.007(b)(3)(A)	Off Campus, within 300 ft (02)				D
	TEC §37.007(a)(2)(B)	School Related/Sponsored Activity Off Campus (03)		M		
	TEC 37.007(i)	On school property, or at school related/sponsored activity, of another school district (05)				D

School Guidelines, 2018-2019
Campus Program Operations

Disciplinary Action Reason Codes (C165)		Behavior Location Code (C190)	Disciplinary Action Codes (C164)			
Code and Translation		Behavior Location Code	Mandatory DAEP Placement	Mandatory Expulsion	Discretionary DAEP Placement	Discretionary Expulsion
17	Murder, capital murder, criminal attempt to commit murder, or capital murder-TEC §37.007(a)(2)(C)	On campus (01)		M		
	TEC §37.007(b)(3)(A)	Off Campus, within 300 ft (02)				D
	TEC §37.007(a)(2)(C)	School Related/Sponsored Activity Off Campus (03)		M		
	TEC 37.007(i)	On school property, or at school related/sponsored activity, of another school district (05)				D
18	Indecency with a child-TEC §37.007(a)(2)(D)	On campus (01)		M		
	TEC §37.007(b)(3)(A)	Off Campus, within 300 ft (02)				D
	TEC §37.007(a)(2)(D)	School Related/Sponsored Activity Off Campus (03)		M		
	TEC 37.007(i)	On school property, or at school related/sponsored activity, of another school district (05)				D
19	Aggravated kidnapping-TEC §37.007(a)(2)(E)	On campus (01)		M		
	TEC §37.007(b)(3)(A)	Off Campus, within 300 ft (02)				D
	TEC §37.007(a)(2)(E)	School Related/Sponsored Activity Off Campus (03)		M		
	TEC 37.007(i)	On school property, or at school related/sponsored activity, of another school district (05)				D
21	Violation of student code of conduct not included under TEC §37.006, 37.007, or 37.002(c)	Not Applicable (00)			D	
22	Criminal mischief (felony violation)- TEC §37.007(f)	Not Applicable (00)				D
23	Emergency Placement/Expulsion-TEC §37.019	Not Applicable (00)			D	D

School Guidelines, 2018-2019
Campus Program Operations

Disciplinary Action Reason Codes (C165)		Behavior Location Code (C190)	Disciplinary Action Codes (C164)			
Code and Translation		Behavior Location Code	Mandatory DAEP Placement	Mandatory Expulsion	Discretionary DAEP Placement	Discretionary Expulsion
26	Terroristic threat-TEC §37.006(a)(1) or 37.007(b)(1)	On campus (01)	M			D
	TEC §37.006(a)(1) or 37.007(b)(1)	Off Campus, within 300 ft (02)	M			D
	TEC §37.006(a)(1) or 37.007(b)(1)	School Related/Sponsored Activity Off Campus (03)	M			D
	TEC §37.006(a)(1) or 37.007(b)(1)	Off Campus, no school related/sponsored activity (04)	M			D
	TEC §37.006(a)(1) or 37.007(b)(1)	On school property, or at school related/sponsored activity, of another school district (05)	M			D
27	Assault under Penal Code Section 22.01(a)(1) against a school district employee or volunteer- TEC §36.006(a)(2)(B) and/or TEC §37.007(b)(2)(C)	On campus (01)	M			D
	TEC §36.006(a)(2)(B) and/or TEC §37.007(b)(2)(C)	Off Campus, within 300 ft (02)	M			D
	TEC §36.006(a)(2)(B) and/or TEC §37.007(b)(2)(C)	School Related/Sponsored Activity Off Campus (03)	M			D
28	Assault under Penal Code Section 22.01(a)(1) against someone other than a school district employee or volunteer-TEC §37.006(a)(2)(B)	On campus (01)	M			
	TEC §37.006(a)(2)(B)	Off Campus, within 300 ft (02)	M			
	TEC §37.006(a)(2)(B)	School Related/Sponsored Activity Off Campus (03)	M			
29	Aggravated assault under Penal Code Section 22.02 against a school district employee or volunteer-TEC §37.007(d)	On campus (01)		M		
	TEC §37.007(d)	Off Campus, within 300 ft (02)		M		
	TEC §37.007(d)	School Related/Sponsored Activity Off Campus (03)		M		
	TEC §37.007(d)	Off Campus, no school related/sponsored activity (04)		M		
	TEC 37.007(i)	On school property, or at school related/sponsored activity, of another school district (05)		M		

School Guidelines, 2018-2019
Campus Program Operations

Disciplinary Action Reason Codes (C165)		Behavior Location Code (C190)	Disciplinary Action Codes (C164)			
Code and Translation		Behavior Location Code	Mandatory DAEP Placement	Mandatory Expulsion	Discretionary DAEP Placement	Discretionary Expulsion
30	Aggravated assault under Penal Code Section 22.02 against someone other than a school district employee or volunteer-TEC §37.007(a)(2)(A)	On campus (01)		M		
	TEC §37.007(b)(3)(A)	Off Campus, within 300 ft (02)				D
	TEC §37.007(a)(2)(A)	School Related/Sponsored Activity Off Campus (03)		M		
	TEC 37.007(i)	On school property, or at school related/sponsored activity, of another school district (05)				D
31	Sexual assault under Penal Code Section 22.011 or aggravated sexual assault under 22.021 against a school district employee or volunteer-TEC §37.007(d)	On campus (01)		M		
	TEC §37.007(d)	Off Campus, within 300 ft (02)				D
	TEC §37.007(d)	School Related/Sponsored Activity Off Campus (03)		M		
	TEC 37.007(i)	On school property, or at school related/sponsored activity, of another school district (05)				D
32	Sexual assault under Penal Code Section 22.011 or aggravated sexual assault under 22.021 against someone other than a school district employee or volunteer-TEC §37.007(a)(2)(A)	On campus (01)		M		
	TEC §37.007(b)(3)(A)	Off Campus, within 300 ft (02)				D
	TEC §37.007(a)(2)(A)	School Related/Sponsored Activity Off Campus (03)		M		
	TEC 37.007(i)	On school property, or at school related/sponsored activity, of another school district (05)				D
33	Possessed, purchased, used or accepted a cigarette or tobacco product as defined in the Health and Safety Code, Section 3.01, chapter 161.252	Not Applicable (00)			D	
34	School-related gang violence	Not Applicable (00)			D	

School Guidelines, 2018-2019
Campus Program Operations

Disciplinary Action Reason Codes (C165)		Behavior Location Code (C190)	Disciplinary Action Codes (C164)			
Code and Translation		Behavior Location Code	Mandatory DAEP Placement	Mandatory Expulsion	Discretionary DAEP Placement	Discretionary Expulsion
35	False Alarm/False Report –TEC §§37.006(a)(1) and 37.007(b)(1)	On campus (01)	M			D
	TEC §§37.006(a)(1) and 37.007(b)(1)	Off Campus, within 300 ft (02)	M			D
	TEC §§37.006(a)(1) and 37.007(b)(1)	School Related/Sponsored Activity Off Campus (03)	M			D
	TEC §§37.006(a)(1) and 37.007(b)(1)	Off Campus, no school related/sponsored activity (04)	M			D
	TEC §§37.006(a)(1) and 37.007(b)(1)	On school property, or at school related/sponsored activity, of another school district (05)	M			D
36	Felony Controlled Substance Violation-TEC §37.007(a)(3)	On campus (01)		M		
	TEC §37.007(a)(3)	School Related/Sponsored Activity Off Campus (03)		M		
	TEC 37.007(i)	On school property, or at school related/sponsored activity, of another school district (05)				D
37	Felony alcohol violation-TEC §37.007(a)(3)	On campus (01)		M		
	TEC §37.007(a)(3)	School Related/Sponsored Activity Off Campus (03)		M		
	TEC 37.007(i)	On school property, or at school related/sponsored activity, of another school district (05)				D
41	Fighting/Mutual Combat-Excludes all offenses under Penal Code §22.01	Not Applicable (00)			D	
42	Truancy (failure to attend school)-Parent contributing to truancy-TEC §25.093(a)	Not Applicable (00)				
44	Truancy(failure to attend school)-Student with 10 unexcused absences-TFC §65.003	Not Applicable (00)				
45	Truancy(failure to attend school)-Student failure to enroll in school-TEC §25.085	Not Applicable (00)				

School Guidelines, 2018-2019
Campus Program Operations

Disciplinary Action Reason Codes (C165)		Behavior Location Code (C190)	Disciplinary Action Codes (C164)			
Code and Translation		Behavior Location Code	Mandatory DAEP Placement	Mandatory Expulsion	Discretionary DAEP Placement	Discretionary Expulsion
46	Aggravated Robbery-TEC §37.007(a)(2)(F), TEC §37.006(C)-(D) (HB 9680)	On campus (01)		M		
	TEC §37.007(b)(3)(A)	Off Campus, within 300 ft (02)				D
	TEC §37.007(a)(2)(F)	School Related/Sponsored Activity Off Campus (03)		M		
	TEC 37.0081	Off Campus, no school related/sponsored activity (04)				D
	TEC 37.007(i)	On school property, or at school related/sponsored activity, of another school district (05)				D
47	Manslaughter – TEC §37.007(a)(2)(G)	On campus (01)		M		
		Off Campus, within 300 ft (02)				D
	TEC §37.007(a)(2)(G)	School Related/Sponsored Activity Off Campus (03)		M		
	TEC 37.0081	Off Campus, no school related/sponsored activity (04)				D
	TEC 37.007(i)	On school property, or at school related/sponsored activity, of another school district (05)				D
48	Criminally Negligent Homicide – TEC §37.007(a)(2)(H)	On campus (01)		M		
	TEC §37.007(b)(3)(A)	Off Campus, within 300 ft (02)				D
	TEC §37.007(a)(2)(H)	School Related/Sponsored Activity Off Campus (03)		M		
	TEC 37.0081	Off Campus, no school related/sponsored activity (04)				D
	TEC 37.007(i)	On school property, or at school related/sponsored activity, of another school district (05)				D
49	Engages In Deadly Conduct – TEC §37.007(b)(2)(D)	On campus (01)			D	D
	TEC §37.007(b)(2)(D)	Off Campus, within 300 ft (02)			D	D
	TEC §37.007(b)(2)(D)	School Related/Sponsored Activity Off Campus (03)			D	D

School Guidelines, 2018-2019
Campus Program Operations

Disciplinary Action Reason Codes (C165)		Behavior Location Code (C190)	Disciplinary Action Codes (C164)			
Code and Translation		Behavior Location Code	Mandatory DAEP Placement	Mandatory Expulsion	Discretionary DAEP Placement	Discretionary Expulsion
55	Student Is Required To Register As A Sex Offender Under Chapter 62 Of The Code Of Criminal Procedure And Is Under Court Supervision - TEC §37.304. The offense(s) for which the student is required to register as a sex offender must have occurred on or after Sept. 1, 2007	Not Applicable (00)	M			D
56	Student Is Required To Register As A Sex Offender Under Chapter 62 Of The Code Of Criminal Procedure And Is Not Under Court Supervision - TEC §37.305. The offense(s) for which the student is required to register as a sex offender must have occurred on or after Sept. 1, 2007	Not Applicable (00)			D	
57	Continuous Sexual Abuse Of Young Child Or Children Under Penal Code §21.02 Occurring on school property or while attending a school-sponsored or school-related activity on or off school property – TEC §37.007(a)(2)(l)	On campus (01)		M		
	TEC §37.007(b)(3)(A)	Off Campus, within 300 ft (02)				D
	TEC §37.007(a)(2)(l)	School Related/Sponsored Activity Off Campus (03)		M		
	TEC 37.007(i)	On school property, or at school related/sponsored activity, of another school district (05)				D
58	Breach of Computer Security – TEC §37.007(b)(5)	On campus (01)				D
	TEC §37.007(b)(5)	Off Campus, within 300 ft (02)				D
	TEC §37.007(b)(5)	School Related/Sponsored Activity Off Campus (03)				D
	TEC §37.007(b)(5)	Off Campus, no school related/sponsored activity (04)				D
	TEC §37.007(b)(5)	On school property, or at school related/sponsored activity, of another school district (05)				D
59	Serious Misbehavior, as defined by TEC §37.007(c), while expelled to/placed in a Disciplinary Alternative Education Program (DAEP)	On campus (01)				D

While a school may find it necessary to temporarily remove a student for safety reasons using in-school or out-of-school suspension, the mandatory actions taken against a student for a particular offense should include at least one (1) 425 record that matches this chart.

School Uniforms

Under authority granted by TEC §11.162, the HISD Board of Trustees has given each individual school the flexibility to establish specific standards for dress and personal grooming, including, if deemed appropriate by the school, instituting the mandatory use of uniforms. Provisions must be made to provide uniforms for economically disadvantaged students.

ELEMENTARY GRADE-LEVEL CHAIRPERSON

Each year the principal shall select a grade-level chairperson for each grade level. The grade-level chairperson shall coordinate programs and materials and shall serve as the instructional liaison between the teachers of his or her assigned grade level and the school administration. The chairperson is responsible for distributing appropriate materials and communicating updated information to all teachers at the appropriate grade level. The chairperson's role is supportive rather than supervisory.

ELEMENTARY FOUNDATION CONTENT-AREA LEAD TEACHERS

Each year the principal shall select a lead teacher for each of the foundation content area of mathematics, language arts, science, and social studies. The Elementary Curriculum, Instruction, and Assessment Department supports and administers the campus based Lead Teacher Program. This program provides an avenue for building leadership capacity at the campus level to support quality curriculum, instruction, and assessment practices. The program is site-based and performance based; therefore, the activities and responsibilities of campus lead teachers will vary as determined by the needs of each campus. In addition to the campus-defined expectations, lead teachers serve as the content liaison between the Elementary CIA Department and the campus.

GIFTED AND TALENTED COORDINATOR

The principal shall select a G/T (Gifted and Talented) Coordinator for their Neighborhood G/T program. The G/T coordinator shall coordinate the campus program according to District Advanced Academics guidelines, Section XI. The G/T coordinator is responsible for attending monthly meetings with the HISD Advanced Academics Department and/or the management district's Gifted and Talented Supervisor. The G/T Coordinator's role is supportive rather than supervisory.

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC)

The State Board of Education requires that every campus establish a Language Proficiency Assessment Committee (LPAC). The LPAC allows professional education personnel and parents to be legally responsible for recommendations regarding the identification, program placement, and reclassification of **Limited English Proficient (LEP) students, now referred to as English (EL)**. TEC §29.051-29.064

The LPAC committee must be composed of the following members:

- a **campus administrator** (principal, assistant principal), or dean of instruction
- an **appropriately certified teacher** assigned to the **bilingual** program (for bilingual program students only.)
- an **appropriately certified teacher** assigned to an **English as a second language** program, or a Transitional Language Teacher
- a **parent** (not employed by the district) of an EL participating in a Bilingual or ESL programs.

TEA defines the campus administrator required to be part of the LPAC as: A principal, assistant principal or personnel coded Function 23 under School Leadership as defined by the Financial Accountability System Resource Guide. These administrators supervise all operations of the campus, evaluate staff members of the campus, and assign duties to staff members maintaining records of the students on the campus.

On campuses that do not offer bilingual or ESL programs, but have English learners with parent denials, the LPAC will be composed of a campus administrator, a professional staff member and a parent of an **EL**.

In order to minimize the committee members' time away from regular duties, LPACs should consider having members serve on a rotating basis with designated alternate members. In schools with bilingual and ESL classes, it is recommended that each bilingual and ESL teacher participate in the LPAC review of his/her respective students.

All members of the LPAC, including the parent, shall be acting for the school district and shall observe all laws and rules governing confidentiality of information concerning individual students.

A professional member of the LPAC must serve on the Admission, Review, and Dismissal/Individualized Education Program (ARD/IEP) committee for special education services **when an EL is receiving either Bilingual or ESL and special education services.** The IEP must clearly indicate (with signature and title) participation of the LPAC member. TEC §29.063

LPAC Formation

The LPAC shall be formed before the beginning of the school year. The campus principal shall submit to the Multilingual Department an "LPAC Operation Report" by the established deadline noted on the Academic Services Memo. This report includes, but is not limited to, the names of the LPAC members, and tentative dates and times of all required meetings.

LPAC Training

All LPAC members, must attend required training. Training must include committee functions, identification, placement, appropriate interventions, exit procedures, and documentation requirements.

The LPAC must maintain records of such training in the LPAC binder for auditing purposes. The LPAC Administrator is responsible for providing all training to new LPAC members and updates to returning members.

LPAC Meetings

The LPAC is required to identify, review, and place **ELs** in a Bilingual or ESL program within twenty instructional days of their enrollment date.

During the first months of school, the LPAC may wish to schedule review meetings weekly or bi-weekly at pre-designated times that are convenient to all LPAC members. Throughout the year, the LPAC must meet as often as necessary to ensure timely identification and placement of **ELs** who enroll during the year. The number of meetings will vary from school to school, depending on the number of new students that enroll, the number of **ELs** in the schools, the number of **ELs who will be assessed**, the number of students who are eligible for exit, and the number of **ELs** in the school whose progress must be monitored after having been **reclassified non-ELs**.

Convenient scheduling of LPAC meetings is essential to ensure participation by all the required members of the committee. **Timely scheduling of LPAC meetings is crucial in placing ELs within 4 calendar weeks of enrollment and in determining eligibility for state funding.**

LPAC Responsibilities

The LPAC committee shall conduct specific meetings throughout the school year to review all pertinent data on all **ELs**, particularly upon the student's initial enrollment and at the end of each school year. It is imperative, and required by state law and local policy, that the school LPAC functions and meets **as a group** with the required members **present**, when making decisions that impact **ELs**.

The committee will be responsible for the following:

1. **EL Data**—Reviewing all pertinent information on all students in Grades PK- 12 who have a language other than English for the purpose of initial identification, initial and continued program placement, reclassification (exiting), and monitoring.
2. **Initial Identification**—Identifying students as **EL** using specific criteria.
3. **ESL Instructional Levels**—Designating the language proficiency level and academic achievement of English language learners.
4. **Program Placement** – Placing, subject to parent approval, the initial instructional placement of English language learners and facilitating their participation in other special programs for which they are eligible. Students are assigned to a bilingual

or ESL program, based on student's language/academic needs.

5. **Advocacy/Participation in ARD/IEP committee meeting**—Participating in the ARD/IEP committee meetings as an active advocate for **ELs** who also require special education services in order to recommend language-appropriate modifications and/or interventions as necessary.
6. **Parent Permission/Denial**—Obtaining written parent approval/denial for the recommended program.
7. **Progress Review (Monitoring)**—Monitoring for two years the progress of students who have been reclassified.
8. **Spring Assessment Review**—Reviewing pertinent student data to determine eligibility for district-wide testing, or possible exemption/postponement from such (i.e., STAAR) as per state and district guidelines, and documenting accordingly.
9. **Progress Review (Parent Denials)**—Maintaining an annual “Administrative Log of **ELs** Students with Parent Denials” that include reasons for parent denial, details of parent conference, instructional interventions, etc.
10. **Progress Review (Promotion)**—Reviewing extenuating circumstances that may be prohibiting a student from meeting district or state promotion standards and making recommendations to the campus Grade Placement Committee.
11. **End-of-Year Review**—In late spring, reviewing pertinent information concerning each **EL** student to determine appropriate placement for the next school year. These decisions must be entered into the SIS no later than June 30th (before district transfer).
12. **Documentation (LPAC Minutes)**—Maintaining all LPAC meeting records/ minutes and lists of students reviewed in LPAC binder, that is easily accessible for audits.
13. **Documentation (EL Folder & SIS)**—Documenting all actions impacting English Learners in the student's permanent folder, and in SIS.

Relation of LPAC to the ARD/IEP Committee

The referral process as outlined in the Office of Special Education Services Operating Guidelines.

For those **ELs** being considered for placement in special education, the Texas Education Code (§29.063) requires schools to ensure that each campus LPAC coordinate with the campus ARD/IEP committee in determining an appropriate placement of **ELs** with disabilities. **Of critical concern is the individual student whose educational needs may be the jurisdiction of both committees.** A professional member of the LPAC must participate in the initial and annual ARD/IEP committee meetings when the ARD/IEP committee reviews the special education program for **ELs**. The signature page of the ARD/IEP forms must clearly indicate (with signature and title) participation of the LPAC member. 19 TAC Part 2 Chap 101, Sub AA Rule §101.1009

Relation of LPAC to the Dyslexia Program of Services Section 504 Committee

The identification and service delivery process must take into consideration the student's linguistic environment and educational background. Involvement of the Language Proficiency Assessment Committee is required in all decisions related to **ELs** identified as dyslexic and served through Section 504.

The Section 504 committee determines the identification of dyslexia after reviewing all of the accumulated data, including the LPAC documentation if applicable.

Relation of LPAC to the GT/Vanguard G/T Program

The HISD criteria for determining eligibility for GT/Vanguard programs have changed over the past few years to allow **ELs** greater opportunities to participate. Assessment for eligibility includes assessment in the student's native language.

In accordance with state law, schools in HISD are required to provide bilingual education programs for **ELs** whose home language is Spanish. For **ELs** who speak other languages, schools are required to provide ESL programs.

Any GT/Vanguard services, which are enrichment in nature, should be provided in addition to or in conjunction with these required language support programs.

With careful planning and/or scheduling, **ELs** may receive both the required bilingual or ESL program and appropriate GT/Vanguard programming. Ideally, a bilingual certified teacher who obtains the required GT training could serve the bilingual/GT identified students. The same applies for the ESL program - an ESL certified teacher who has the required GT training, or a GT teacher who obtains ESL certification could serve ESL/GT identified students.

For those **ELs** being considered for placement in GT/Vanguard classes, Section 29.063 of the Texas Education Code requires the LPAC to collaborate with other instructional programs committees in determining the most appropriate placement of **ELs** in such programs.

Reference: TEA Framework for LPAC Process:

<http://www.tea.state.tx.us/curriculum/biling/lpacmanual/LPACPROCESSMANUALLINKED090805.pdf>

For additional information regarding the LPAC, refer to the Multilingual Programs Guidelines on the Multilingual Programs Department website.

THE INTERVENTION PROCESS

An Intervention Assistance Team (IAT) is a team of professional educators with diverse training and experience who convene to discuss and initiate interventions for students in need of assistance and individualized services. It is a problem-solving group whose purpose is to facilitate Response to Intervention (RtI) and assist teachers, parents, and others with intervention strategies for dealing with the learning needs, concerns, and behavior problems of students.

The Intervention Assistance Team (IAT) is established to identify and support instructional and socio-emotional recommendations for students having learning difficulties and behavioral or other concerns. The IAT should consider all support services available, such as tutorial, acceleration, compensatory and other services. The IAT may assist the teacher with instructional strategies, or may make program and/or placement recommendations. The IAT usually consists of campus staff members who have been trained in the intervention assistance process. The evaluation specialist, licensed specialist in school psychology (LSSP), and speech therapist can also provide valuable information regarding possible intervention for students when invited to participate in the IAT. The team may meet for any variety of reasons including academic, social, behavioral, and emotional. The IAT may also coordinate all activities of the campus multi-tiered systems of supports (MTSS). MTSS leverages the principles of Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS) and further integrates a continuum of system-wide resources, strategies, structures, and practices to offer a comprehensive and responsive framework for systemically addressing barriers to student learning (Florida's Positive Behavior Support Project, 2010).

The primary focus of the Intervention Process is the identification and consideration of educational opportunities in the general education classroom setting that may resolve a student's academic, social, emotional, communication and/or behavioral problem(s).

Intervention Assistance Team Goals

1. Review individual student progress and assess how best to meet their needs.
2. Raise the level of understanding among all staff about student needs and their effects on learning and teaching.
3. Support the teaching staff in its goals of helping each student be academically/behaviorally successful.
4. To bring all student services and programs together and promote uniform and consistent efforts in addressing the needs of all students.
5. Provide a systematic method for school staff to refer students experiencing behavioral or academic difficulties for Section 504 or Special Education evaluation.

The IAT should establish regularly scheduled meetings to ensure that assistance and recommendations are provided to the teacher, student, and parent prior to referral for special education or Section 504 evaluation. The student's response to intervention must be reviewed before a referral for special education or Section 504 evaluation is made. *There are cases, however, in which a referral for a special education or Section 504 evaluation should not be delayed and should be completed without the implementation of interventions.*

School Guidelines, 2018-2019
Campus Program Operations

Students suspected of disabilities such as vision impairments, hearing impairments, intellectual disabilities, and other developmental disabilities should be referred immediately for Section 504 or special education evaluation. In addition, when a student is suspected to be dyslexic a referral should be made. The IAT maintains the Child Find responsibility for each campus and determines when a referral to special education for Section 504 is needed.

The IAT usually consists of the following personnel:

- IAT chairperson
- Campus administrator or designee; (may also be the chairperson)
- Rtl campus coordinator (may also be the IAT chairperson)
- Evaluation Specialist, Licensed Specialist in School Psychology, if behavioral issues are a concern; Speech Therapist if language, articulation, fluency or voice issues are a concern
- Referral source
- Classroom teacher; and
- Parent, nurse, counselor, social worker, and/or campus instructional coordinator.

The Intervention Process Includes Three Tiers:

Tier 1 – Universal interventions:

Whole class, general education curriculum.
Small group, general education curriculum.
Effective instruction/environment.
Differentiated instruction
Early intervention; universal supports
Effective for most students.
Universal screener

Tier 2 – Selected interventions & progress monitoring:

Supplements core curriculum.
Use of data to select to select
appropriate intervention
Scripted interventions
(District/campus plan)
Foundation skills; instructional level
IAT/PLC
Individual/small group (less than 10)
Progress monitoring.

Tier 3 – Intensive interventions & progress monitoring:

- Supplements core curriculum
- Interventions are more intensive and individualized.
- Use of data to develop interventions
- Foundation skills; instructional level
- Problem-solving team
- Function is to find successful intervention.
- May be required before special education referral.
- Progress monitoring
- Small percentage of student population.

It is important to note that anytime a parent requests a Section 504 or special education evaluation, the campus must convene an IAT to consider the request. At this time, the IAT should review relevant data to either formally refer the student for a Section 504 or special education evaluation or formally refuse the request for evaluation.

If the decision of the IAT is to refuse the request, the IAT must complete a Notice of Refusal, document the supporting data, and send the Notice of Refusal along with the Section 504 or special education procedural safeguards to the parent.

In addition, HISD maintains the responsibility of evaluating for suspected disabilities through special education for all children and adolescents aged 3 - 21 living within the boundaries of HISD.

Non-enrolled children and adolescents may be referred for a special education evaluation. The campus should always convene an IAT meeting when a parent requests an evaluation for the child or adolescent not enrolled in school. At this time, the IAT should review relevant data to either formally refer the student for Section 504 or special education evaluation or refuse the request for evaluation.

If the decision of the IAT is to refuse the request, the IAT must complete a Notice of Refusal, document the supporting data, and send the Notice of Refusal along with the Section 504 or Special Education procedural safeguards to the parent.

Dyslexia Program Services in Relation to the IAT and Rtl

With the effective implementation of Response to Intervention (Rtl) and the use of universal screening in reading (Istation) to identify students who may be at risk for reading, students who struggle with reading but are not yet identified as having dyslexia or a reading disability, will have a greater opportunity for intervention and acceleration of achievement. Any time from kindergarten to grade 12 that a student continues to struggle with one or more components of reading, schools must collect additional information about the student's current reading abilities and progress made over time in response to intervention. One of the options available that must be considered is the referral for the assessment of dyslexia and/or a related disorder. Due to the *Child*

Find requirements under Section 504 and IDEA, some students will not proceed through all of the steps of a tiered model before being referred for assessment. In other words, as soon as dyslexia is suspected (manifests markers of dyslexia despite the opportunity to learn and adequate intelligence), a student should be referred. Cases are considered on an individual basis.

ARD/IEP COMMITTEE **(Admissions, Review, Dismissal/Individualized Education Program)**

ARD/IEP Committee Membership

The ARD/IEP committee shall be formed before the first day of school. The ARD/IEP Committee Membership Report shall include the names of the committee members, the name of the chairperson, and the name of the administrator or administrative designee and his/her position. The ARD/IEP committee shall include the following participants (general composition):

School Guidelines, 2016-2017
Campus Program Operations

- a representative from the school district who is qualified to provide, or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, is knowledgeable about the general education curriculum, and is knowledgeable about the availability of resources of the school district;
- the student, as appropriate, the student's parent(s), and/or a designated representative under the following conditions:
 - when appropriate, a student 18 years of age or older who has not been judged by a court of law to be incompetent to manage personal affairs or who has not relinquished rights to parents in writing will participate in the student's own ARD/IEP meeting;
 - if the student is under 18 years of age or;
 - if the student is 18 years of age or older and has been judged by an appropriate court of law to be incompetent to manage personal affairs or has relinquished rights to parent(s) in writing; and
 - the parent must notify the district of the name of the parent's representative.
- a representative from instruction shall always be included:
 - the student's receiving or current special education teacher, or special education service provider (appropriately certified or licensed);
 - the appropriate general education teacher(s) who is/are responsible for implementing a portion of the student's IEP for those students who are receiving, or who are expected to receive, instruction in general education; and

School Guidelines, 2018-2019
Campus Program Operations

- a representative from the evaluation team for initial evaluations, re-evaluations, and other times when necessary.
- a representative from Special Education, administration, as necessary.
- professional certified specialists as required:
 - a speech therapist when a student with a speech impairment is being considered.
 - a professional certified in the education of students with visual impairments when a student with a visual impairment is being considered for special education and related services.
 - a professional certified in education of students with auditory impairments when a student with an auditory impairment is being considered.
 - the Career and Technical Education (CTE) teacher who will instruct the student shall be a member when the ARD/IEP Committee is considering placement in a CTE program;
 - the Transition Coach when special education career and technology classes and Community Based Vocational Instruction (CBVI) are being considered;
 - the appropriate related services personnel (i.e. occupational and physical therapists, in-home community-based trainer, etc.); and
 - a professional representing the Language Proficiency Assessment Committee (LPAC) when a student of limited English proficiency is being considered for services.

Duties of the ARD/IEP Committee

The **ARD/IEP** committee makes decisions concerning the educational program for students who are eligible to receive special education services. Among other responsibilities, the ARD/IEP committee performs the following functions:

- * reviews student evaluation data;
- * establishes eligibility for special education services;
- * develops and reviews the ARD/IEP Committee report, transition information, and the Functional Behavior Assessment/Behavior Support Plan (FBA/BSP), reviews input forms, if applicable incorporates information in the ARD/IEP supplements: Personal Graduation Plan (PGP) addressing needed transition services;
- * provides an interpreted and an audio taped copy and/or digital recording of the student's ARD/IEP meeting in the parent's native language, if the parent does not speak and understand English;
- * provides for educational placement in the least restrictive environment appropriate to address the student's educational needs, including related services;

School Guidelines, 2018-2019
Campus Program Operations

- * makes decisions regarding promotion or retention of students with disabilities receiving special education services;
- * the ARD/IEP committee does not award grades or course credit; and
- * makes decisions about student participation in local and state assessments.

An ARD/IEP Committee member is not required to attend an ARD/IEP Committee meeting in whole or in part, if the parent of the child/student with a disability and the campus agree in writing that the attendance of the member is not necessary because of the area of the member's curriculum or related service is not being modified or discussed at the meeting.

A member of the ARD/IEP committee may be excused from attending an ARD/IEP Committee meeting in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related service if the parent and the campus agree to the excusal in writing and the member submits to the parent and ARD/IEP Committee written input concerning the development of the IEP prior to the meeting.

NOTE: For initial placement of students with disabilities, the representative from instruction shall be an appropriate special education teacher if school is in session or an appropriate special education program specialist/manager if school is not in session.

Transition Planning Requirements

Transition planning is completed during the ARD/IEP meeting process and focuses on assisting students with disabilities to become independent within the community, to the greatest extent possible. Transition services means a coordinated set of activities for a student with a disability that is based on the individual student's needs taking into account.

- the student's strengths, preferences, interests
 - which includes instruction, related services, community experience
 - the development of employment and other post school adult living objectives, and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation
-
- All of these activities must be considered for each student however specific activities should be determined by the needs of each student.
 - Transition is a results oriented process that is focused in improving the academic and functional achievement of a child with disabilities to facilitate the movement from school to post-school activities.
 - These activities begin by age 14 with postsecondary goals in education or training, employment and if appropriate, independent living skills based on age-appropriate courses of study based on transition goals.
 - The IEP must include transition services needed to assist the student in reaching those goals.
 - Appropriate student involvement in the student's transition to life outside the public school system includes student's participation in the ARD/IEP committee.
 - The student must be invited to the ARD/IEP Committee meeting when transition services will be discussed.
 - Transition planning is completed during the ARD/IEP committee meeting and focuses on assisting students with disabilities to become independent within the community to the greatest extent possible.
 - Prior to the student's 17th birthday the **Notice of Transfer of Parental Rights must be completed**. Refer to current individuals with Disabilities Education Act (IDEA) and House Bill documents.

- For all students with disabilities the procedures below must be completed for
- Effective postsecondary transition planning in the four areas:
 - Employment, Education Independent Living
 - Recreation, Social, and Leisure Activities
 - By age 14, or younger per ARD/IEP Committee decision, the ARD/IEP Committee must complete the Post Secondary Education Goals section of the IEP.
 - By age 15, or younger per ARD/IEP Committee decision, the ARD/IEP committee must complete the Post Secondary Education Goals section of the IEP.
 - By age 17, inform student/parent of transfer of rights to the student when the student reaches age 18 and complete the transfer of rights in the IEP.
 - If a student's goal is to be employed after graduation from high school, the appropriate courses should be included in the IEP and addressed on the Graduation Options supplement; this begins documentation of the student's goals after graduation.
 - Adult service providers should be included at the transition meeting prior to graduation as needed.
 - For all graduating seniors, a Summary of Performance must be provided to the student, which includes the student's postsecondary goals, academic achievement, functional performance recommendations on how to assist the student in achieving his or her postsecondary goals, written recommendations of the agencies and view of the parents and students.

For students with Autism Spectrum Disorders (ASD), IEP goals and objectives must address the skills necessary to function in current and future environments. Therefore, transition (or future) planning for students with ASD, at any age, includes ARD/IEP Committee determination of need, and establishment of a plan, if appropriate, to support successful transition from the current to the next environment(s), (i.e. transition from home to pre-kindergarten/kindergarten, elementary to middle school, and across instructional settings).

Reference: A Guide to the ARD/IEP Process:

http://framework.esc18.net/Documents/ARD_Guide_ENG.pdf

Duties of the ARD/IEP Chairperson

The ARD/IEP committee makes decisions concerning the educational program for student who are eligible to receive special education services. Among other responsibilities the ARD/IEP committee performs the following functions.

- reviews student evaluation data
- establishes eligibility for special education services
- develops and reviews the ARD/IEP Committee report, transition information, and the Functional Behavior Assessment/Behavior Support Plan (FBA/BSP), reviews input forms if applicable incorporates information in the ARD/IEP supplements: Personal Graduation Plan (PPPPGP) addressing needed transition services.
- provides for educational placement in the least restrictive environment appropriate to address the student's educational needs, including related services.
- makes decisions regarding promotion or retention of students with disabilities receiving special education services.
- the ARD/IEP committee does not award grades or course credit; and
- makes decisions about student participation in local and state assessments.

An ARD/IEP Committee member is not required to attend an ARD/IEP Committee meeting in whole or in part, if the parent of the child/student with a disability and the campus agree in writing that the attendance of the member is not necessary because of the area of the member's curriculum or related service is not being modified or discussed at the meeting.

A member of the ARD/IEP committee may be excused from attending an ARD/IEP Committee meeting in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related services if the parent and the campus agree to the excusal in writing and the member submits to the parent and ARD/IEP Committee written input concerning the development of the IEP prior to the meeting.

Least Restrictive Environment (LRE)

The federal law, Individuals with Disabilities Education Improvement Act, 2004, mandates general education as the primary location for instructional and related services for students with disabilities. For the majority of students with disabilities general education with non-disabled peers is the least restrictive environment.

Students with disabilities should receive instructional and related services to the maximum extent appropriate with their non-disabled peers, and removed from general education only if the student is unable to make progress in general education with supplementary aids and services.

Special education services for students with disabilities are provided on a continuum.

Transition Planning Requirements

Transition planning is completed during the ARD/IEP meeting process and focuses on assisting students with disabilities to become independent within the community, to the greatest extent possible.

For students with Autism Spectrum Disorders (ASD), IEP goals and objectives must address the skills necessary to function in current and future environments. Therefore, transition (or futures) planning for students with ASD, at any age includes ARD/IEP committee determination of need, and establishment of a plan, if appropriate, to support the student's successful transition from current to next environment(s). Such support might also include assisting students to transition from elementary to middle school level, from middle to high school, and/or across instructional settings.

For all students with disabilities, the procedures below must be completed for effective post-secondary transition planning in the four areas:

- Employment
 - Education
 - Independent Living
 - Recreation, Social and Leisure Activities
-
- By age 14, or younger per ARD/IEP Committee decision, the ARD/IEP Committee must complete the Post-Secondary Education Goals section of the IEP.
 - By age 15, or younger per ARD/IEP Committee decision, the ARD/IEP Committee must complete the Post-Secondary Education Goals section of the IEP.
 - By age 17, inform student/parent of transfer of rights to the student when the student reaches age 18 and complete the transfer of rights statement in the IEP.

If a student's goal is to be secretary after graduation from high school, the appropriate courses should be included in the IEP and addressed in the Graduation Plan. This process begins documentation of the student's goals after graduation.

Adult service providers should be included at the transition meeting prior to graduation, as needed.

Information related to transition must be entered in Chancery SIS on the ARD panel under "Other Data Tracking."

DYSLEXIA SERVICES

Requirements Overview

To comply with TEC §7.028(b), TEC §38.003 and TAC §74.28 the HISD Board ensures that HISD has implemented procedures for assessing, identifying and providing appropriate instructional services for students with dyslexia and related disorders. TEC

§38.003 requires that students enrolling in Texas public schools be tested for dyslexia and related disorders at the appropriate times and that each school district provide for the instruction of any student determined to have dyslexia or a related disorder.

Each school must provide access to the services of a teacher for their identified students. The teacher must be trained in dyslexia and related disorders.

Due-process procedures are available under the provisions of Section 504 Rehabilitation Act of 1973 or the Individuals with Disabilities Education Improvement Act (IDEIA).

CHARACTERISTICS OF DYSLEXIA

1. As defined in TEC §38.003(d):

- "*Dyslexia*" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and socio-cultural opportunity.
- "Related disorders" includes disorders similar to or related to dyslexia such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

School Guidelines, 2016-2017

Campus Program Operations

2. Primary Reading/Spelling Characteristics of Dyslexia (*The Dyslexia Handbook, Rev. 2014, p. 8*):

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored)
- Difficulty with spelling

3. The reading/spelling characteristics are most often the result of difficulty with the following:

- The development of phonological awareness, including segmenting, blending, and manipulating sounds in words
- Learning the names of letters and their associated sounds
- Phonological memory (holding information about sounds and words in memory)
- Rapid naming of familiar objects, colors, or letters of the alphabet

4. Secondary consequences of dyslexia may include the following:
 - Variable difficulty with aspects of reading comprehension
 - Variable difficulty with aspects of written composition
 - Limited vocabulary growth due to less time spent reading

These difficulties are unexpected for the student's age, educational level, or cognitive abilities. Additionally, there is often a family history of similar difficulties.

The campus Intervention Assistance Team (IAT) serves as the referral committee for each campus and determines when a referral for dyslexia assessment through Section 504 or Special Education should occur. The campus assigned Evaluation Specialist is responsible for dyslexia assessment through Section 504 and Special Education. In addition, campus-based dyslexia evaluators are available on some campuses for dyslexia assessments through Section 504. All dyslexia assessment should be completed within 45 days from parental consent.

IDENTIFICATION AND PLACEMENT OF STUDENTS WITH DYSELEXIA

Following a referral for a Section 504 or Special Education dyslexia evaluation the Section 504 committee or Admission, Review and Dismissal (ARD) will determine based on the evaluation if the student has dyslexia and a need for services or support. In Special Education, the student's dyslexia identification must also rise to the level of a Specific Learning Disability (SLD) as defined by the Individuals with Disabilities Education Act (IDEA) to receive Special Education supports and services if no other disability exists. If however, other disabling conditions exist such as a Speech Impairment (SI), or Other Health Impairment (OHI) the dyslexia "label" may be added to the concurrent Special Education "label".

Once a student is identified as having dyslexia or a related disorder and meets placement requirements, an appropriate instructional program or accommodations is to be provided through Section 504, general education classes, or Special Education.

Students determined by the Section 504 or ARD/IEP committee to require dyslexia instructional support, are to be served in a remedial setting, utilizing individualized, intensive, multi-sensory methods containing reading, writing and spelling components and supplementing the general education reading and language arts instruction as determined appropriate by the Section 504 or ARD Committee.

REEVALUATION GUIDELINES FOR STUDENTS IDENTIFIED AS HAVING DYSELEXIA

Eligible students with disabilities shall be reevaluated every three years by the campus Evaluation Specialist or campus based dyslexia evaluator.

DYSLEXIA INSTRUCTIONAL PROGRAMMING AND SERVICES

Instruction for students identified as having dyslexia is to include the components of instruction and instructional approaches as indicated in *The Dyslexia Handbook-Revised 2014: Procedures Concerning Dyslexia and Related Disorders*, TEA, July 2014. Dyslexia intervention program services are offered in a small group setting (less than 10) that includes reading, writing, and spelling as appropriate to the needs of the class setting that includes reading, writing, and spelling as appropriate to the needs of the student for 45-60 minutes, 4 to 5 times per week by a teacher trained in appropriate programs and strategies for students having dyslexia. The committee of knowledgeable persons determines the duration, location and frequency of services. Students may also receive accommodations in the general education classroom setting.

The provision of dyslexia services in middle and high schools should be included in the planning of courses in the school master schedule. The appropriate course(s) and teacher(s) should be in place and the necessary teacher training provided to meet Texas' dyslexia requirements. Campus level administrators are responsible for implementing the program and its instructional components with fidelity.

Students' dyslexia services occur outside of their core instructional time. It might be delivered during an elective, a designated intervention/extension period or a study lab. Arrangements vary by campus. The selected dyslexia program (ex. Dyslexia Intervention Program (DIP), Basic Language Skills (BLS), Esperanza) should be delivered with fidelity in order to remain in compliance with the law.

DYSLEXIA TEACHER REQUIREMENTS

Each principal must assign a dyslexia instructional support teacher who has the requisite training. Teachers of students with dyslexia and related disorders must have appropriate valid teaching certificates. The identified campus dyslexia instructional support teacher must be trained in the components and instructional approaches appropriate for students having dyslexia or a related disorder and programs to meet student needs.

Training for teachers of students with dyslexia involves study beyond that required of a classroom teacher and may be provided by various service providers. Training for interventions should include:

- Understanding the reading process
- Knowledge of the structure of language, including knowledge of
 - English speech sound system and its production,
 - Oral language development,
 - Stages of spelling development and orthography (spelling patterns) and their relationship to sounds and meaning,
 - Syllabication
 - Grammatical structure

- Reading comprehension
- Reading fluency

Interventionists providing dyslexia services should be trained in English on the components listed above in English. Interventionists providing services in Spanish should be trained in the same components in Spanish.

GRADE PLACEMENT COMMITTEE

Before the school year ends, the Grade Placement Committee (GPC) meets to review the status of students failing to meet promotion standards. The committee is to complete a Cumulative Learning Profile for each student whose status is to be changed. The committee may meet with the School Attendance Committee to consider the status of students who are failing because of excessive absences. The Grade Placement Committee will also meet at the close of summer school to determine the promotion status for students who have attended summer school after having been retained.

The committee may decide in favor of a student's promotion only if the student meets the state grade requirements and the committee concludes that if promoted and given accelerated instruction, the student is likely to perform at grade level. A student cannot be promoted on the basis of the grade placement committee's decision unless that decision is unanimous.

Committee membership must include at least the principal or principal designee, the student's parent or guardian, and a teacher for subject area in which student failed TAKS. For students with disabilities, the ARD committee serves as the GPC.

The function of the GPC is, after the close of summer school, to address the promotion status of those students who still have not satisfied **all** promotion standards. Under some circumstances, the GPC could review a student's promotion status at the end of the regular school year and make a decision at that time. If a student who has not satisfied all promotion standards cannot attend summer school because of extenuating circumstances, the student's parent may request that the GPC assess the student's potential for success at the next grade level and render a decision on promotion status at the end of the regular school year. The rationale for not attending summer school and the committee decision should be documented.

ADMISSION, REVIEW, DISMISSAL/INDIVIDUAL EDUCATION PROGRAM COMMITTEE AND GRADE PLACEMENT REQUIREMENTS

The ARD/IEP committee makes promotion decisions for students with disabilities as follows:

- The ARD/IEP committee reviews mastery of IEP goals to make grade placement decisions.
- If the ARD/IEP committee recommends that a student with disabilities take an alternative assessment, performance on the alternative assessment (i.e. STAAR-Modified, STAAR-Alternative) does not determine promotion status.
- If the ARD/IEP committee recommends that a student with disabilities take STAAR on grade level and the student fails the STAAR test, the ARD/IEP committee must meet to review the student's STAAR test results, IEP, STAAR remediation options, and grade placement.
- The ARD/IEP committee has the authority to "promote" rather than place. There are no longer any provisions for the "placement" of students based on previous retentions – even those students identified as students with disabilities.

The Grade Placement Committee makes promotion decisions for **ELs** in consultation with a member of the student's LPAC. The GPC has the authority to "promote" rather than "place" a student who has satisfied the grade requirement, Standard (A), but has not satisfied one or both of the testing Standards (B and/or C).

ENTRANCE/EXIT COMMITTEE FOR GIFTED/TALENTED ADVANCED ACADEMICS

The Entrance/Exit Committee consists of three members who are trained in the nature and needs of gifted and talented students and have had experience with Advanced Placement and/or International Baccalaureate curriculum (if applicable). Refer to the section on Advanced Academics for additional information.

Schools with a Vanguard program must have an Admissions/Exit Committee for Gifted and Talented. This committee should include the designated G/T coordinator for the campus and at least two other members trained in the education of gifted and talented students. The committee will review profile sheets to determine qualified applicants for the Vanguard G/T program, provide information to the campus staff concerning students to be coded G/T on the District PEIMS report, and develop, monitor, and review Growth Plans for students in the Gifted and Talented Program who do not meet academic standards. TEC §29.121; 19 TAC 89.1; BP EHBB;

SCHOOL ATTENDANCE COMMITTEE

The School Attendance Committee has responsibility for reviewing absences of students who have excessive absences in excess of 25% of class meetings according to the HISD Attendance Policy. After consulting with the teacher, the committee may grant credit if the absences are due to extenuating circumstances. The School Attendance Committee shall be appointed by the principal. Students with unexcused absences between 10%-25% of class meetings can have credit restored upon successful completion of a plan approved by the principal.

The School Attendance Committee shall be appointed by the principal. The majority of the committee must be comprised of classroom teachers.

PLACEMENT REVIEW COMMITTEE

TEC §37.002 allows a teacher to remove a child from a classroom if that student repeatedly interferes with the teacher's ability to effectively communicate with the students. TEC §37.003 requires each school to establish a three-member Placement Review Committee to determine placement of the student when the teacher refuses the return of the student to the teacher's class. The committee may return the student to the teacher's class over the teacher's objection if it is determined that this is the best or only alternative available. The committee also makes recommendations to the district regarding readmission of expelled students.

Members of the committee shall be appointed as follows:

- the campus faculty shall choose two teachers to serve as members and one teacher to serve as an alternate member; and
- the principal shall choose one member from the professional staff of a campus.

The teacher refusing to re-admit the student may **not** serve on the committee.

TEC §37.003(c) clarifies that the committee's placement determination regarding a student with a disability who receives special education services under Subchapter A, Chapter 29, is subject to the requirements of the Individuals with Disabilities Education Act and other laws relating to special education.

DROPOUT PREVENTION PROGRAM

Reducing the dropout rate by 50% annually is a major district initiative. Recognizing that early intervention and recovery are critical, the district has structured prevention and intervention efforts in grades pre-kindergarten through twelve. As the district strives to become Houston's educational system of choice, efforts to prevent dropouts and recapture those students who have left the district have been revitalized.

School Improvement Plans (SIPs) have incorporated best practices into strategies which address dropout prevention and intervention. The following list exemplifies some strategies which the district and schools have identified as having a positive impact on students. These strategies are integral components of the district's initiative and are indicative of the strategies found in the SIPs:

School Guidelines, 2018-2019
Campus Program Operations

- Professional development
- Early childhood education
- Instructional technologies
- Service learning
- Conflict resolution
- Out of School experiences
- Community Collaboration
- Family involvement
- Reading and writing programs
- Individualized instruction
- Mentoring and tutoring
- Learning styles
- Career education and workforce readiness

The Drop Out Prevention Office has been created to focus and direct the district's dropout prevention and intervention programs and strategies. It facilitates a coordinated effort to improve the district's graduation rate, to reduce both district-wide and campus dropout rates, and to strengthen our dropout recovery initiatives.

High schools are responsible for their dropout population and must make diligent efforts to reclaim their dropouts by offering viable options for these students along with access to all services available to any student on the campus. Each school should designate a campus administrator as a dropout coordinator to coordinate dropout prevention and recovery efforts, with the five-member dropout team established by the principal. Accountability and equity are priorities. High schools have several options to address their dropout population but each school must develop a plan of action to serve this student population.

All school personnel must make every effort to identify the reasons students leave school and develop strategies to provide an environment for all students to graduate from high school. At the time of withdrawal, parents are requested to sign indicating their intent to enroll their child in another school.

This information is coded into the student software system as a leaver record, indicating the specific reason that student left the school. In the early fall, the Technology Department runs a report for each school listing all students who were coded as leaving with the intent to enroll in another HISD school but who did not actually enroll in another HISD school. If these students' records are not corrected, they will be reported to PEIMS as dropouts. Therefore, it is vital that each school monitors all students that withdraw and makes sure students are enrolled in another school or return to the home school.

School personnel should attempt to contact these students' families to determine the student's current school status. After several attempts to locate the student, a referral should be made to the Dropout Prevention Specialist assigned to work with the school. Under the directions of the Office of High School Completion, the Dropout Prevention Specialists visit students at school and at home, advocate for students to return to school, and facilitate enrollment in alternative schools, if necessary.

Information on required documentation is available in the section on Admission/Withdrawal of these Guidelines, in the HISD Data Quality Manual, and in the PEIMS Data Standards available at the TEA Website at <http://www.tea.state.tx.us/peims>.

CAMPUS SAFETY, SECURITY, AND EMERGENCY PREPAREDNESS COUNCIL

The Campus Safety, Security, and Emergency Preparedness Council ("the Council") will:

- Assist in the establishment, review and revision of campus safety and security policies and procedures;
- Help supervise policies, student conduct, safe job performance, and campus compliance to federal, state, and local regulations affecting safe and secure campus operations;
- Maintain a system of reporting and evaluation of campus safety and security programs;
- Assist in documenting violence prevention strategies and implementing corrective safety actions necessary to improve the safety and security of students, employees, visitors and the protection of district properties; and
- Conduct monthly council meetings, record and maintain minutes of meetings, and store minutes in the Fire Marshal's Folder (FMF) or a separate folder filed behind the FMF, to be maintained in the main office for accessibility upon request by Risk Management safety team, fire authorities and/or other designated emergency response authorities.

Council membership should include the principal or assistant principal, the school business manager, if applicable, a counselor, the school nurse, and representatives of clerical/paraprofessional support, teachers, custodial employees, HISD police, food service employees, PTA/PTO, and the student council-HS only.

The Council should assist in preparation of a campus-specific fire safety plan, campus security plan, and a campus-specific emergency preparedness plan with annual training for employees and primary responders, referencing the current HISD **Emergency Procedures Administrative Guide** (Red Book) and the Guidelines for Preparing Effective Campus Safety, Security and Emergency Preparedness Councils. Both resources are available online at the HISD Employee Portal: Risk Management.

The Council should assist in the preparation of a modified campus fire safety plan (if applicable) for team responder(s), indicative of procedure(s) for the safe refuge and/or complete evacuation of persons with functional or access needs. Resources are available online for assistance at the HISD Employee Portal: Risk Management.

REQUIRED SAFETY and SECURITY PLANS

Fire Safety Plans

The principal of each school shall prepare a Fire Safety Plan identifying primary and secondary evacuation routes from the main/all buildings that is to be approved by the City Fire Marshal or designee. Campus evacuation maps must indicate primary and secondary evacuation routes and locations of all fire extinguishers, pull stations and AEDs (Automated External Defibrillators), and is to be followed in the event of a real fire or evacuation emergency. In the plan, designated emergency exits, fire extinguishers, and AEDs should be labeled in color (red).

An evacuation plan map is to be posted where it is clearly visible, and inside every classroom **and any other room typically occupied**. Every teacher, employee and student is to be trained in emergency evacuation procedures.

Each school shall prepare a modified fire evacuation plan to assist persons with functional and/or access needs during a real emergency evacuation, or in the practice of a fire drill exercise.

During a practice fire drill exercise, on second-or-higher floor levels only, team responders will assist their charges to the designated fire safe refuge area that has been pre-approved by the local Fire Marshal's office. They will remain there with their charges until the practice drill has been completed, and they have accounted.

During an exit drill exercise or real emergency, all persons on the *first floor level*, including persons with functional and/or access needs, will be evacuated to an outside safe refuge area.

Team responders must be able to effectively demonstrate upon request of a Fire Marshal or designee, proficiency in the complete evacuation process of an individual outside to the safe refuge area, simulating a person of similar stature for whom a modified evacuation plan has been developed.

The City of **Jurisdiction** Fire Code requires at minimum, one fire exit drill to be conducted every month the building is occupied, in all grade levels, at all schools. Equally, at least one **of each** disaster drill is to be conducted, each semester. The first **and** disaster drill must be conducted in conjunction with, although separately, the first fire exit drill during the **first 10 days** of school. **All schools are now required to conduct a Reverse Evacuation, in the event you are outside and need to seek shelter inside from weather or other emergency. You cannot substitute a disaster drill for a fire drill.**

School Guidelines, 2018-2019

Campus Program Operations

A permanent copy of monthly fire exit/disaster drill report forms and the annual fire exit/disaster drill (yellow) recordkeeping card should be kept in the Fire Marshal's Folder (FMF) located in the campus main office. Per state law, schools are required to maintain safety records on campus, including fire safety documents, for a minimum 3 years. To help improve overall emergency readiness, disaster drills should simulate shelter in place emergencies for inclement weather conditions or a hazardous chemical spill or, lockdown simulating an intruder emergency. **Contact Risk Management/Safety and Emergency Management, at 713-556-9225**, for additional information or assistance in coordinating emergency evacuation plans and fire exit or disaster drills. You can review form and documents here: <https://connect.houstonisd.org/RM/SitePages/Forms%20and%20Documents.aspx>

The Fire Marshal's Folder (FMF) should contain copies of the following documents and for each T-Building:

- Area Used for Assembly Permit (300+ Occupancy Permit)
- Business Burglary Alarm Permit
- 9-1-1 Key Box Permit
- Flammable/Combustible Liquid Storage Permit
- Combination Waste Storage Permit
- Fire Alarm Permit
- **Fire Alarm Panel Inspection Sticker (Yearly)**
- **Fire Alarm Audibility Test Report (3 Years)**
- **Intercom Inspection Report (2 Yearly)**
- State of Texas Boiler Inspection Permit
- State of Texas Boiler Operator Certificate (for Plant Operator)
- Fire Marshal Approval, Day Care Facility Permit (if day care facility on campus)
- Incinerator Permit (if active incinerator on campus)
- Swimming Pool Permit
- Cutting and Welding Permit (for campuses w/ shop classes)
- Spraying and Dipping Permit (for campuses w/ shop classes)
- Flammable Liquid Dispensing Permit (for campuses w/ shop classes)
- Elevator/Wheelchair Lift Permit
- Certificate of Gas Line Inspection (HISD: renew every **5** years, or, annually if daycare is on site)
- Sprinkler / Stand Pipe System Inspection Tags (**Inspection Yearly**)
- Kitchen Suppression System Inspection Tags (**Inspection Every 6 Months**)
- **Stage** Curtain Certificate of Flammability
- Certificate of Occupancy (Main Building)
- Certificate of Occupancy (T-Buildings) (**Posted in all T – Buildings**)

Campus Safety and Security Plan

Safety Above All Else is the vision of district operations. Each school should develop a plan to maintain the safety and security of students, employees, visitors and school property.

The campus safety and security plan should address:

- Entry and egress to-and-from the campus
- Procedures for sign-in and identification of all visitors including parents, volunteers, patrons, contractors and/or vendors (a visitor management system is required)
- Procedures for contacting police for the removal of unauthorized access intruders
- Security of administrative offices
- Security of files
- Location of Automated External Defibrillators (AEDs)
- Security of classrooms
- Safety Council meetings/minutes/follow-up actions
- Routine facilities and grounds (general and specific) safety inspections

A campus safety and security plan should include:

- An updated Incident Command System (ICS) chart, including names, titles, and functions
- A list of members of the Safety, Security, and Emergency Preparedness Council
- Names of individuals on campus trained in CPR, AED, and Standard First Aid
- Name of the individual(s) responsible for unlocking pedestrian/perimeter gates during emergencies/evacuation
- Bus pick-up location for use during a bus evacuation
- Evacuation site plan specifying pre-designated relocation sites north, south, east, and west of the campus, including the names of location sites where students will/may be reunited with parents (e.g. a church, restaurant, hospital, campus/college)
- Procedures for activating fire/emergency alarms for emergency notification
- Directive to teachers to carry, on their person, the class roster/grade book during emergency practice drills or real emergencies
- An employee fan-out system
- Areas to be used by parents during emergencies if/when perimeter gates are locked
- Training dates when teachers on the locations and use of fire extinguishers and emergency procedures

- Campus map with a key/legend that identifies the location of parking lots, sidewalks, gates, flagpole, driveways, ambulance loading, and emergency entrance/exits

Emergency Preparedness – Individualized Campus Emergency Plan

Site-specific information in a campus emergency plan is to be included in Tabs 23-24 of the current HISD Emergency Procedures Administrative Guide (The Red Book).

Employees who will serve as campus NIMS/ICS responders should be identified and trained in advance, and thereafter annually, or as conditions affecting campus safety or security change.

Child Abuse and Sexual Maltreatment

In accordance with Texas Education Code, (TEC) §38.0041, all personnel are to become acquainted with the reporting provisions of Texas laws, board policy, and this administrative regulation concerning prevention techniques for and recognition of sexual abuse and all other maltreatment of children and will cooperate with all agencies or departments dealing with child abuse and neglect and adult victimization.

Additionally, districts and charter schools are required to maintain records that include the name of each employee who participates in training. Training may be conducted in either face-to-face or online formats. Training resources may be used in combination to fulfill statutory requirements for sexual abuse prevention training, recognition of other maltreatment of children and child abuse reporting training.

Poster

All campuses are required to post, at student eye-level, in at least one high-traffic area, and in both English and Spanish, a poster (11 x 17 inches or larger) with information that includes the Texas DFPS Abuse Hotline telephone number, instructions to call 911 and directions to www.txabusehotline.org.

Highlights of the rule:

- An employee may not delegate to or rely on another District employee or other person to make a report of abuse.
- An employee who has cause to believe that a child's physical or mental health or welfare has been or may be adversely affected by abuse or neglect" must file a report as outlined in Texas law and district governance. See References (d), (e), (j), and (m). The case to any local or state law enforcement agency and to the Department of Family and Protective Services (DFPS)/Harris County Children's Protective Services (CPS).

- An employee must also report adult abuse, neglect, and exploitation or if the employee has cause to believe that an adult was a victim of abuse or neglect as a child and the employee determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person. See Reference (e).
- All information and files related to the abuse and/or neglect are to be kept confidential as required by law.
- Employees shall report any suspected abuse or neglect of a student's physical or mental health or welfare, or information necessary to protect the health and safety of another child or an elderly or disabled person, as follows:
- Make a report to DFPS/CPS orally at 1-800-252-5400 or online through the SWI hotline at www.txabusehotline.org, or call a state or local law enforcement agency, within 48 hours.

COMMUNICABLE DISEASE MANAGEMENT

A principal shall exclude from attendance any child having or suspected of having a communicable condition listed in 25 Administrative Code 97.7(a) until the readmission criteria for the condition are met. 25 TAC 97.7(a) which can be found at https://www.dshs.state.tx.us/DCU/health/schools_childcare/SchoolHealth/

Once notified by the campus, the Health and Medical Services department works collaboratively with the local health department regarding exclusion criteria, parent notification and follow up care of identified individuals. Examples of designated reportable diseases include but are not limited to any and all vaccine preventable diseases, Tuberculosis, Neisseria meningitis (bacterial meningitis), Ebola and other listed on the HISD *Report of Communicable Disease form*

A principal shall exclude from attendance any child having or suspected of having a communicable disease designated by the commissioner of health as cause for exclusion. Any child excluded for reason of communicable disease may be readmitted, as determined by the health authority, by:

1. Submitting a certificate of the attending physician, advanced practice nurse, or physician assistant attesting that the child does not currently have signs or symptoms of a communicable disease or to the disease's non-communicability in a school setting;
2. Submitting a permit for readmission issued by a local health authority; or
3. Meeting readmission criteria as established by the commissioner.

The TDSHS Recommendations for the Prevention and Control of Communicable Diseases in a Group-Care Setting, including the Communicable Disease Chart for Schools and Child-Care Centers, detailing symptoms and treatment information regarding several diseases, as well as exclusion and readmission criteria, is available at https://www.dshs.state.tx.us/DCU/health/schools_childcare/SchoolHealth/

COMPENSATORY, INTENSIVE AND ACCELERATED INSTRUCTION

Each school district shall use the student performance data resulting from the basic skills assessment instruments and achievement tests designated in Texas Education Code §29.081 to design and implement appropriate compensatory, intensive, or accelerated instructional services for students in the district's schools that enable the students to be performing at grade level at the conclusion of the next regular school year. Schools must be able to demonstrate that school personnel have received staff development designed to assist students at risk of dropping out of school. Effective programs rely on adequate and pertinent staff development.

Each district shall provide accelerated instruction to a student enrolled in the district who has taken an end-of-course assessment instrument administered under Section 39.023(c) and has not performed satisfactorily on the assessment instrument or who is at risk of dropping out of school.

Each school district shall offer before the next scheduled administration of the assessment instrument, without cost to the student, additional accelerated instruction to each student in any subject in which the student failed to perform satisfactorily on an end-of-course assessment instrument required for graduation.

A district that is required to provide accelerated instruction under shall separately budget sufficient funds, including funds under Section 42.152, for that purpose. A district may not budget funds received under Section 42.152 for any other purpose until the district adopts a budget to support additional accelerated instruction.

A district shall evaluate the effectiveness of accelerated instruction programs and annually hold a public hearing to consider the results.

The district shall also evaluate and document the effectiveness of accelerated instruction in reducing any disparity in performance on assessment instruments administered under the TEC or disparity in the rates of high school completion between students at risk of dropping out of school and all other district students.

TEC §29.081 requires districts to use student performance data from the State of Texas Assessments of Academic Readiness (STAAR) tests and any other achievement tests administered under Chapter 39 of the Texas Education Code to provide accelerated intensive instruction to students who have not performed satisfactorily or who are at risk of dropping out of school.

Based on the needs assessment, district and campus staff shall design the appropriate strategies and include them in the campus and/or district improvement plans. The state compensatory education program must be described in the campus improvement plan if the program is implemented at the campus level or be described in the district improvement plan if the state compensatory program is implemented district wide. **The district/campus improvement plan is the primary record supporting expenditures attributed to the state compensatory education program.**

State Compensatory Education (SCE) funds must be used to provide instructional support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. Students who are identified as at risk of dropping out of school may be placed in a program and/or service which would serve their needs.

The Intervention Assistance Team (IAT) will determine the At-Risk services to be provided for these students. A parent may request a meeting of the IAT to request services. Once a student no longer meets one of the criteria for being at risk of dropping out of school, the IAT will determine if other services are needed.

State compensatory education (SCE) funds must be used to provide instructional support programs and/or services that supplement the regular education program so students at risk of dropping out of school can succeed in school.

Funds may be used to meet the costs of providing a compensatory, intensive, or accelerated instruction program under Section 29.081 or a disciplinary alternative education program established under Section 37.008, to pay the costs associated with placing students in a juvenile justice alternative education program established under Section 37.011, or to support a program eligible under Title 1 of the Elementary and Secondary Education Act of 1965.

A district's compensatory education allotment shall be used for costs supplementary to the regular education program, such as costs for program and student evaluation, instructional materials and equipment and other supplies required for quality instruction, supplemental staff expenses, salary for teachers of at-risk students, smaller class size, and individualized instruction.

SCE resources must be redirected when evaluations indicate that the program and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

TEC § 29.081 defines a "student at risk of dropping out of school" as each student who is under 21 years of age and who:

1. is in prekindergarten, kindergarten, or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the school year;

School Guidelines, 2018-2019
Campus Program Operations

2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
Note: a student is not considered at risk of dropping out of school if the student did not advance from Pre-K or Kindergarten to the next grade level as a result of a parental/guardian request.
4. did not perform satisfactorily on an assessment instrument on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. as been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in a district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster family group home.

TEC§42.152(c-1) authorizes use of compensatory education allotment funds, in proportion to the percentage of students served by the program that meet one of the 13 state criteria for being at-risk of dropping out of school to provide dyslexia-related program services and mentoring services to students.

TEC §29.081 states that the Commissioner shall include students in attendance in an approved compensatory and accelerated program in the computation of the district's average daily attendance for funding purposes. The number of educationally disadvantaged students is determined by averaging the best 6 months enrollment in the national school lunch program of free and reduced-price lunches for the preceding school year.

A school district may use a private or public community-based dropout recovery education program to provide alternative education programs for students at risk of dropping out of school. The program must grade students' work, offer course credit, modify instructional time requirements, and establish methods of evaluating subject mastery.

Students who are identified as at risk of dropping out of school according to state criteria must be entered into the At Risk Coding Panel in Chancery SIS. These students must be reported to PEIMS. School personnel should enter all appropriate information related to compensatory and accelerated instruction on the *Spc Populations > At Risk* screens in SIS, including the At Risk Services Panel to document how at-risk students are being served.

In addition to serving students at risk of dropping out of school defined by state criteria, a school district may serve students who meet local eligibility criteria if the local criteria have been adopted by the board of trustees of a school district. However, the number of students receiving services during a school year may not exceed ten percent (10%) of the number of student who met the state criteria under Section 29.081 who received services from the school district during the preceding school year. Students identified using local criteria are not reported through PEIMS.

The following local criteria also identify students who are considered at risk of dropping out of school:

1. Students who are identified as dyslexic under general education.
2. Students who are placed in a Disciplinary Alternative Education Program for reasons other than those in TEC §37.006, such as continued misbehavior in the classroom.

FACULTY ADVISORY COMMITTEE

A Faculty Advisory Committee (FAC) shall be established and maintained in every school to facilitate communications on matters of common professional concern and to allow schools the flexibility to solve problems unique to a school setting.

The FAC provides a means whereby teachers may petition or make recommendations to the principal regarding the establishment and application of school policies affecting the growth of students and school climate, understanding that the principal has final responsibility and authority for the success of the school program. The FAC shall not consider personal grievances of individual teachers.

Membership The FAC shall be chaired by the principal. Membership of the committee shall consist of one representative for each ten teachers on the faculty, or a major fraction thereof, provided there is a minimum of five members. The committee shall elect a vice-chairperson and secretary from within the committee membership.

The selection of committee members shall be made at a faculty meeting in each school not later than the second week of September of each year. Nominations will be made by the faculty according to procedures, developed by its membership, which insure ethnic representation proportionate to the ethnic composition of the faculty. The selection of members of the FAC shall be made by secret ballot.

Meetings The FAC shall meet as often as necessary but not less than once during each grading period provided the first meeting of the school year occurs prior to the fourth week of school. Meetings may be called by the principal or by a petition of one-third of the teacher members of the FAC. The FAC in each school shall set the time and place of and procedures for its meetings.

Agenda The agenda for the FAC meeting shall be made from recommendations presented to the chairperson and the vice-chairperson. All teachers may submit items to be considered.

Records The secretary shall be responsible for keeping written minutes of each meeting. The minutes shall be approved by the chairperson and vice-chairperson. After they have been approved, the minutes shall be made available to every faculty member.

Waiver A school may ask for a waiver of board policy to use the Shared Decision-Making Committee or a subcommittee in place of the FAC. Submission of the waiver must meet the established waiver timelines. Waivers must be approved by the Houston Independent School District Board of Education before they are implemented. §7.056

TEC §11.251; §11.253; BP BQB(LEGAL)

FAMILY AND COMMUNITY ENGAGEMENT (FACE)

The Family and Community Engagement Department recommends that all HISD schools align their family involvement and engagement efforts with the six types of parental involvement (Epstein, 2009):

- Parenting: Helping families with parenting skills and setting home conditions to support children as students, and helping schools to better understand families
- Communicating: Effectively communicating from school-to-home and from home-to-school about school programs and students' progress
- Volunteering: Organizing volunteers and audiences to support the school and students, and providing volunteering opportunities in varied locations and at varied times
- Learning at Home: Involving families with their children on homework and other curriculum-related activities and decisions

- **Decision-making:** Including families as participants in school decisions, and developing parent leaders and representatives
- Collaborating with the Community: Coordinating resources and services from the community for families, students, and the school, and providing services to the community

FACE Professional Development

The FACE Department offers different professional development option series. FACE urges all HISD schools to have one or more representatives (administrators, Parent Representatives, Parent Liaisons, Title Coordinators, librarians, lead teachers, families) to attend its professional development workshops.

Parent Organizations

Houston ISD encourages families and communities to get involved and support **parent groups and organizations**, including Parent Teacher Associations (PTAs) or Parent Teacher Organizations (PTOs) in their neighborhood schools. A school-based PTA provides its members with automatic nonprofit status, resource guides for financial accountability, and multilevel advocacy, education, and support for all parents. FACE can also provide limited assistance to start or revitalize a PTO. As there is no formal, overarching structure for PTOs, information provided to schools comes from the national PTO website as well as leveraging best practices from existing PTOs. Please visit the FACE website at www.houstonisd.org/face to download resources for choosing an effective parent organization, strengthening existing parent organizations, and adhering to district guidelines.

PARENT-COMMUNITY PARTICIPATION TEAM (PCPT)

Each school shall have a Parent Community Participation Team of three to five teachers and parents whose membership is representative of a cross section of the school's enrollment. The committee shall meet to discuss educational programs, school procedures, and school-related community problems and may offer advice to the principal on these matters. These meetings serve as an excellent sounding board for the principal to keep him or her aware of the tenor of his or her school community.

The team's purpose is to give special attention to programs for parents who typically have not been involved in their children's education due to a feeling of discomfort in the school environment or a lack of experience in civic or political matters. The team designs activities that organize, support, and supervise parental participation in all levels of school life.

The parent-community team is responsible for:

- Helping parents understand their role in supporting the work of the school and the roles of the principal, teachers, and other school-based personnel;
- Helping parents choose their representatives on the shared decision-making committee;
- Reviewing the school improvement plan;
- Working with the general parent-teacher membership in line with the overall school plan;
- Supporting the school's efforts to advance students' overall development; and
- Encouraging new parents to become involved in school activities.

Principals may request a waiver to have the Shared Decision Making Committee function as the PCPT. For additional information, see BP GE (Local).

PARENTAL INVOLVEMENT - TITLE I SCHOOLS

On HISD campuses, partnerships between parents and the school will help children learn and achieve academic success. In accordance with the "Every Student Succeeds Act of 2015" (Public Law 107-110 [HR 1] Section 1118), parents of children enrolled in federally funded programs shall be given opportunities to become involved in the development, operation, and evaluation of campus-based programs and activities. Such programs and activities include those designed to improve student academic achievement and school performance.

Every Title I, Part A school must develop (jointly with parents of children enrolled in the school) a written parental involvement policy. This policy shall be distributed to parents and also made available to the local community. It shall address the expectations and support for parental involvement on the campus, describe how the parents will be involved in the review and improvement of campus programs, explain the school's role in providing a quality curriculum in an environment conducive to learning.

This policy shall also explain assessments and evaluation tools used to measure student achievement and list flexible regular meetings which parents can attend to receive feedback and make suggestions.

Another component of the policy shall include information on how the Parents Right to Know will be implemented on the campus (Public Law 107-110, Section 1111).

An annual review will take place to allow parents the opportunity to make suggestions and revisions to the policy as well as to determine the effectiveness of the policy. This meeting should be held at a convenient time for parents to participate. If the policy is unsatisfactory to a parent, the school shall submit any parent comments to the Grants Administrator of the Title I Parent Involvement Program in the Department of External Funding. If a school already has a plan that involves parents, it may amend it to meet the standards for federally funded programs.

Title I, Part A schools must have a school-parent compact. School-parent compacts are designed to promote shared responsibility for high-student performance. For examples of school-parent compacts and additional information on parental involvement, please refer to the Title I, Part A Parental Involvement page on the External Funding website.

BP EHBD

CHARACTER EDUCATION PROGRAM

TEC §29.906 allows school districts to implement character education programs after consulting with educators, parents, and other members of the community, including community leaders:

1. Stress positive traits such as:
 - Courage
 - Trustworthiness, including honesty, reliability, punctuality, and loyalty
 - Integrity
 - Respect and courtesy
 - Responsibility, including accountability, diligence, perseverance, and self-control
 - Fairness, including justice and freedom from prejudice
 - Caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity
 - Good citizenship including patriotism, concern for the common good and the community, and respect for authority and the law
 - School pride
2. Use integrated teaching strategies
3. Must be age appropriate

The legislation requires TEA to maintain a list of character education programs and to review and evaluate the impact of character education programs on student discipline and academic achievement. The legislation also allows TEA to accept money from federal government and private sources to use in assisting school districts in implementing character education programs that meet the criteria prescribed.

HISD's character education plan, adopted by the Board of Education in March 1989, calls for all schools to implement a K-12 values program with instruction provided and reinforced throughout the school on a daily basis.

HISD's Character Education Program is the largest program in the nation and received the first ever national award for large urban school districts, the Character Education Partnership (CEP) National Lighthouse Award, 2004.

Rationale:

The latest brain-based research confirms emotional intelligence versus academic intelligence is a better indicator of student success. Character building involves nurturing self-esteem/self-concept, which instills in students the concept that they can learn. This is a critical component in a student's ability to achieve and be successful. Teaching students the value of being honest, self-disciplined, self-reliant, trustworthy and responsible reflects high expectations of behavior and provides a school climate that is safe, supportive, and caring. Addressing issues of building healthy relationships and respecting others provide students an opportunity to learn problem-solving skills and conflict resolution skills.

Purpose and Scope:

To be effective, instruction in character education is consistently implemented and appropriate to the developmental level of the students. At the elementary level, students are introduced to different concepts of personal and social responsibility. The program focuses on active involvement and demonstration of these concepts so that children learn that these concepts are essential to academic success, as well as lifelong success. The next level of the character education program includes the involvement in school and community projects and work with role models from the community.

This program enlists the support of the entire community. Parents must be informed and encouraged to support their children's involvement and be reassured that the program focuses on character traits and civic values, not on religious concepts. The program is multi-faceted in response to the diverse needs of the learning community.

DISTRICTWIDE ADOPTED VALUES

September	Self-Esteem
October	Honesty
November	Respect
December	Trust
January	Loyalty
February	Justice
March	Commitment
April	Self-Discipline
May	Self-Reliance

Resources:

- Training and Workshops
- Model Character Infused Lessons

SECTION 504

Section 504 of the Rehabilitation Act of 1973 is a civil rights law that prohibits discrimination on the basis of disability. If a student is disabled under the IDEA, he/she is also protected from discrimination under Section 504. The law prohibits discrimination against students with disabilities and requires that school districts take affirmative actions (making buildings and programs accessible) when necessary to accommodate students and other persons with disabilities.

Students who are disabled under Section 504 **only** are generally served with accommodations in the general education program. Section 504 students with disabilities must always be served in the Least-Restrictive Environment (LRE). The Office of Civil Rights (OCR) has generally held that if a child's needs cannot be met in general education with accommodations, the student should be referred for evaluation to determine special education eligibility.

Section 504 defines a person with a disability as any person (1) who has a physical or mental impairment that substantially limits one or more major life activities without considering the effects of mitigating factors, (2) has a record of such impairment, or (3) is regarded as having such impairment. The second and third components of this definition cannot be used to provide a free, appropriate public education (FAPE) to a student.

A physical or mental impairment is defined as (1) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs; respiratory, including speech organs, cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine; or (2) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

School Guidelines, 2018-2019
Campus Program Operations

Major life activities could include “functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.” This list is not exhaustive.

The test for determining if a student is disabled under Section 504 requires the district to answer the following questions:

- (1) Does the student have a mental or physical impairment?
- (2) Does the physical or mental impairment affect one or more major life activities?
- (3) Does the impairment **substantially** limit one or more major life activity?

As of January 1, 2009, school districts, in determining whether a student has a physical or mental impairment that substantially limits that student in a major life activity, must **not** consider the ameliorating effects of any mitigating measures that student is using.

In §504 the focus is on non-discrimination. The language broadly prohibits the denial of public education participation or enjoyment of the benefits offered by public school programs because of a child’s disability. “Substantially limits” is defined as “unable to perform a major life activity that the average student in the general population can perform.”

All referrals for students that are suspected of having disabilities are facilitated by the campus Intervention Assistance Team (IAT). The usual referral source is the classroom teacher via the IAT, but other individuals including parents, physicians, or representatives of other agencies may refer a student to the IAT.

The campus Section 504 committee must convene annually to review and/or re-evaluate the accommodation plan and determine continued student eligibility. Formal re-evaluation should occur every three years if not previously requested by the teacher or parent/adult student and prior to any significant change of placement.

Placement decisions must be made by a group of persons (at least two) who are knowledgeable about the child, the meaning of the evaluation data, the placement options, the least restrictive environment requirements, nonacademic services, extracurricular activities, (including field trips), discipline and issues related to comparable facilities. Decisions about Section 504 eligibility and services should be documented in the student’s file and reviewed annually. The database system of record for students covered under Section 504 is the *Section 504 Writer application in EasyIEP*. All forms and notices must be generated from the *Section 504 Writer application in EasyIEP*.

Section 504 students are not exempt from state and district-mandated testing (STAAR, Iowa Test of Basic Skills, etc.). Allowable test accommodations may be used for 504 students with disabilities if the students require accommodations in the classroom on a regular basis.

Section 504 mandates specific legal obligations, the first of which is the obligation of nondiscrimination. Compliance requires that the district provide both initial and continuing notice of nondiscrimination on the basis of disability. The notice must also include the district's 504 Coordinator's name, title, address, and telephone number. In addition, Section 504 requires that school districts have a procedure for addressing grievances.

The student and parent have certain due process rights. When the district takes action concerning the identification, evaluation, or placement of a student under Section 504, it must:

1. Provide notice (before evaluation, before placement)
2. Provide an opportunity for the parents or guardian to examine relevant records
3. Provide an impartial hearing when requested, with opportunity for participation by the parent or guardian and representation by counsel and
4. Provide a review procedure.

A "manifestation determination" (an inquiry into whether a disability-misbehavior link exists) must be made by the campus 504 committee before a student in Section 504 is expelled or disciplined in a manner that may constitute a significant change in placement. (Suspension for more than 10 days is considered a significant change in placement.) If a significant change of placement may occur while the student is in the initial evaluation process for Section 504, a MDR must also occur. If a link exists, the student cannot be expelled to an alternative setting. However, placement within a more restrictive environment that has been designed to correct the behavior is permissible. If there is no link, the student may be expelled to an alternative setting, but services may not be eliminated.

The exceptions to this procedure relates to a student who carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the state educational agency (SEA) or the local educational agency (LEA), knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA, or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the SEA or the LEA.

SECTION 504 RECORDS

Section 504 folders are general education folders and should be kept separate from special education folders. It is recommended these records be included in the student's cumulative folder. The system of record for students served in Section 504 the *Section 504 Writer application in EasyIEP*.

School Guidelines, 2018-2019
Campus Program Operations

The principal will maintain the confidentiality of the Section 504 records are kept separate from the cumulative folder, a reference to the records and their location will be placed in the cumulative folder to ensure that the campus with responsibility for the student is aware of Section 504 obligations to the eligible student and that personnel and third-party contractors who have a duty to implement the plan have access to necessary records including the plan itself. The parents must be allowed to review the folders upon request.

The Section 504 folder should be transferred when a student is promoted or transfers to another school. The Section 504 folder will include:

- Notice to Parents of Evaluation under Section 504
- Notice of Section 504 Committee Meeting
- Section 504 Assessment Team Report
- Section 504 Accommodation Plan
- Section 504 Behavior Management Plan (If applicable)
- Notice to Parents of Reevaluation under Section 504 (If applicable)
- Notice of Section 504 Eligibility or Non-eligibility (If applicable)

The 504 Coordinator for Houston Independent School

District is:
Cheval Bryant
Office of Special Education Services
4040 W. Fuqua
Houston, Texas 77045
(713) 434-4717

HISD SCHOOL CALENDAR COMMITTEE

The official HISD school calendar is devised in the **winter of the previous school year** by a Calendar Committee, which is composed of representatives from HISD, parents, the general public, and professional organizations. The committee accepts input from outside sources during this period. The committee must work with the basic requirements of the law, which **includes 75,600 operation minutes, 456 daily teacher minutes**, two inclement weather makeup days, and the option of five professional development days.

If school must be canceled due to inclement weather or other circumstances beyond our control, the designated makeup days **must be used** to make up the lost days of instruction. If **additional** circumstances require the closing of school(s), the district may exclude those days from the official calendar for funding purposes. If the attendance at **a campus** declines 10 percent or more compared to the attendance rate for the previous year **for any reason pertaining to the safety of students**, the district may apply for a waiver to exclude those days from the affected campus calendar for funding purposes. Such an event would be triggered by a circumstance that merits the notifying of local authorities: law enforcement, fire department, gas company or any other entity appropriate to the safety concern.

The school calendar for alternative education programs must follow the same regulations as those stated for the regular school, unless a waiver is received which alters this agreement or it is written into their contract.

If the district applies for and receives approval, five days of professional development days may be substituted for five days of instruction in the official HISD calendar. **Any change from the district calendar for any campus must be approved through the waiver process.** A campus may not arbitrarily change an instructional day for a designated professional development day.

A school may not use the HISD Designated Make-up Days as release days for teachers in exchange for staff development days completed during the summer or on Saturdays.

IMPORTANT DATES

The Six Week/Nine Week Grading Periods Calendar in a PDF version is now located on the Federal & State Compliance on the **Forms Channel**.

V. ADMISSION/WITHDRAWAL

REGISTRATION AND ENROLLMENT OF STUDENTS

Texas Education Code §25.001(b) sets out the circumstances under which a person, who is at least five years of age and less than 21 on September 1 of a school year, is entitled to admission in a school district. When a new student enrolls in an HISD school, the principal of the school or the principal's designee should determine if the student is eligible to enroll. A student is entitled to admission if any one (or more) of the ten subsections applies to the student. Most, but not all, of the subsections require that the student live in the district. If a district is considering denying admission to a student who is eligible for special education services, the district may wish to consult with its legal counsel or the Texas Education Agency regarding the effect of that decision on the student's right to a free appropriate public education.

It is important to consider that most students are entitled to enrollment in at least one district regardless of with whom they live.

- 1.) Either of the Parents and the Student in District TEC §25.001(b)1
- 2.) Parent Only in District TEC §25.001(b)2. This provision requires a district to serve a student who does not reside in the district if:
 - a. a parent of the child resides in the district; and
 - b. the parent is a joint managing conservator, sole managing conservator or possessory conservator of the child.
- 3.) Student and Guardian or Person with Lawful Control in District TEC §25.001(b)3
- 4.) Student Only in District TEC §25.001(b)4 (see notes)
- 5.) Homeless Student TEC §25.001(b)5
- 6.) Foreign Exchange Student TEC §25.001(b)6 7.)
Student in Residential Facility TEC §25.001(b)7 8.)
Adult or Emancipated Student TEC §25.001(b)8
- 9.) Grandparent in District TEC §25.001(b)(9) For the purpose of admission under this provision, a substantial amount of after-school care consists of at least two hours per school day for four days during the regular school week.
- 10.) Foster Care TEC §25.001(f) and (g)

A decision of a school district to deny admission may be appealed to the commissioner of education under TEC §7.057(c). In an appeal under that section, the commissioner will review the record developed at the district level to determine if the decision is supported by substantial evidence.

REGISTRATION AND ENROLLMENT PROCEDURES

When a student enrolls in an HISD school, the principal of the school or the principal's designee should determine if the student is eligible to enroll. The following documentation is utilized in the enrollment process:

- 1) Proof of Identity of Parent or Legal Guardian**
- 2) Proof of Residence of Parent or Legal Guardian**
- 3) Proof of Age or Identity of Student (Birth Certificate)**
- 4) Immunization Records**
- 5) School Records from Last School Attended**
- 6) Social Security Card/PEIMS number**

PROOF OF IDENTITY OF PARENT OR LEGAL GUARDIAN

Every school district must require identification of students as a condition of enrollment. In addition to the penalty provided by Texas Penal Code §37.10, a person who knowingly falsifies information on a form required for enrollment of a student in a school district is liable to the district if the student is not eligible for enrollment, but is enrolled on the basis of the false information. The person is liable for the period during which the ineligible student is enrolled, for the maximum tuition fee the district may charge under TEC §25.038 or the amount the district has budgeted for each student as maintenance and operating expenses.

Parent or Guardian: A child's parent, guardian, or other person with legal control of the child under a court order should enroll a student in school. (TEC Section 25.002(f)) However, the Texas Education Agency Legal Services advises that, "...the absence of a parent, guardian, or other person with legal control of a child under a court order is not grounds for refusing admission to which a child is entitled under TEC §25.001." If a person other than the child's parent, guardian, or other person with legal control of the child under a court order attempts to enroll a student in school, that person should be directed to the Student Transfer office at the Hattie Mae White Administration Building to apply for a "Determination of Residence of a Minor". Staff in Student Transfer will determine if the student is eligible for enrollment in HISD and will complete and notarize the "Determination of Residence of a Minor" form. The school shall record the name, address and date of birth of the person enrolling the student. (TEC §25.002(f)). If the student is a homeless and an unaccompanied youth but is in the care of a non-custodial adult, the school can register the student so that an SIS identity for the student exists before sending the student and adult to the Parent Center at the Administration Building.

TEC §25.002 and Texas Family Code §264.113 require a school district to enroll a child who is in the possession of Children's Protective Services (CPS) and gives CPS 30 days to produce the required student records. The Family Code requires the Department of Regulatory and Protective Services (DPRS) to return a child to school not later than the third school day after the date an order is entered providing for possession of the child by the department.

In cases of **divorced parents**, the parent who has been granted custody of the child, as verified by a legal court decree, is eligible to enroll the child. The parent must present the legal court decree that has a seal, date, and judge's signature. If necessary, the court clerk can be called to verify the divorce decree or determine if there is a later document on file. See the section titled "Issues Involving Child Custody and Visitation and Parental Rights, Privileges, Duties, and Powers" for additional information.

The adult student (over age 18 years and under age 21 years) or the student, who has had the disabilities of minority removed through marriage or as otherwise permitted by law, may enroll without parental involvement.

PROOF OF RESIDENCE

The ability to adopt guidelines should not be misinterpreted as the ability to redefine the legal concept of residency established by our state law. The traditional, basic residence criteria are living in the district and having the present intention to remain there.

The residence of the student within an HISD school's attendance zone must be verified in some way such as a rent receipt, lease agreement, electric bill or other utility receipt, property tax receipt, or home visit by a campus employee. TEC §25.001 requires a district to admit a student if a parent of the student resides in the district and that parent is a joint managing conservator, the sole managing conservator, or the possessory conservator of the student. *A school cannot require proof of residency (rent receipt, lease agreements, utility receipts, property tax receipts, etc.) that prevents or delays the enrollment of homeless children or youth.*

District staff in charge of enrollment procedures may require additional documentation when a student's residence status is in question. The superintendent or designee may verify a student's residence information by:

1. Requiring additional mail addressed to the person enrolling the student;
2. Visually inspecting the residence for evidence that the student indeed lives there;
or
3. Applying the criteria outlined in the UIL Constitution and Contest Rules.
FD(LOCAL

It is not required for a parent or guardian to have an identification document with a matching address to the address being used as proof of residence. A passport, or expired identification card is sufficient to establish the identity and birth date of the parent/guardian. Such documents may not have current address information which can be provided through the other documents listed. It is not required that a parent have Texas issued identification such as a driver's license. The school should record the type of identification provided including the issuing authority (state, country, etc).

Student names are not required to appear on the apartment lease contracts of parents/legal guardians or other adults in recognized possession of the child.

Students who are not residents of HISD may only attend HISD schools with an approved Out-of-District Transfer. A Promissory Note for Nonresident Tuition is required for those elementary school students who are ineligible for ADA funding, since they must pay tuition. Students who are eligible for funding under state guidelines need only an approved Out-of-District transfer.

The only exceptions to this requirement are for children of nonresident employees who are eligible for ADA funding, and students approved for tuition-free transfers under state or federal law. See the Chapter on Transfer for further details.

A student who does not reside in the district, but whose grandparent resides in the district and provides a substantial amount of after-school care must be permitted to enroll in a school district. TEC§25.001(b)(9) For the purpose of admission under this provision, a substantial amount of after-school care consists of at least two hours per school day for four days during the regular school week.

In establishing whether a student meets residency requirements for enrollment in your district, your district **must not** ask about the citizenship or immigration status of the student or his or her parent or other person with legal control of the student under a court order. To determine whether a student should have an immigrant indicator code of 1 for PEIMS reporting purposes, your district may ask the following questions:

- a. Is the student 3–21 years of age?
- b. Was the student born outside of the United States?
- c. Has the student attended a US school for 3 full academic years?

Note: The 3 years do not need to be consecutive.

If the answer is yes to the first two questions and no to the third question, then the student should have an immigrant indicator code of 1.

DETERMINATION OF RESIDENCE OF A MINOR **Students living apart from parent(s)/guardians(s)**

According to **TEC §25.001(b)(7)**, if a student resides in the district and is eighteen years of age or older, or if the student is less than 18 years of age and has had his disabilities of minority removed through marriage or as otherwise permitted by law, the student is entitled to admission and must be enrolled. Every person who has been lawfully married, regardless of age, has had his disabilities of minority removed. A student who is at least sixteen years of age may secure a court order declaring that his disabilities of minority have been removed. The student may then establish his own place of residency. The student who has had the disabilities of minority removed is under the same requirement as other students to provide identifying documents to prove identity, age, residence, and immunization status.

TEC §25.001(d) In order for a person under the age of 18 years to establish a residence apart from his parent, guardian, or other person having lawful control of him/her under an order of a court, it must be established that his/her presence in the school district is not for the primary purpose of participating in extracurricular activities.

Any student who is enrolling under this provision should file for a **Determination of a Residence of a Minor (DRM)** form. The Determination of a Residence of a Minor form is notarized by an authorized district employee. This can be an appropriate employee, a District- appointed Student Assistance Outreach Worker, or a staff member of the Office of School Choice. HISD employees may requests an electronic copy of the DRM from studenttransfer@houstonisd.org.

Once approved, this document will serve to attach a student to a district address and a responsible adult. To be eligible to enroll using a Determination of Residence form, the district employee will ascertain that:

- The student is not establishing residence within HISD for the primary purpose of participation in extracurricular activities;
- The student has not been expelled or sent to a disciplinary alternative education program (DAEP) during the past year;
- The student has not been placed on probation or conditional release for a criminal offense, delinquent conduct or conduct in need of supervision; and
- The DRM is not sought in lieu of a transfer.

For a **Determination of Residence of a Minor** to be issued, a power of attorney signed by the parent/guardian assigning responsibility for the student in all school-related matters to an adult resident of the district is required.

However, a power of attorney is not required in the following circumstances:

- The parent or legal guardian is incarcerated;
- The parent or legal guardian is incapacitated, i.e., mentally challenged, severely disabled, or incapacitated due to catastrophic illness;
- The parent's whereabouts are unknown.

This rule does not apply if the student is homeless, a foreign exchange student sponsored by an authorized student exchange program, a legal resident of the district residing with parent/guardian, or age 18 years or over, or the disabilities of minority have been removed. Students entering into a foster-care placement are eligible to enroll in both the last district of residence and in the new district of residence if the placement is in another district.

STATEMENT OF RESIDENCE

The Student Transfer Department no longer processes requests for Statement of Residence.

A student who lives with his/her parent or legal guardian and whose family does not have their own residence and lives together with another family, friend or other arrangement must provide proof of residence with a Statement of Residence completed at the school. Many families are often unable to provide proof of residence as required by Board Policy, because they qualify as homeless under the McKinney-Vento Homeless Education Act; therefore, the parent or guardian will complete a statement of residence **at the school**. School staff must process the **Statement of Residence**, which **does not require a notary**.

The following documentation is required:

- Photo identification,
- Letter from the HISD-zoned resident with whom the family lives, stating how long the applicant has lived at that address,
- Name of the school the student most recently attended,
- The resident's current **electric bill, natural gas bill, City of Houston water bill**, or a valid lease agreement (if the residence is an apartment). Utilities may be included in some lease agreements.
- A student whose family is residing with another family may qualify as being homeless under the McKinney-Vento Act. Therefore, any parent or guardian who submits a **Statement of Residence** must also complete the **Student Assistance Questionnaire** which may be found on the FORMS channel of the Federal & State Compliance website in English and Spanish. They may also be found on the Homeless Education Website. If the form has a check in Part A and Part B, the student should be considered homeless. The student should be coded immediately in student information system. If the student needs assistance, please contact one of the Outreach Workers at 713-556-7237 or the Compensatory Education Department in order to ensure services for a student in transition as required by federal law. This form is forwarded to the Homeless Education Department for their review.

Procedures

- 1) Copy documents (letter, utility bill or lease agreement, photo identification.)
- 2) Parent or guardian will complete Statement of Residence Application
(Forms Channel of the Federal & State Compliance website
English: http://www.houstonisd.org/vgn/images/portal/cit_23015118/177662616APPENDIX%2063.pdf
Span:
- 3) Parent or guardian is interviewed by school official. Required documentation is reviewed.
- 4) All Statements of Residence should be processed on a **provisional basis**. Any questionable statement of residence should be referred to the assigned parent liaison for verification of address.
- 5) The student must be enrolled without delay. The enrollment may be revoked only after verification of address proves that parent or guardian does not live where indicated on application.
- 6) The original copy is kept on file at the school; a copy is provided to the parent or guardian.

Student Transfers

If the student **does not reside within the attendance zone**, the school sends the transfer form to studenttransfer@houstonisd.org. A student who lives outside HISD is not eligible for enrollment unless the student has an approved out-of-district transfer and agrees to pay tuition, if applicable. This rule also applies to a student who was enrolled at an HISD campus during the preceding school year but subsequently moved out of the district.

Exception: State law, TEC §25.001(b)(2), requires HISD to admit a student if the student does not reside in the district, but, a parent of the student resides in the district and that parent is a joint managing conservator, the sole managing conservator, or the possessory conservator of the student.

The following chart is designed to assist school personnel in making decisions regarding students at the time of enrollment:

Documentation Needed to Establish Residence

Parent or Legal Guardian (with court order) Lives:	STUDENT LIVES:	Documentation Needed
Inside HISD in the attendance zone the child will attend, (this includes divorced parents).	With the parent or legal guardian	1. Proof of Residence 2. Enrollment Forms at Campus
Inside HISD in the attendance zone the child will attend, (this includes divorced parents).	With the other parent or other legal guardian outside the school attendance zone or outside HISD	1. Proof of Residence 2. Copy of divorce decree or other court order designating custody 3. Enrollment Forms at Campus
Inside HISD in the attendance zone for a school different from the school the child will attend	With the parent or legal guardian	1. Proof of Residence 2. Approved Transfer Form signed by receiving principal and Transfer Department
Inside HISD in the attendance zone for a school different from the school the child will attend, (this includes divorced parents).	With the other parent or other legal guardian outside the school attendance zone or outside HISD	1. Proof of Residence 2. Copy of divorce decree or other court order designating custody 3. Approved Transfer Form signed by receiving principal and Transfer Department
Inside HISD in the attendance zone the child will attend	With an adult other than the parent or legal guardian	1. Proof of Residence of the parent or legal guardian
Inside HISD in the attendance zone for a school different from the school the child will attend	With an adult other than the parent or legal guardian	1. Proof of Residence of the responsible adult 2. Approved Transfer Form signed by receiving principal and Transfer Department
Unknown	With an adult other than the parent or legal guardian	1. Proof of Residence of the responsible adult 2. Determination of Residence form
Unknown	As an Unaccompanied Youth in homeless situations and is not in the physical custody of a parent or guardian.	Contact HISD Homeless Education Department 713-556-7237.

* Parents or students should bring a letter from the person with whom they live; they should also bring resident's current electric, natural gas, City of Houston water bill or valid lease agreement (if residence is in apartment).

School Guidelines, 2018-2019
Admission/Withdrawal

Parent or Legal Guardian (with court order) Lives:	A. STUDENT LIVES:	Documentation Needed
Incarcerated or Incapacitated – Mentally challenged, sever disability, or catastrophic illness or Whereabouts Unknown	With an adult other than the parent or legal guardian	1. Proof of Residence of the responsible adult 2. Determination of Residence form
With a friend or family member inside HISD	With the parent	1. Statement of Residence form 2. Proof of residence from the HISD resident
Outside HISD but the grandparent is an HISD resident who provides a substantial amount of after school care	With the parent or legal guardian – the parent's address is entered into the Student Information System (SIS)	1. Proof of Residence of the grandparent 2. Notarized <u>Grandparent Care Affidavit</u>
Outside HISD – HISD Employee	With the parent or legal guardian – the parent's address is entered into the Student Information System (SIS)	1. Proof of Residence 2. Approved <u>Out-of-District Transfer</u>
Outside HISD	With the parent or legal guardian – the parent's address is entered into the Student Information System (SIS)	1. Proof of Residence 2. Approved <u>Out-of-District Transfer</u> 3. The transfer must be approved by the Superintendent of Schools in the case of a student who will attend a SUS magnet program, early college high school, or other specialty school on a campus without an attendance zone. 4. Promissory Note if student is not eligible for ADA funding or has been approved by the Superintendent of Schools to attend one of the above mentioned schools.
Outside HISD	With an adult other than the parent or legal guardian	1. Proof of Residence of the responsible adult 2. Notarized Power of Attorney 3. Determination of Residence form

* Parents or students should bring a letter from the person with whom they live; they should also bring resident's current electric, natural gas, City of Houston water bill or valid lease agreement (if residence is in apartment).

CAPPED SCHOOLS

The Superintendent of Schools shall be authorized to limit the enrollment of a school when a school's enrollment reaches the building's capacity and the Superintendent of Schools determines that any additional enrollment would adversely impact the educational program at the school. Because of severe overcrowding at some schools within the district, the enrollment at those schools has been **capped**. That means that the number of places at each grade level has been fixed. Students who move within the attendance boundaries will be accommodated as space allows. Students new to the attendance zone who have pre-registered during the summer will have first priority in those spaces.

A **capped school** is one in which **every class at every grade level, the grade level above and below are at their legal size limit**, and there are no vacant classrooms available in which additional classes could be housed. A **capped grade** is one in which **every class at a particular grade level is at its legal limit**, and there are no vacant classrooms available in which additional classes could be housed. A school may have one or more grades capped, but will not be a capped school until all grades are at their limit. FDB(Local)

Each School Support Officer (SSO) will work closely with principals to identify the capacity of each school at each grade level. All building personnel involved in the enrollment process will work to ensure that all parents at all schools are given the same message, procedures and information regarding the capping of schools and/or grades. **Capped transfers are for one year.**

For the procedures for capped schools/grades transfers refer to the Transfer Section of the Elementary Guidelines.

OVERVIEW OF ATTENDANCE BOUNDARIES

The HISD supports the concept of neighborhood schools using attendance boundaries as the geographic and administrative tool to assign students to the nearest campus.

The **Find a School web page** is available via a link on the HISD homepage to verify that an address is inside a particular school's zone. Address Validation in the Chancery Student Information System will not permit enrollment at a school other than the zoned campus without a valid address exception.

Copies of individual school boundary maps are available on the Find a School web page. Type in the name of the school in the **"by school Name"** field and click **"Search."** Go to the campus website and click on the "About Us" section. Feeder pattern maps are also available within the Find a School webpage.

- **Street Names**

The HISD uses electronic map files and a computerized Geographic Information System (GIS) to illustrate attendance boundaries and other demographic information. There are "official" street names used by GIS and postal service utilities. Chancery uses these official names, a standard spelling, and specific abbreviations **as students are enrolled and as records are created on each school's master file**. These standardized street characteristics are important because they make distinctions between street names that are similar, yet they are intended to be the most common usage. The student address is used and shared by many HISD departments for important functions including transportation, transfers, boundary planning, and attendance accounting.

- **Researching Addresses:**

When looking up an address, it is important to have the **complete** address including:

prefix - E, W, S, N, etc.

street name - one word or two or more words.

street type - DR, LA, BLVD, RD, etc.

house number (street address) - even or odd numbers.

apartment numbers – just enter the number of the apartment in the space (no Apt. or #)

zip code –makes a distinction between similar street names located in different zip codes

- 1) Begin by typing in the house number then street name. If multiple options are available, a list will appear below the search bar.
- 2) Select the appropriate address from the drop down menu.
- 3) Identify the school assignment; either elementary, middle, or high school.
- 4) If a street is not listed, check to see if there are multiple spellings or similar streets by this name. If the house number is not present within the range of the directory, the street could be misspelled or listed in another way.
- 5) Street names that are not included here or house numbers that fall outside the listed range **are usually outside the HISD boundaries**. Try to refer the parent/guardian to the proper neighboring school district.
- 6) Any addresses not located in the HISD Find a School search should be verified by contacting the Demographics Department. There can be errors or omissions in the electronic files (especially if it is a new street), so call for clarification.
(713)556-6735.

The Loop 610 segments are identified as proper names spelled out:

North Loop, North Loop East, North Loop West;
South Loop East, South Loop West;
East Loop South, East Loop North;
West Loop South, West Loop North

PROOF OF STUDENT IDENTITY AND ELIGIBILITY

The **Texas Student Data System (TSDS)** requires that students be enrolled using the name as it appears on the **TSDS Unique ID**, unless the name on the **TSDS UID** is incorrect, or a legal name change has been requested. The school staff will thoroughly search the **TSDS Unique ID** file to find the correct PEIMS identification number. If the student is listed on the **TSDS UID** with an alternate state ID number, school staff is to ask to see the student's Social Security card and replace the alternate state ID number with the Social Security Number. If there is no social Security Number, the student should be added using the state's **alternate** ID number that appears on the **TSDS Unique ID**. Under no circumstances should a student be given a second alternate state ID number. **If during TSDS Unique ID search process, two state ID numbers are found; contact Federal and State Compliance representative to begin the correction process.**

Naming Convention: For students enrolling in a Texas school for the first time, school staff must enter the name as it appears on the birth certificate or in a court order changing the student's name, include the full first, middle and last name (TEC §25.0021). Anyone requesting that the school use a name other than the legal name should be asked to institute legal proceedings to change the legal name.

For students enrolling from Spanish-speaking countries, enter both last names, exactly as they appear on the birth certificate. Leave a space between the two last names unless there is a hyphen on the birth certificate. This policy is not retroactive and district's need not make changes to student's names previously entered on the PID using naming conventions in place at the time of entry. This includes students that were already enrolled in Texas and on the PID before the year 2006-2007. If the student has no middle name then the middle name field should be left blank. Schools should not use filler terms such as "None, N/A, =" etc.

RECORDS: Presentation of a false document or record is a criminal offense (Texas Penal Code §37.10) and enrollment with false documents subjects the person to liability for tuition or legal costs.

One of the following documents is considered acceptable proof of identification:

- Birth Certificate (Preferred document);
- Passport;
- School ID card, records, or report card;
- Military ID;
- Hospital birth record;
- Adoption records;
- Church baptismal record; or
- Any other legal documents that establishes identity.

TEC §25.002 Students enrolling for the first time in a Texas public school or coming from another state or country must be current with vaccinations for enrollment. Only those students that are identified as homeless, coming from another Texas public school or children of parents currently serving in the military may provide enrollment documentation to the receiving school district within 30 calendar days after enrollment:

Enrollment documentation:

- documentation of the student's identity
- a copy of the student's records
- **immunization records must be current for vaccinations prior to entry, attendance, or transfer to a public school.**

Detailed procedures related to a student's provisional admission with respect to immunization status are included later in this section under **immunizations**.

Students will not be enrolled with delinquent immunizations and may be denied enrollment. A Texas school district may not prohibit a student from attending another Texas school pending receipt of transcripts or records from the school district the student previously attended. 19.T.A.C.74.26(a)(1). Additionally, the failure of a prior Texas school district or the person enrolling the child to provide identification or school records under TEC §25.002 does not constitute grounds for refusing to admit an eligible student.

TEC §25.002 Students in CPS custody may be identified as homeless. A school district may enroll a child who is in the possession of CPS and gives CPS 30 days to produce the required student records. TEC §25.002(g)

If a student is enrolled under a name other than the student's name as it appears in the identifying document or records, the school district must notify the Missing Children and Missing Persons Clearinghouse, (<http://www.txdps.state.tx.us/mpch/>) Texas Department of Public Safety **1-800-346-3243**, of the student's name as shown on the identifying document or records and of the name under which the student is enrolled. TEC§25.002(b)

The date of birth of the student must be verified by a birth certificate, adoption records, hospital birth record, church baptismal certificate, military dependent ID, school record, passport, or a notarized **Birth Certificate--Sworn Affidavit**. The **Birth Certificate--Sworn Affidavit** is considered temporary and is valid for only 30 days (or 90 days for a student born outside the U.S.) until a duplicate birth certificate can be obtained by the parent/guardian. In order to enroll a student for full ADA, the student must be at least the age of five on or before September 1 and under the age of 21 before September 1 of the year in which admission is sought. The form is available for download from the Federal & State Compliance portal site in both English and Spanish.

If the person enrolling the child does not have a valid document verifying the child's date of birth, the person should be informed that, not later than the 30th day after enrollment or the 90th day if the child was born outside the United States, the person must provide a certified copy of the child's birth certificate or other reliable proof of the child's identity and age with a signed statement explaining the inability to produce a copy of the birth

certificate.

Homeless children **born in Texas** in low-income families can obtain free birth certificates for the purposes of school enrollment. Section 191.0046 of the Texas Health and Safety Code provides that on the request of the child's parent or guardian, the state registrar shall issue without fee a certificate necessary for admission to school. Applications for a free birth certificate can be obtained from:

Texas Vital Statistics
(888) 963-7111,
OR
Texas Homeless Education Office
1-800-446-3142.

When a child under the age of 11 initially enrolls in a school, the school is required to take the following steps:

1. Request from the person enrolling the child the name of each previous school attended by the child.
2. Request from each previous school the school records for the child and if the person enrolling the child provides copies of previous school records, request verification from the school of the child's name, address, birth date, and grades and dates attended; and
3. Notify the person enrolling the student that not later than the 30th day after enrollment, or the 90th day if the student was not born in the United States, the person must provide;
 - a. a certified copy of the child's birth certificate **or**
 - b. other reliable proof of the child's identity and age and
 - c. a signed statement explaining the inability to produce a copy of the birth certificate.
4. If the person enrolling the child does not provide valid prior school information or the required documentation, the school shall notify the appropriate law enforcement agency before the 31st day after the person fails to comply.

The failure to provide records does not constitute grounds for refusing to admit an eligible student. However, the person enrolling the child may be informed that their enrollment is conditional, and will require valid documentation in order for the process to be completed.

Kindergarten: No student is to be enrolled in **kindergarten** unless the student will be **five years old on or before September 1**. Students who do not satisfy this age requirement are not eligible for ADA funds as a kindergarten student regardless of any educational training they might have completed. TEC §29.151

The principal or designee is responsible for verifying the birth date and residence of each kindergarten application prior to enrollment. Any student that does not meet **all** eligibility requirements is not to be enrolled. **Compliance with these regulations is to be strictly enforced.**

Prekindergarten: A child is eligible for enrollment in the **prekindergarten** class if the child lives anywhere within district boundaries; is at least three or four years of age on or before September 1; and meets one of the following criteria:

1. Unable to speak and comprehend the English language,
2. Economically disadvantaged, or
3. Homeless, as defined by 42 USC Section 11302, or
4. The child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority; or
5. The child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty. TEC§29.153
6. The child is, or ever has been, in conservatorship of the Department of Family and Protective Services / Foster Care following an adversary hearing under Family Code §262.201 TEC §29.153(b)(6)
7. National School Lunch Program (NSLP) to include all children who meet any eligibility criteria for Head Start, not only those who meet the low-income eligibility criteria for Head Start. TEC §5.001(4), defines educationally disadvantaged as “eligible to participate in the national free or reduced-price lunch program.” Consequently, all children who are eligible for Head Start are eligible for free pre-kindergarten, based on their eligibility for the NSLP. [1] Public Law 110-134, which amended 42 USC §1758
8. Be the child of a person eligible for the Star of Texas of Award as (1) a peace officer as defined in Section 3106.002, Government Code. (2) a firefighter under Section 3106.003, Government Code. (3) an emergency medical first responder under Section 3106.004, Government Code. The Office of the Governor, Criminal Justice Division honors recipients annually in September. A list of past honorees may be viewed on the [Criminal Justice Division webpage](#).

Note: There are no school zones for pre-kindergarten. Applicants must meet district eligibility only. Campuses are encouraged to engage their elementary zoned applicants first to ensure all eligible, neighborhood students have access to their community school. Eligible prekindergarten applicants with older siblings already enrolled in the school should be given preference for admission.

A child who is eligible under sections 4 and 5 remains eligible for enrollment if the parent leaves the armed forces or is no longer on duty, after the student begins a Prekindergarten class.

A school may not enroll a prekindergarten student who only qualifies under the first category until school personnel have completed documentation of all LEP funding criteria. This includes **identification** (the Home Language Survey indicates that a language other than English is spoken at home), **testing** (an oral English assessment score of Non-English Speaking (NES) **OR** Limited English Speaking (LES), current **LPAC authorization**, and **parental approval** on file. Testing for identification cannot take place before April 1st.

This requirement for LEP Pre-Kindergarten students is different from the four-week timeline that schools have to complete the documentation for LEP students in all other grades because schools cannot complete all LPAC processes before the first day of school. PK students begin the school year already LPAC'ed and identified. Funding for these PK students begins on the first day of school.

Students must be tested and identified and parent/guardian signatures must be obtained before the first day of school to place the student in the proper PK program. Campuses have 20 instructional days of school enrollment to complete the LPAC meeting.

This requirement for LEP prekindergarten students is entirely different from the four-week timeline that schools have to complete the documentation for LEP students in all other grades. ***Students must be tested and identified and parent/guardian signatures must be obtained before the first day of school to place the student in the proper PK program. Campuses have 20 instructional days of school enrollment to complete the LPAC meeting.***

HISD policy is to give priority for enrollment in the prekindergarten program to eligible students who are at least four years of age on September 1. If additional space is available and there is no waiting list for eligible four-year-old and non-eligible tuition paying four-year-old students, who reside in HISD schools have the option of enrolling students who will be three years of age on September 1 provided they meet the eligibility requirements.

All three-year-old students are to be placed on a wait list until August 15. Priority is given to all eligible four-year-old students. A school should continually ensure the community that four-year-old students are being served and not placed on a wait list. If the school is at capacity, assistance to locate an alternative school that will accommodate the student should be extended.

Schools are not to enroll more than five three-year-old students school-wide unless the school is in a collaborative partnership with Head Start. If a school provides a mixed three and four-year-old pre-kindergarten program (with no more than five three-year-old students school-wide) the school should consider the readiness level of the three-year-old student being placed in a mixed program.

HISD provides full day pre-kindergarten for all qualifying pre-kindergarten students. Contract charter schools will offer half-day classes.

A child/student is eligible for enrollment in special education programs such as Speech and Preschoolers Acquiring Learning Skills (PALS) class if the ARD/IEP Committee has recommended such placement before enrollment and the student is at least three years of age. Eligibility begins on the child's third birthday. Students who are not in membership but are receiving only speech services should be enrolled on the computer as ineligible to receive ADA.

IMMUNIZATIONS

TEC §38.001 requires students to be fully immunized against specific diseases in accordance with the Department of State Health Services Immunization Schedule described under **25 TAC §97.63**. Acceptable proof of vaccination is required prior to entering, attending, enrolling in, and/or transferring to child-care facilities or to any public school.

A student entering HISD from out of state or from another country is required to provide proof of required immunizations prior to entering, attending, or enrolling in school (no provisional period is allowed).

To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to school. The school shall promptly refer the student to appropriate sources to obtain the required vaccinations. TEC §38.001(e)

- A student who is homeless as defined by the McKinney-Vento Homeless Education Act shall be admitted into HISD temporarily for 30 days if acceptable evidence of vaccination is not available. 42 USCA §11432(g)(3)(C)(i). The school nurse will access the state registry Immtrac2 to obtain immunizations electronically by accessing the state registry (IMMTRAC) at <https://www.dshs.texas.gov/immunize/immtrac/>. The school shall promptly refer the student to appropriate sources to obtain the required vaccinations.

A school nurse or school administrator shall review the immunization status of a provisionally enrolled student at least every 30 days to ensure continued compliance in completing the required doses of vaccination.

If the student has not received a subsequent dose of a vaccine at the end of the 30-day period, the student is not in compliance and the school shall exclude the student from school attendance until the required dose is administered.

While the parent maintains primary responsibility for providing documentation, the immunization records may also be obtained by school personnel via fax or phone prior to enrollment. Please see “Immunization Requirements” on the Health and Medical Services portal page for additional clarification on immunizations.

Each school shall cooperate in transferring student immunization records to other schools. Specific approval from parents, students, or guardians is not required before transferring the records.

Texas Department of State Health Services (DSHS) has exclusive authority to regulate a child's provisional admission to school with respect to immunization status. In addition, the Attorney General has also concluded that a DSHS rule precludes provisional admission to a child who has not begun receiving the required immunizations.

Exemption from Immunization Requirements TEC§38.001

In order to claim an exemption for medical reasons, the student must present a statement signed by the child's physician duly registered and licensed to practice medicine in the United States, stating that, in the physician's opinion, the vaccine would be medically harmful or injurious or poses a significant risk to the health and well-being of the child or any member of the child's family or household.

Unless it is written in the statement that a lifelong condition exists, the exemption is valid for only one year from the date signed by the physician.

Exemption from Immunization Requirements for Reasons of Conscience TEC§38.001

In order to claim an exemption for reasons of conscience, including a religious belief, the parent must present a signed original affidavit which the parent has obtained from the Department of State Health Services (Mail Code 1946, 1100 W. 49th Street, Austin, TX 78756). HSC§161.0041; TEC§38.001;

- The affidavit must state that the child's parent or guardian declines vaccinations for reasons of conscience including a religious belief.
- The affidavit will be valid for a two-year period.
- The child who has not received the required immunizations for reasons of conscience, including religious beliefs, may be excluded from school in time of emergency or epidemic declared by the commissioner of public health.

FAQs: http://www.dshs.state.tx.us/immunize/docs/faq_exemption.pdf

General Comments about Immunizations

School districts in Texas may access a free immunization tracking service offered by the Department of State Health Services (DSHS). If the child has been immunized in Texas and the location of the clinic or physician's office where the immunization was provided is known, the school may contact the DSHS at 1-800-252-9152 and request a search for that information. The DSHS will collect the necessary data and send the school a copy of the immunization record. School nurses have access to the IMMTRAC2, a statewide immunization registry and can assist in documenting student immunization status.

Texas Immunization Registry: <https://www.dshs.texas.gov/immunize/immtrac/>

If a student's immunization records become delinquent while enrolled during the school year, the student may be excluded from school until immunization records are current or provide proof that the student is receiving them as fast as medically possible under TEC §38.001. If the district does not receive complete immunization records or proof that immunizations have begun within 30 days for students with a provisional enrollment (i.e. homeless students, students with parents on active duty in the military, and students enrolling from another Texas public school), then the district may withdraw the student. If withdrawn for failure to have necessary immunizations, the student should immediately be referred to the attendance department and efforts should be

made to enforce the compulsory attendance laws with regard to that student.

Immunization requirements are updated annually and posted on the Health and Medical Services portal as soon as the changes are made available by the DSHS. A hard copy is also sent to the campus by the Health and Medical Services Department. Since many types of personal immunization records are in use, any document will be acceptable provided it has been validated by a physician or public health personnel.

SCHOOL RECORDS FROM THE LAST SCHOOL ATTENDED

Records from the school the student most recently attended are used to determine appropriate grade place for the student and should be provided at the time of enrollment. Section 25.002(a)(2) of the TEC states that the parent has 30 days to produce a copy of the child's records from the school the child most recently attended if the child has been previously enrolled in a school in this state or another state.

The student's records should be requested in writing or through the Texas Records Exchange (TREx) electronically from the previous school. Since the enrollment of a student in another school constitutes parental approval, the parent/guardian's signature is not required on a records request to the previous school. State law requires that the previous school records be sent within 10 days to the enrolling school requesting the records.

Complete records from a foreign country must be presented to the HISD within a reasonable amount of time. If records are presented to the registrar at the time of enrollment, a student's status will be evaluated accordingly; and if any more records are to be forthcoming, the student should declare so at the time of enrollment. If the student does not indicate this information at the time of enrollment, records that are subsequently presented will not be accepted for the purpose of reclassification unless approved by the principal.

Falsification of Documents: Presenting a false document or false records under TEC Section 25.002 is an offense under Section 37.10 Penal Code and may be prosecuted as a criminal offense and enrollment of the child under false documents subjects the person to liability for tuition or costs under Section 25.001(h).

SOCIAL SECURITY CARD/ ALTERNATE IDENTIFICATION NUMBER

Every student in Texas public schools must have either a Social Security Number or an Alternate Identification number on file. A Social Security Number is not required for enrollment in school. However, we ask that parents provide the child's social security number (if available) to use as an identification number for state reporting rather than having the district assign an alternate identification number for state reporting. Use of the Social Security Number will help the child and parents to have easier access to the child's records in the future. If a Social Security card is provided, school personnel, usually the registrar in high school or the data clerk in middle school, should **make a copy of the card** and file it for future reference. The Social Security Number should then be recorded on the student's master file. If the student has **never** been enrolled in a Texas public school and has no Social Security number, an alternate number generated by the computer will be assigned.

ADMISSIONS

ENROLLMENT FORMS

School rules and regulations should be reviewed, and a copy of the Student Code of Conduct and any rules and regulations unique to the campus should be provided. The parent/guardian should sign the Behavior Code Acknowledgment Form that is kept as part of the student's cumulative folder. The student is now officially enrolled.

It is imperative that students are entered on the school's computer file daily. Their entry affects transportation schedules, attendance and etc.

The following forms must be completed at the time of enrollment and retained in the school office for future use:

- **Student Assistance Questionnaire** [see Forms Channel] should be completed by the parent or guardian and is used to assist in determining if the student qualifies for being coded as a student in transition under the McKinney Vento Homeless Education Act. This form should be provided annually to any student who enrolls with a Statement of Residence, or in any other case of suspected homelessness or lack of permanent residence or shelter. If the student has checked a transitional housing situation in Part A and has checked a background situation in Part B, the student should immediately be coded "homeless" using the student information system software and the form should be faxed to the Safe Schools McKinney-Vento Office using the fax number located at the bottom of the form. If immediate services are needed, please call the office at 713-556-7237. The forms are in 4 different languages. English Spanish Vietnamese and Arabic.
- **Enrollment Information Card** should be completed by the parent/guardian and is used to collect data on the student and the parents which may be necessary in case of emergency. The enrollment card may be printed from the Student Information System or ordered from the HISD Warehouse. Parents should indicate an accessible emergency phone number. This form is available in English [40.1050] and Spanish [40.1051] and Vietnamese. The current card includes places for pager and cellular phone numbers as well as the parent's date of birth, as required by law. There is a place on the enrollment card for previously attended childcare to be listed. A question requesting information concerning insurance provided for the student appears on the enrollment card. Parents are encouraged, but not required, to provide this information. The confidentiality of this information is protected by federal law. This information is to be entered into the appropriate area in the student information system and updated annually.

If there is a change in address, the new address should be entered into the student information system. This information is used for decision making by district administrative staff (transfers, transportation, boundaries, etc.) and it is important that it is updated on a timely basis.

At the bottom of the card, the **total number of persons living in the house at the same address as the** student is requested and the total monthly income for the household. This information will be used to identify students who are economically disadvantaged, if applicable.

School personnel may compare this information with the income ranges which qualify a student to be identified as economically disadvantaged and identify the family as qualifying for free or reduced price meals in the student information system (SIS).

According to the TSDS **PEIMS Data Standards**, this information can be requested as a part of the enrollment process; however, it cannot be required for enrolling.

- **Health Inventory** is completed by the parent/guardian to provide information on the student's health history and status. The form is also available in English, Spanish and Vietnamese (completed only on initial enrollment to a campus).
- **Food Allergy Information Request** – This form allows the parent to disclose whether or not their child has a food allergy or severe food allergy that they believe should be disclosed to the school in order for necessary precautions to be taken. The form is available in English, Spanish and Vietnamese (completed only on initial enrollment to a campus).
- **Home Language Survey** is to be completed on a one-time basis upon initial enrollment by the parent/guardian to indicate the child's first language and the language spoken in the home. This form is used to help determine the need for Oral Language Proficiency Testing, eligibility for services through the Bilingual or English as a Second Language (ESL) Programs and eligibility for Immigrant service. It is imperative that all information on this survey be completed, including the date in which the student first entered a US school (regardless of whether the student was born outside the country or not). This form is available in English, Spanish, and a variety of other languages and should be completed upon initial entry and filed in the student's cumulative folder or blue/yellow LEP folder. The information should be input on the applicable student information system screens.

Students who have been enrolled previously in an HISD school (or a Texas school district) may have already completed a Home Language Survey and subsequent testing. For these students, school personnel must make every reasonable effort to obtain this data from the previous school/school district before initiating the identification process.

Family Survey

Any student whose family responds in the affirmative on the Family Survey, or through conversation with school personnel should be immediately referred to the Migrant Education program. The **Family Survey** and Migrant Education Program Referral Forms are available on the Multilingual Department portal or by contacting the Migrant Education Program at (713) 556-7288.

- **Socioeconomic Information Form** may be completed by the parent/guardian at the time of enrollment or anytime during the school year. **Forms** are available in English, Spanish, and Vietnamese. Schools should provide assistance for families of new immigrant and refugee students, considering their cultural and linguistic constraints.

This form is available on the Federal & State Compliance Forms Channel. The following statement of non-discrimination must be included with any distributed application.

Non-Discrimination Statement: This explains what to do if you believe you have been treated unfairly. In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write to *USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington DC 20250-9410* or call 202-720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

Foods determined to be of minimal nutritional value, as defined by the U.S. Department of Agriculture, shall not be sold in the food service areas during meal periods. *7 CFR 210.11, 220.12*

Effective August 1, 2004, all districts participating in the federal Child Nutrition Programs must comply with the nutrition policies outlined by the Texas Department of Agriculture. *Texas Department of Agriculture, Texas Public School Nutrition Policy (<http://www.squaremeals.org>); 7 CFR 210*

The District may not adopt any rule, policy, or program under Education Code 28.002 that would prohibit a parent or grandparent of a student from providing any food product of the parent's or grandparent's choice to:

1. Children in the classroom of the child on the occasion of the child's birthday; or
2. Children at a school-designated function.
Education Code 28.002 (I-3)(2)

- **An application for Prekindergarten** (with the date of the current school year on the form) must be completed on each student enrolled in the prekindergarten program. This completed application remains on file in the student's folder. Detailed instructions regarding the processing of the application for prekindergarten are located in Section VI - Grade Placement. Applications are available in English and Spanish, and Vietnamese.

The income scale to be used to determine eligibility for free meals for the **2018-2019** school year is found in the Forms Section on the Federal & State Compliance portal page.

- **Identification of Economically Disadvantaged Students** - At the beginning of the school year **all** students who qualify as economically disadvantaged must be identified. Many of the students will be electronically coded using available information from Food Services.
The remainder of the students will need to be manually coded individually by campuses using the Student Information System if verifiable documentation is (proof of income) available.

The Income Eligibility Guidelines for the National School Lunch and Child Nutrition Program are generally announced through the Federal Register in mid March, and are valid from July 1, until June 30, every year.

The acceptable documentation and criteria for coding are listed below:

- Prekindergarten application indicating proof of income evidence collected are eligibility for free meals under the National School Lunch and Child Nutrition Program
 - Enrollment card indicating eligibility for free meals under the National School Lunch and Child Nutrition Program
 - Proof that family income is below the federal poverty line defined in the National Register
 - Direct Certification from Temporary Assistance to Needy Families or other public assistance or a letter documenting this status.
 - Copy of the parent's Pell Grant for college tuition or other need-based assistance
 - Verification of employment under Title II
 - Verification of eligibility for Food Stamps
- **Rainy Day/Emergency Plan** is completed by all parent/guardians to advise the school of the appropriate action for their child should the school be dismissed early due to inclement weather. There is a standard form included in the Federal & State Compliance Forms Channel, which may also be ordered from the warehouse [40.3715] or a school may develop its own form.
 - Every student in Texas public schools must have either a Social Security number or a alternate ID number on file. However, schools **may not** require a Social Security number as a condition for enrollment. If a Social Security card is provided, make a copy of the card and file it for future reference. If there is no Social Security number, follow student information system instructions for enrolling a student with no Social Security number.
 - School rules and regulations should be reviewed and a copy of the *Code of Student Conduct* and any rules and regulations unique to the campus should be provided.

The parent/guardian should sign the **Student and Parent Acknowledgment Form** which is kept as part of the student records. *The student is now **officially** enrolled.*

- **F-1VISA (Form I-20): Certificate of Eligibility for Non-Immigrant Student Status**
Under federal law, a non-immigrant may not be granted an F-1 visa in order to pursue a public elementary or publicly funded adult education program.

Federal law does permit a non-immigrant F-1 immigration status for public secondary school if the aggregate period of study at the school will **not exceed twelve months and the student reimburses** the secondary school for the full unsubsidized per capita cost of the student's education. TEA establishes a tuition rate for districts annually. If a student's requests to pay tuition in order to comply with visa requirements the campus should contact the Department of Student Support Services for tuition guidance.

HISD does not issue the Certificate of Eligibility for Non-immigrant (F-1) student status, Form I-20, for the attendance of foreign students.

School personnel must enter student enrollment and withdrawal data on the school's computer file daily. Their entry affects transportation schedules, attendance and etc.

TRANSFER OF CREDITS, GRADE PLACEMENT, AND SCHEDULING OF NEW SECONDARY STUDENTS

TAC §74.26 provides that a school district "may not prohibit a new student from attending school pending receipt of transcripts or records from the school district the student previously attended. Specific rules regarding transfer of credit are described in the *Credit Structure* section of the *Guidelines*. Rules for grade placement are described in the section *Grade Placement*. Please note that a student's grade placement should not be lowered upon enrollment in a new school, even if that school has a waiver to require students to pass certain tests or courses for grade placement.

Any student 15 years of age or older on or before September 1st who enters HISD for whom no records can be obtained or whose schooling was interrupted, should be placed in grade 9. To receive a diploma, all requirements for graduation must be completed.

If a student enters a school on a conventional 18-week semester schedule anytime after the first 15 days, or enters a school on a 9-week accelerated block schedule anytime after the first six days, the student might not receive credit for a course in which the student has not been previously enrolled for the current semester. At whatever time the student enrolls, **the principal will determine what is required for the student to receive credit in a course in which the student has not been previously enrolled using the criteria described in the Guidelines in the "Credit Structure" section.**

Instructional subject areas **may not** be divided between an HISD school and a home school or a private/parochial school. For example, a student cannot be in home/private/parochial school for one subject (math) and enrolled in public school for all other subjects or enrolled in an HISD school for one subject (i.e., geometry) and enrolled in home/private/parochial school for all others. The division of instruction for a

student between two different instructional entities would significantly impact the determination of grades, overall yearly averages, and promotion standards.

At the high school level, the registrar shall make any unique credit evaluations.

CREDIT FOR SECONDARY STUDENTS ENROLLING FROM A NON-ACCREDITED SCHOOL OR FROM HOME SCHOOLING

- **For students in middle school**, the principal or designee will determine temporary placement for students enrolling from a non-accredited private school or home school.

The student's parent/guardian should be informed when the student enrolls that the placement decision is contingent on the student's being able to score at least seventy percent on a CBE test for the last grade for which the student received credit.

The principal will consider academic achievement records and information provided by the parent as well as informal assessments completed at the time of enrollment in placing the student in class. The parent/guardian will sign the Temporary Placement In Grade form acknowledging that the student's schedule may be adjusted based on test results. The parent/guardian should be informed that it is the principal's prerogative to adjust grade/course placements (Pre-AP classes, etc.) based on recommendations from teachers and counselors after the student has demonstrated his ability to perform.

The principal may then request that the Student Assessment Department (713-349-7460) provide criterion-referenced examinations that thoroughly test the TEKS on the grade level the student has completed. The four tests at sixth and eighth grade will consist of language arts, mathematics, science and social studies.

The five tests for the seventh grade will consist of language arts, mathematics, science, social studies and reading. The student must score a minimum of 70 on three of the following subjects: language arts (an average of the language arts and reading courses if appropriate), mathematics, science and social studies to be given credit for the grade level. Scores of 70 or above on a current norm referenced test (NRT) administered by a certified official within the last school year, may also be accepted by the Student Assessment Department to verify that the student has successfully completed a grade level.

When test scores arrive, the student's schedule will be adjusted as necessary by the principal or designee. The permanent record card should indicate in the COMMENTS section, that the student was placed in the grade based on test results.

- **Any high school student** requesting graduation credit for a course studied in a non-accredited private school or institution or studied in a home school must show evidence of mastery of the TEKS for each semester of the course(s) by taking the corresponding CBE. All CBE rules will be followed. The student must score a minimum of 70 or above in each subject tested.

CREDIT FOR ENROLLING SECONDARY STUDENTS WITH TRANSCRIPTS FROM FOREIGN COUNTRIES

- **A student in middle school** entering the HISD from a foreign country will be placed in the appropriate grade level according to the school records presented at the time of enrollment. However, if the grade placement is challenged, the student's parent/guardian should be informed when the student enrolls that the placement decision may be adjusted upon the student's being able to score at least seventy percent on a CBE test for the last grade which the student has completed. The parent/guardian will sign the Temporary Placement In Grade form acknowledging that the student's schedule may be adjusted based on test results.
- **A high school student** entering HISD from a foreign country will be placed in the appropriate classes according to the school records presented at the time of enrollment. If additional school records are to be forthcoming, the student should declare so at the time of enrollment.

Any additional school records from the foreign school must be presented to HISD within a reasonable amount of time. If the student does not indicate this information at the time of enrollment, records that are subsequently presented **will not be accepted for the purpose of reclassification** unless approved by the principal.

- Every effort will be made to translate foreign transcripts as accurately as possible. If the student questions the evaluation, it will be the student's responsibility to provide the school with more detailed information. Credit also may be awarded by HISD if the student shows evidence of mastery in each semester of a course(s) by taking the corresponding CBE test. The student must complete all HISD graduation requirements before obtaining a diploma.
- If the registrar is unable to process a foreign transcript, the transcript should be sent to the Federal and State Compliance Department, Student Records Division who will provide a complete and accurate translation and evaluation.

CREDIT FOR ENROLLING SECONDARY STUDENTS FOR WHOM NO RECORDS CAN BE OBTAINED

- A student without records at the time of enrollment must be enrolled. No credits will be awarded to any student without verification by a school record. **For a middle school student** for whom no records can be obtained, the student shall be placed **initially** in a specific grade level as indicated by the parent/guardian. The **final** grade placement decision is contingent upon the receipt of records from the previous school or the student being able to score at least 70 percent on CBE tests for the last grade level for which the student is receiving credit. If no records are received, then the permanent record card must show, in the **comments** section, that no records for the previous grade levels were available and the basis for the grade level placement. **Any high school student** for whom records cannot be obtained who enters an HISD school after grade 8 shall be placed in the 9th grade and must complete the HISD graduation requirements in order to graduate and obtain a diploma.

- The student may remain in the classes into which the student was placed **until records arrive** from the student's previous school. At that time, adjustments may be made in the student's schedule.
- It is the principal's prerogative upon recommendations from teachers and counselors to adjust course placements (Pre-AP classes, etc.) after the student has demonstrated the student's ability to perform in various subject areas.
- If all channels for requesting records have been exhausted and no records are available, the "No Record" policy would be in effect, and the student's schedule would be adjusted accordingly.
- For example: If a student is enrolled in grade 10, 11, or 12 based on the evaluation of previous credits and no official records can be obtained, the student must be reassigned to the 9th grade.
- When the records of a student with disabilities are immediately available, the student will receive special education and related services based on the information provided by the parent, adult student, or agency representative (i.e., students who are wards of the state).
- When the records of a student with disabilities are not received in a timely manner, (i.e., within 12 days of enrollment into the school), the campus must assess the student as a new referral and begin a new special education eligibility folder. Any delay in evaluation and conducting the permanent placement ARD/IEP meeting within 30 days of enrollment is a denial of a free appropriate public education (FAPE) which may result in the campus having to provide compensatory services, and or engage in litigation.
- See the "Special Education Referral Considerations for Newcomer and Refugee students" in the Multilingual Programs Department of Special Education guide.

GRADE PLACEMENT FOR SECONDARY LEP STUDENTS FOR WHOM NO RECORDS CAN BE OBTAINED FROM FOREIGN COUNTRIES

All admission procedures and transfer guidelines described in this chapter apply to LEP students.

- LEP students 12 to 14 years of age who enter HISD from another country and for whom no records can be obtained should be chronologically placed in the appropriate middle school grade level. All prerequisites are waived. If the student successfully completes the courses in which the student is enrolled, the student can continue from that point toward promotion from middle school. The Permanent Record Card must show in the **Comments** section that the student was chronologically placed and that records for the previous courses were not available.

When the records of a student who speaks a language other than English are not obtainable, the school must initiate the LEP identification process, which begins with a Home Language Survey and language testing. Any delay in the identification and placement process exceeding four weeks is a violation of TEC §29.056 (a) (1).

Recent arrival immigrant students for whom no records can be obtained must be placed according to chronological age. However, recent arrival immigrant students who enter in the second semester and then are determined to be preliterate (as outlined in the Bilingual/ESL Program Guidelines) and/or have had interrupted schooling, may be placed one grade level below their chronological age.

These students will then be considered for promotion to the next grade level with their peers. For more information, please refer to Section XI – *Multilingual Programs* in the *School Guidelines*.

- LEP students 15 years of age or older on or before September 1st who enter HISD from another country and for whom no records can be obtained or whose schooling was interrupted should be placed in the ninth grade. To receive a diploma all requirements for graduation must be completed.

ENROLLMENT OF STUDENTS FROM ANOTHER HISD SCHOOL

Parents and students agree to a one-year commitment when accepting a student transfer. Once a student enrolls and attends school on a transfer, he/she is ineligible for another transfer. In rare extenuating circumstances recognized by the receiving principal, **School Support Officer or Area Superintendent**, a student may return to the zoned campus during the school year.

The following procedures should be followed when enrolling a student transferring from another HISD school:

- The student should present a completed Withdrawal Form / checkout sheet, with the latest report card attached, from the previous school showing current cycle grades if enrolled in school for at least ten days.
- A student who is new to a school on the first day of the school year, but attended another HISD school the previous school year, does not need a withdrawal form.
- A local student ID number should be verified and the Social Security number or state-assigned **alternate number** should appear on the checkout sheet in the upper right hand corner and be highlighted.
- Grade placement should be determined based on a review of the student's report card and/or other documented records.
- Special services, such as special education or Bilingual/ESL, should be determined based on previous enrollment where possible. The student information system shall be reviewed to determine previous special education enrollment.

- **For students who have been previously enrolled in an HISD school or are transferring within the district during the school year**, school personnel is to use **TSDA Unique ID** search to determine whether a student has more than one PEIMS state ID. If so, contact Federal and State Compliance for the directions to correct state files. A copy of the birth certificate is to be attached to students' withdrawal forms by the sending school. The receiving school is to verify the state file has the correct name per birth certificate.

Once the correct student file is found, school personnel should look for the student's information related to identification, i.e. home language, LEP status, previous year program placement, latest LPAC date, etc. These students may have already been tested and identified as LEP at the previous school.

A copy of the student's information from SIS can be used as temporary documentation until official student records are requested/obtained from the sending school. **Under no circumstances should a student be given a second state ID number.**

- The student information system shall be reviewed to determine previous special education enrollment.
- The student's records should be requested in writing or through TREx electronically from the previous school. Since the enrollment of a student in another school constitutes parental approval, the parent/guardian's signature is not required on a records request from that school.
- A school **cannot refuse to enroll** a student because the student owes for textbooks or other school-related fees at the sending school.
- If a textbook is not returned or paid for, the student's records must still be sent to the receiving school within 10 days according to TEC §25.002(a). Each student, or the student's parents or guardian, is responsible for each textbook not returned by the student. A student who fails to return all textbooks forfeits the right to free textbooks until the student, parents, or guardian pays for each textbook previously issued. Textbooks do not have to be issued; however, textbooks should be provided for use in the classroom. TEC§31.104(c-d). A school must allow a student to use textbooks at school during each day. If a textbook is not returned or paid for, a district or school may not withhold a student's records. A school may not prevent a student who owes for textbooks from graduating, participating in a graduation ceremony, or receiving a diploma.
- If a student moves from one HISD attendance zone to another after school has started, the student may remain in the school whose zone the student no longer lives until the end of the semester (**as long as the student's new residence is within HISD boundaries**), provided the student continues to have good attendance and is picked up after school in a timely manner. FDB(Local)

- A 5th grade student in a K-5 elementary school or a 6th grade student in a K-6 elementary school may remain until the end of the year so that the student may be promoted from the school of his choice, likewise for students in 8th grade and 12th grade, as long as the student still resides in HISD. Students who move out of HISD must withdraw to the new district or apply for an Out of District Transfer.
- A graduating senior in high school, an 8th grade student in middle school, a 5th grade student in K-5 elementary school may remain until the end of the school year so that the student may be graduated or promoted from the school of the student's choice **as long as the student's new residence is within HISD boundaries.**

ENROLLMENT OF STUDENTS FROM A DAEP OR JJAEP

- School officials for the most part shall honor the DAEP/expulsion order of a previous HISD school by: FOC (legal)
 - refusing to enroll the student until the DAEP Placement / JJAEP exit requirements have been met;
 - informing the student/parents that the DAEP Placement / expulsion order of the previous HISD school is being honored and the student cannot enroll in the new school until the DAEP Placement or expulsion order is fulfilled; and
 - directing the parent to the appropriate DAEP or JJAEP; or
 - if the student has been gone from HISD for several weeks, review the student's record while gone from the district and determine if the student has shown improvement and, thus, accept the student on an agreed-upon behavior contract or if no improvement has been shown, direct the parent to the DAEP or JJAEP. (Please note: if the student's JJAEP end date has expired, the expulsion is no longer valid).

ENROLLMENT OF STUDENTS ENTERING FROM ANOTHER SCHOOL DISTRICT

The standard enrollment procedures for students new to the HISD should be followed in enrolling a student from another school district.

- If the student is enrolling after the first day of school, the student should have an official withdrawal form from the previous district (if the student has attended another school district during the current school year). Enrollment status may be checked using the **TSDA Unique ID** system. Under no circumstances should a second state ID number be created for a student who already has a state ID number.
- The sending school district should furnish records upon written request. As the enrollment of a student in another school constitutes parental approval, the parent/guardian's signature is not required on a request for records from that school.

If the registrar is unable to process the out-of-district transcript, the transcript should be sent to the Student Records Division who will provide a complete and accurate evaluation.

- Districts failing to provide the requested records within **10** calendar days of the request by the receiving school district should be reported to the Parental Rights and School Services Division of TEA at (512) 463-9290. TEC §25.002 (a).
- Since all children between ages 5 and 21 years have a right to free public education, *a school cannot refuse to enroll a student because of nonpayment of school-related fees. **The student must be enrolled.*** TEC §31.104 states that *textbooks do not have to be issued; however, textbooks should be provided for use in the classroom.*
- A school district is required to obtain certain identifying information from students within 30 days of their enrollment in the district. The parent or person who enrolls the student must furnish the school district with two items:
 - 1) the birth certificate or another document suitable as proof of the student's identity, such as adoption records, hospital birth record, church baptismal certificate, school record, passport, or Birth Certificate-Sworn Affidavit. A notarized form from the parent attesting to the student's identity and birth date is acceptable only as a temporary document and must be followed within 30 days by one of the documents listed above.
 - 2) a copy of the student's records from the school that the student attended most recently. If a student is enrolled under a name other than the student's name as it appears in the identifying document or records, the school district must notify the Missing Children and Missing Persons Clearinghouse, (<http://www.txdps.state.tx.us/mpch/>) Texas Department of Public Safety **1-800-346-3243**, of the student's name as shown on the identifying document or records and of the name under which the student is enrolled. TEC§25.002(b)
- Upon enrollment of students previously receiving special education services, parents should have the most recent official ARD/IEP forms. If this is not available, a telephone, fax, or email verification should be immediately made to the district/school of last attendance.
- When the records of a student with disabilities are immediately available, the student will receive special education and related services based on the information provided by the parent, adult student, or agency representative (i.e., students who are wards of the state).
- When the records of a student with disabilities are not received in a timely manner, (i.e., within 12 days of enrollment into the school), the campus must assess the student as a new referral and begin a new special education eligibility folder. Any delay in evaluation and conducting the permanent placement ARD/IEP meeting within 30 days of enrollment is a denial of a free appropriate public education (FAPE) which may result in the campus having to provide compensatory services, and or engage in litigation.

For a student who is new to the school district and had been served in special education in the previous district, the campus should determine that the student is still eligible for special education services under the following conditions:

- the parents verify in writing that the student was receiving special education services in the previous school district;
- the previous school district verifies in writing (via fax/email) or by telephone the type of special education services (and bilingual/ESL instruction for a LEP student) the student was receiving;
- the campus can provide comparable educational services to those provided by the previous school district. An ARD/IEP committee meeting is required when a campus is not able to provide comparable educational services to those identified in the out-of-district transfer or the student's current IEP.
- special education services are temporary, contingent upon either receipt of valid eligibility data from the previous school district or the collection of new evaluation data; and
- a permanent placement ARD/IEP Committee meeting must be held within 30 calendar days of the student's enrollment in the district and an IEP based on the evaluation data will be developed.
- When the records of a student with disabilities are immediately available, the student will receive special education and related services based on the information provided by the parent, adult student, or agency representative (i.e., students who are wards of the state).
- When the records of a student with disabilities are not received in a timely manner, (i.e., within 12 days of enrollment into the school), the campus must assess the student as a new referral and begin a new special education eligibility folder. Any delay in evaluation and conducting the permanent placement ARD/IEP meeting within 30 days of enrollment is a denial of a free appropriate public education (FAPE) which may result in the campus having to provide compensatory services, and or engage in litigation.

For students entering HISD from another school district, obtaining current LEP identification data or information on bilingual/ESL services from that district is imperative, particularly if the parent has no relevant information (i.e. report card, check-out sheet, etc.) at registration. Schools should contact the sending school/district to obtain, via fax, any LEP records (i.e. home language survey, scores from language testing or TAKS/STAAR or other standardized instrument used by that school district) so as not to begin the entire identification process unless absolutely necessary and to avoid unnecessary services if student is not LEP.

The faxed documents can be used as temporary documentation until official student records are requested/obtained from the sending school/district. The LPAC may meet to review the records and determine the most appropriate placement for the student. Bilingual/ESL services are temporary contingent upon either receipt of valid LEP identification records or the collection of new identification records.

- If the parent or other person with legal control of the student does not provide the identifying information within 30 days, the school district must notify the police department of the city or the sheriff's department of the county in which the school is located and request an investigation to determine whether the student has been reported as missing.

ENROLLMENT OF STUDENTS UNDER DAEP PLACEMENT ORDER OR EXPULSION TO JJAEP FROM ANOTHER DISTRICT

TEC §37.008 and §37.010 describe the procedures school districts must follow when a student under an expulsion order with placement in the Juvenile Justice Alternative Education Program (JJAEP) or placement in a discipline alternative education program (DAEP) transfers to another district: FOC (Legal)

In handling the transfer of a student under a DAEP/JJAEP placement, the sending district must provide to the district in which the student enrolls, at the same time other records of the student are provided, a copy of the placement order.

The district in which the student enrolls may continue the expulsion under the terms of the order, continue the DAEP placement under the terms of the order or may allow the student to attend regular classes without completing the period of placement. **The receiving district may not refuse to enroll the student.**

The student under discipline removal who moves into the HISD from another district **must be enrolled** by the zoned school, but the principal may continue the DAEP placement or expulsion from the previous district by referring the student in accordance with discipline procedures. This action does not require an additional expulsion hearing; however, parents must be informed that the school is honoring the removal from the previous school.

When a student enrolls in **HISD for the first time**, and has not completed DAEP or a JJAEP placement imposed by another school district or a state charter and the receiving school is honoring the disciplinary action taken by the previous school district, the enrolling school must create a 425 discipline record in the Behavior file of SIS. This requires that the student be enrolled at the receiving/zoned HISD campus. The receiving HISD school must provide education services until an alternative placement has been approved. The SIS record will indicate the reason the student was originally referred to the DAEP/JJAEP and the action code for continuation of placement in a DAEP or JJAEP. See the SIS manual for detailed information on appropriate codes. The new student may be placed in a DAEP or JJAEP only for the length of time assigned by the previous school district minus the days already served in that district.

Please Note: If the days remaining to be served are less than 30 days, the placement cannot be honored.

TEC §25.001 (d)(1) states that the only student a district is not required to enroll is a person under the age of 18 who has established a residence apart from the person's parent or guardian unless required by the Courts, and who:

- has engaged in conduct or misbehavior within the preceding year that has resulted in:
 - removal to a DAEP; or
 - expulsion to the JJAEP;
- has engaged in delinquent conduct or conduct in need of supervision and is on probation or other conditional release for that conduct; or
- has been convicted of a criminal offense and is on probation or other conditional release.

ENROLLMENT OF DUAL STATUS AND OTHER STUDENTS ON PAROLE PROBATION OR FOR RE-ENTRY BACK TO SCHOOL

A school district or charter school may not prohibit a student from attending school pending receipt of transcripts or records from a previous school, parent, guardian or Department of Family Protective Services. Schools must allow the immediate enrollment of pupils transferring from all juvenile justice schools.

Special note: state law requires that students are up to date with vaccine on entry. Students enrolling without an immunization record and have attended school in Texas, may enroll provisionally for 30 days. If, however the student presents a delinquent immunization record they must obtain age appropriate vaccines before being allowed to enroll. Students who are homeless or in foster care may be enrolled provisionally. Medical or reason of conscience exemptions may apply and require appropriate documentation from the health care provider or department of state health services.

Youth who exit a juvenile justice system are more susceptible to recidivate if not registered in school. Youth on probation are more likely to fall behind in credits which leads to falling behind in grade levels. Students must be advised or counseled for the best academic option to avoid lapse in schooling and to identify school place mentor additional services at the home school. This best practice must not be used to keep the student from attending his or her home school.

- A student at-risk of dropping out of school includes each student who is under 21 years of age and who is currently on parole, probation, deferred prosecution, or other conditional release (TEC 29.081, Compensatory and Accelerated Instruction).
- Per TEA, students on parole or probation must be coded as the At-risk 08 Code under Special Populations, located on Chancery (coding may be effective from the date the school is initially aware of the parole or probation status of student).
- If a student is ordered to attend a disciplinary alternative education program (DAEP), the district must still enroll the student in his or her zoned school. The

school district cannot deny the student enrollment while registration and transportation are being arranged to the DAEP.

Definitions:

- **Dual Status or “crossover” youth** are defined as involved in the child welfare system and juvenile systems (*Harris County Youth Collective, 2017*).
- **Youth on probation** is someone age **17** and younger.
- **Young adults** are age **18** years and older.

Special note: Please contact the Homeless Education Office Foster Care Liaison for additional assistance with Foster Youth.

Dual Status Youth often experience negative impacts compared to youth involved in only one system, including higher rates of juvenile justice recidivism, substance use, and poor performance in education. 29% of child welfare involved youth are dual status and 50% of juvenile justice involved youth are dual status (*Harris County Youth Collective, 2017*).

- A Parole or Probation Officer is not required to be present for the student to be enrolled in school.
- A staff member or any HISD employee from the school or district does not have the authority to inquire about the offense or level of offense.
- The student is not required to receive a Truancy Warning Notice or to be placed on a student Attendance Contract upon enrollment.
- Probation Officers are required to visit the student’s campus once per month.
- The campus has the option of requesting that the Juvenile Probation Officer may pick up the student attendance report in person, upon a request.

TRANSITIONAL CONSIDERATIONS FOR DUAL STATUS, PAROLED OR PROBATION STUDENTS

- A student’s AP, Dean, Counselor, Social Worker, Wraparound Specialist, or any other professional staff person may conduct a transitional meeting to assess the needs of the student at the onset of enrollment. The school must provide prevention measures to help keep the student in school and on-track for graduation and post-secondary readiness.
- The school is responsible for implementing and engaging truancy prevention measures to improve students’ daily attendance. The Student Attendance Contract may be utilized, not to exceed 30 days. (Contact the Attendance Office for more information).
- Dual Status Youth and other students on parole or probation must continue to be monitored through Campus Graduation Support meetings for enrollment, attendance, grades, behavior and other “needs” assessments. Please refer to the HISD Attendance Office on how to implement a successful Graduation Support Meeting, and attend district Graduation Support Meetings.

- Campuses should reach out to HISD Departments such as Social Emotional Learning, Wraparound Services, Equity and Outreach, Attendance, Homeless Education Office, Health and Medical Services, Family and Community Engagement, College and Career Readiness, and Special Education to help support Dual Status and other students on parole and probation.
- Contact the Social Emotional Department and Special Education Department to receive Restorative Discipline Practices (RDP) and Restorative Justice Practice trainings for the benefit of campus staff and their work with youth.
 - Restorative Discipline is relational approach to building school climate and addressing student behavior. The approach fosters belonging over exclusion, social engagement over control, meaningful accountability over punishment ([http://tea.texas.gov/Restorative Discipline/](http://tea.texas.gov/Restorative_Discipline/))
 - Restorative Justice Practice fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment ([https://tea.texas.gov/About TEA/Other Services/Mental Health/Positive Behavior Interventions and Supports and Positive Youth Development/](https://tea.texas.gov/About_TEA/Other_Services/Mental_Health/Positive_Behavior_Interventions_and_Supports_and_Positive_Youth_Development/))
- Refer to the Social Emotional Learning Department Dual Status and Adjudicated Youth office for questions or assistance with a Parole or Probation Officer.
- Dual Status Youth and students on parole or probation must be given all available opportunities to experience academic success in the event a student has dropped out of school before graduation. The school shall make every effort to compel the student to enroll in an accredited school that meets the student's needs.

ENROLLMENT OF NEW, TRANSFERRING, AND RETURNING SECONDARY STUDENTS WITH DISABILITIES

All admission procedures and transfer guidelines described in this handbook apply to students with disabilities. Additional procedures are outlined below:

- The student with disabilities, grades 6-12, who transfers **within the district** from one school to another will follow the district guidelines. The student, grades 9-12, if determined by the ARD/IEP Committee, may follow the same graduation plan outlined for the student by the ARD/IEP Committee of the sending school. The counselor or principal's designee shall be a participant in the ARD/IEP committee meeting.
- The student with disabilities in grades 9-12 who transfers **from out of the district** or out-of-state will have the student's academic record evaluated for credits by the registrar, the appropriate grade level counselor or principal's designee. Recommendations will be made and submitted to the ARD/IEP Committee for consideration as it develops the student's program.
- A general education student, grades 9-12, who qualifies for special education for the first time will have a revised graduation plan developed. Previously earned credits

will be counted toward graduation according to district guidelines.

- A student dismissed from special education services and who enrolls in general education, grades 9-12, shall have a revised graduation plan developed by the ARD/IEP Committee. The counselor or principal's designee shall participate in the meeting. The student may be considered for Section 504 eligibility and accommodations. Credits earned in the special education program shall be counted toward graduation according to district guidelines. Beginning the 2017-2018 academic year, the cumulative Grade Point Average (GPA) shall only include semester averages of courses taken and completed in grades 9 through 12, effective for incoming grade 9 students.
- A student who previously received special education, dropped out of school, and re-enters school, must have the existing graduation plan, and IEP reviewed and modified as necessary, by an ARD/IEP committee. Approval and placement in the appropriate grade level will be the responsibility of the ARD/IEP committee with input from the campus registrar.

- For a student who is new to the school district, the school may provide a program according to the student's IEP at the time of registration and following a determination of the student's eligibility for special education service under the following conditions:
 - the parents verify in writing that the student was receiving special education services in the previous school district;
 - the previous school district verifies in writing (via fax/email) or by telephone the type of special education services (and bilingual/ESL instruction for a LEP student) that the student was receiving special education services;
 - the campus can provide comparable educational services to those provided by the previous school district. An ARD/IEP meeting is required when a campus is not able to provide comparable educational services to those identified in the out-of-district transfer student's current IEP;
 - special education services are temporary, contingent upon either receipt of valid eligibility data from the previous school district or the collection of new evaluation data; and
 - a permanent placement ARD/IEP meeting must be held within 30 calendar days of the student's enrollment in the district and an IEP based on the evaluation data will be developed;
 - When the records of a student with disabilities are immediately available, the student will receive special education and related services based on the information provided by the parent, adult student, or agency representative (i.e., students who are wards of the state), and
 - When the records of a student with disabilities are not received in a timely manner, (i.e., within 12 days of enrollment into the school), the campus must assess the student as a new referral and begin a new special education eligibility folder. Any delay in evaluation and conducting the permanent placement ARD/IEP meeting within 30 days of enrollment is a denial of a free appropriate public education (FAPE) which may result in the campus having to provide compensatory services, and or engage in litigation.

HOME SCHOOLING

In letters addressed to school districts, the Commissioner of Education provided some general information with regard to TEA's position on home-schooled students:

Copy of 2/6/03 Letter: <http://www.tea.state.tx.us/taa/hosc020603.html>

Copy of 4/20/04 Letter: <http://www.tea.state.tx.us/home.school/comm042004.doc>

- The Texas Supreme Court decision rendered in Leeper vs. Arlington ISD establishes that students who are home schooled are exempt from the compulsory attendance requirement just as students enrolled in private schools (see TEC §25.086).

- School districts that become aware of a student who is potentially being home schooled may request in writing a letter of notification from the parents of the student regarding their intention to home school the student.
- This letter may require assurances that the home-school curriculum is designed to meet basic education goals including reading, spelling, grammar, mathematics, and a study of good citizenship. A letter of this type is not required each year.

School officials **should not** contact Child Protective Services regarding children who are being home schooled. The school district and local judicial authorities should make the determination of whether compulsory attendance has been violated.

Parents may obtain curriculum materials from outside sources or develop their own. Parents may purchase a Textbook Current Adoption. Orders for the catalogue should be directed to T.E.A. Publications Division, 1701 N Congress Ave., Austin, TX 78701.

State-adopted textbooks can also be purchased from the publishers.

HISD does not index, monitor, approve, or register the programs available to parents. HISD is not required to provide textbooks nor to facilitate purchases. Textbooks purchased with public funds are to be used only by the students enrolled in a public school.

Parents may wish to contact one of the Regional Home Education Organizations. The closest to Houston is the Southeast Texas Home School Association (**SETHSA**), at (281) 370-8787; FAX (281) 370-6577.

The information included in this section on home schooling is a courtesy and is not intended by HISD as a recommendation, approval, or endorsement of any person, educational program, or organization.

School personnel should withdraw students in the usual manner when the parent or guardian indicates the child will be taught at home, using **Withdrawal Code 60**. After withdrawing the student, the school should verify that the home-schooled student's parent is complying with the law by sending a referral to the attendance specialist or designated persons at the district office. TEA provides a standard sample letter to parents home schooling their children at: <http://www.tea.state.tx.us/home.school/homeltr2006.doc>. In which the state policy is explained.

This letter can be provided to parents withdrawing their children to home schooling, or can be forwarded to them in the cases where the student does not return the following year, and the parent reports that they have chosen home school.

The decision to home school a student is the exclusive determination of the parent or legal guardian of the student. HISD personnel can answer a parent's inquiry into the policy requirements of enrolled students, and the policy on credit transfer for home schooled students, but do not participate in the decision process to home school a student. HISD personnel do not refer or suggest families to home schooling, encourage, discourage or otherwise interject into the parent's determination.

**ENROLLMENT OF ELEMENTARY STUDENTS FROM HOME SCHOOLS,
UNACCREDITED PRIVATE SCHOOLS AND STUDENTS FOR WHOM NO RECORDS
CAN BE OBTAINED**

- The principal or designee will determine temporary placement for students enrolling from home schools and unaccredited private schools and students for whom no records can be obtained. The principal will consider academic achievement records and information provided by the parent as well as informal assessments completed at the time of enrollment in placing the student in class. The parent will sign a statement indicating that it is understood that the student's schedule may be adjusted upon receipt of records and/or test results.
- Scores from a current norm referenced test (NRT) may be used to verify that a student has successfully completed a grade level. An appropriate certified professional must have administered the NRT within the last school year. The scores in reading, language arts and mathematics must be at or above grade level and either science or social studies must also be at or above grade level.
- If no current scores are available, the principal will request that the Student Assessment Department provide criterion referenced examinations that thoroughly test the Texas Essential Knowledge and Skills (TEKS) on the grade level the student has completed. The four tests will consist of language arts, mathematics, science, and social studies. The student must score a minimum of 70 on the language arts and mathematics tests and a 70 on either the science or social studies to be given credit for the grade level.
- When records or test scores arrive, the student's schedule will be adjusted as necessary by the principal or designee. The permanent record card should indicate in the COMMENTS section, that the student was placed in grade based on test results.
- When the records of a student with disabilities are not received in a timely manner, i.e., within 12 days of enrollment into the school, the campus must assess the student as a new referral and begin a new special education eligibility folder. Any delay in evaluation and conducting the permanent placement ARD/IEP meeting within 30 days of enrollment is a denial of a free appropriate public education (FAPE) which may result in litigation.
- When the records of a student who speaks a language other than English are not obtainable, the school must initiate the LEP identification process, which begins with a Home Language Survey and language testing. Any delay in the identification and placement process exceeding 4 weeks is a violation of TEC 29.056 (a) (1). Recent arrival immigrant students for whom no records can be obtained must be placed according to chronological age.

However, recent arrival immigrant students who enter in the second semester and then are determined to be preliterate (as outlined in the Bilingual/ESL Program Guidelines) and/or have had interrupted schooling, may be placed one grade level below their chronological age. Thus, students 12 to 14 years of age from this subgroup should be chronologically placed in the appropriate middle school grade level. These students will then be considered for promotion to the next grade level with their peers.

Secondary middle school and high school immigrant students enrolling in HISD for the first year in a U.S. school may be enrolled in the Newcomer Center programming if the campus offers the newcomer program setting or depending on the classification of the campus as HUB. Transfer, or Stand-Alone may offer a transfer to their partnered HUB school.

When the immigrant enrolls in high school with no incoming completed courses for credit, placement will be in 9th grade. Every high school immigrant student must have transcripts and report card documents from the native country reviewed for course completion and possible credit accrual.

ENROLLMENT OF FOREIGN STUDENTS

- A student entering HISD from a foreign country will be placed in the appropriate grade level according to the school records that are brought.
- Complete records from a foreign country must be presented to HISD within a reasonable amount of time. If records are presented at the time of enrollment, the student's grade-placement status will be determined based on the content of those records. If the parents do present records, school personnel should ask them if they intend to provide any additional documentation that could affect grade placement. Records that are subsequently presented may be accepted for the purpose of reclassification if approved by the principal, but the school is under no obligation to accept any documentation that was not disclosed at the time of enrollment.
- If all channels for requesting records have been exhausted and no records are available, the student may continue from that point toward promotion from elementary school if there is successful completion of the grade level assigned when enrolled.
- The permanent record card must show, in the **COMMENTS** section, that the student was chronologically placed and that no records for the previous grades were available.

ESTABLISHING ATTENDANCE RECORD AND COMPUTER FILE FOR NEWLY ENROLLED STUDENTS

After all verifications have been completed and the student is enrolled, steps should be performed to get the student on the computer files and into the correct classes.

ELEMENTARY

Procedure

Grade placement

Assign teacher

Determine special education status
and complete special education
input documents

Determine LEP status, eligibility
for Bilingual/ESL program,
and complete LEP input documents

Request student records
from sending school

Request special education records from
out of district school

Establish attendance record

- Assign official entry date
- Assign official entry code
- Complete attendance cards
- Enter on Transaction Log
- Enter Daily Membership Summary

Computer Input

- Grade information
- Special education information
- Bilingual/ESL information

Person Responsible

Principal's designee

Principal's designee

Special education representative

Principal's designee/
LPAC Committee

Records clerk

Records clerk/Special education
representative

Attendance clerk

Principal's designee

Special education representative

Principal's designee/ LPAC Committee

SECONDARY

After all verifications using a birth certificate and social security card (if available) have been completed and the student is enrolled, steps should be performed to get the student on the computer files and into the correct classes.

- The student's entry date is the first day the student is physically present in class during the official attendance accounting period on a particular campus.
- If the student is not actually in class on the first day of attendance due to not having a schedule established, the student will still be entered into the attendance system as long as he is under the supervision of a school official (counselor, assistant principal, etc.) and there is documentation to prove this (a list signed by an official).
- A student's re-entry date is the first day the student is physically present in class during the official attendance accounting period **after** having been withdrawn from the same campus.
- A student is in membership on both the entry date and the re-entry date.
- A student scheduled to attend at least two hours but fewer than four hours a day, five days a week, is coded as a half-day student.
- A student scheduled to attend at least four hours a day, five days a week, is coded as a full-day student.
- A student's eligibility code is determined using the instructions found in the Student Attendance Accounting Handbook.
- A student cannot be absent on either the entry or re-entry date.
- Attendance and contact hour eligibility begins the first day of school and continues the entire year provided all required documentation is in order.
- In no case should attendance personnel determine the special program code of a student. Designated staff or teachers should provide this information to attendance personnel.

Procedure	Person Responsible
Evaluation of credits	High school registrar
Grade Placement	Middle school counselor or high school registrar
Assign homeroom	Middle school counselor or high school registrar
Determine special education status and complete special education input documents	Special education representative
Determine ESL program status and complete LEP input documents	LEP coordinator
Request student records from sending school	Registrar/Records Clerk
Class scheduling	Counselor or Administrator

School Guidelines, 2018-2019
Admission/Withdrawal

Establish attendance record Assign official entry date and eligibility code Complete color-coded cards Enter on Transaction Log Enter into SIS (selected campuses only)	Attendance Clerk
Computer Input Course/grade information Special education information Bilingual/ESL information Other special programs	Principal's designee Special Education representative LEP coordinator Principal's designee

It is essential that all entries to the student information system be entered on a daily basis to avoid conflicts with other schools or within the **TSDA\Enrollment Tracking** file and to ensure that requests for transportation can be processed and implemented in a timely manner.

For further information, refer to the Student Attendance Accounting Handbook and the Student Attendance Procedures Manual on Federal & State portal page.

EDUCATION OF HOMELESS CHILDREN AND YOUTH

Definition of Homelessness

The Every Student Succeeds Act (ESSA) became law in December 2015, replacing the No Child Left Behind Act which requires states to ensure homeless children access to a free and appropriate public education. Section 725(2) of the McKinney-Vento Homeless Education Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence and includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; (Prior to 12/10/16)
- Children and youth who have primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings,
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who live in conditions described above; and
- Unaccompanied Youth- Section 725(6) of the Act indicates that the term

Admission/Withdrawal

“unaccompanied youth” includes a youth not in the physical custody of a parent or guardian.

A fixed residence is one that is stationary, permanent, and not subject to change. A regular residence is one that is used on a regular (i.e. nightly) basis. An adequate residence is one that is sufficient for meeting both the physical and psychological needs typically met in home environments. According to the McKinney-Vento Act, children who lack a fixed, regular, and adequate residence are considered homeless.

The Texas State Plan for the Education of Homeless Children and Youths Program described the following situations in which a child or youth lacks a fixed, regular, and adequate residence, and is considered homeless:

- A child or youth sleeps at night in a shelter for the homeless (including runaway youth shelters and domestic violence shelters);
- A child or youth sleeps at night in a shelter awaiting institutionalization, adoption, foster care, or other placement; and
- A child or youth sleeps at night in a car, tent, an abandoned building, or other place not ordinarily used as a sleeping accommodation for human beings.

Section 103(c) of the McKinney-Vento Act specifically excludes from the definition of homeless individuals any person who is imprisoned or otherwise detained by Act of Congress or state law. Children who are incarcerated for violation or alleged violation of law should not be considered homeless even if, prior to incarceration, they would have met the definition provided by the McKinney Act. However, children who are under care of the state and are being held temporarily in an institution because there is no other place to live should be considered homeless.

Guidelines from the U.S. Department of Education indicated that children in foster care generally should not be considered homeless based upon the definitions provided in the McKinney Act. However, if children are temporarily placed in foster care because of a lack of shelter space, they can be considered homeless. TEC §25.001(f) states that such children are residents of the district where the foster care is located. (Prior to 12/10/16)

School Responsibilities for Enrollment:

The McKinney Act requires that each homeless child be allowed to maintain enrollment in the school the child attended before becoming homeless, or to enroll in the school where the child is located, whichever is in the best interest of the child. The Texas State Plan for the Education of Homeless Children and Youths Program specifies that the parent or person acting as parent can determine whether it is in the best interest of the child to enroll in the school where the child is located. However, the State Plan also specifies that

the district of origin, the district in which the child is located, and the parent, or person acting as parent must concur in determining that it is in the best interest of the child to maintain enrollment in the school district of origin. In determining the best interest of the child, the school district must provide a written explanation to the parent or guardian if the school district sends the child to a school other than the school of origin or the school requested. The written explanation must also include a statement regarding the right to appeal the district's decision.

When children, youth or families cannot verify their homelessness, their right to education is not diminished. It is recommended that denials of educational services only occur when the school district has documentable evidence that the child or youth should not be considered homeless based on the definitions of the McKinney Act.

Enrollment Disputes

If a dispute arises over school selection or enrollment in a school, the child must be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. The child, parent, or guardian must be referred to a school district liaison in Guidance and Counseling, who shall carry out the resolution process as expeditiously as possible in accordance with the Enrollment Disputes section of the McKinney-Vento Act after receiving notice of the dispute.

The following procedures are specified in the Act:

Enrollment: If a dispute arises over school selection or enrollment in a school selection or enrollment in a school, the child or youth shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. In the case of an unaccompanied youth, the homeless liaison shall ensure that the youth is immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute.

Written Explanation: The district must provide a written explanation of the school placement decision to the parent or, in the case of an unaccompanied youth, to the unaccompanied youth. (The written explanation must include a description of the parent's or unaccompanied youth's right to appeal the decision.)

Liaison: The designated LEA homeless liaison is assigned to carry out the dispute resolution process in an expeditious manner.

Responsibility: **The school district, usually the district's homeless liaison, is responsible in inform the parent of the homeless student(s) or the unaccompanied youth of the dispute resolution process. A school cannot require proof of residency (rent receipt, lease agreements, utility receipts, property tax receipts, etc.) that prevents or delays the**

enrollment of homeless children or youth.

There is no universal system of verification. In situations where homeless children are living in a shelter, it may be possible to obtain verification from the shelter provider. If runaway or homeless children are living with friends or relatives, the Department of Protective and Regulatory Services, local shelters, or other social service agencies may be able to verify the student's living arrangements. In situations where children are living in cars, campgrounds, or abandoned buildings, the only viable method of verification may be a visit by school personnel.

The district is also required to enroll "unaccompanied youth," which includes youth in homeless situations who are not in the physical custody of a parent or guardian. A homeless student who is not living with parents or legal guardians has the same rights as other students experiencing homelessness, assuming the child is not living in the district for the primary purpose of attending the district's public schools. This includes all rights described under the resolution process related to enrollment disputes. An unaccompanied youth must be free from segregation, isolation, and stigmatization.

If a homeless child attempts to enroll in school without a parent, guardian, or other adult supervision, the school district must enroll the child. However, it is recommended that the school gather relevant information and make a report to the

Children's Protective Services Unit of the Department of Human Services subsequent to enrolling the child.

- Homeless children must be allowed to enroll in a school's Prekindergarten program.
- Homeless children shall not be denied enrollment or be removed solely because they fail to provide school records.
- If a homeless student moves without returning books, a district cannot withhold the student's records until payment is received or until the books are returned.
- Related to issues of suspension or expulsion, a school may not establish more rigid standards for the behavior of homeless students than for other students.
- TEC §25.002 states that a school district cannot deny enrollment to a homeless student for lack of proof of immunization. Schools are required to enroll students and give them 30 days to provide documentation of immunization.

School Guidelines, 2018-2019
Admission/Withdrawal

An effort should be made to obtain immunizations electronically by accessing the state registry (IMMTRAC2) at <https://www.dshs.texas.gov/immunize/immtrac/>

School districts may make use of a free immunization tracking service offered by the Department of State Health Services (DSHS). If the child has been immunized in Texas and the location of the clinic or doctor's office where the immunization was provided is known, the school can call, toll-free 1-800-252-9152. The DSHS will collect the necessary information and send a copy of the immunization record.

Homeless children **born in Texas** in low-income families can obtain free birth certificates for the purposes of school enrollment. Section 191.0046 of the Texas Health and Safety Code provides that on the request of the child's parent or guardian, the state registrar shall issue without fee a certificate necessary for admission to school. Applications for a free birth certificate can be obtained from:

Texas Vital Statistics: Department of State Health Services
P.O. Box 1149347, Austin, Texas
78756
(512)776-7111 or (888) 963-
7111
<http://www.dshs.state.tx.us>

Texas Homeless Education Office
Charles A. Dana Center
The University of Texas at Austin
1616 Guadalupe Street, Suite 3.206
Austin, Texas 78701
(800) 446-3142 or (512) 475-9702
Fax: (512) 471-6193
www.theotx.org

- **Student Assistance Questionnaire** (see Forms Section on the Federal and State Compliance Department portal page) should be completed by the parent, guardian, school personnel, or community personnel and is used to assist in determining if the student qualifies for being coded as a student in transition under the McKinney- Vento Homeless Education Act. If the student has checked a transitional housing situation in Part A and has checked a background situation in Part B, the student **should immediately be coded "homeless" immediately** in the student information system software.
- **Contact the Homeless Education Office at 713-556-7237 for immediate assistance.**

ENROLLMENT AND WITHDRAWAL OF MIGRATORY STUDENTS UNDER THE TEXAS MIGRANT STUDENT TRANSFER SYSTEM

Enrolling Migratory Students

A migratory child (migratory student) means a child, under the age of 22, who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, or a migratory fisher, and who, in the preceding 36 months, in order to engage temporary or seasonal employment in agricultural or fishing work because of economic necessity, has moved from one school district to another.

Agricultural activity means any activity related to crop production (including soil preparation and storing, curing, canning, and freezing of crops); any activity related to the production and processing of milk, poultry, and livestock; or any operation involved in forest nurseries and fish farms. "Fishing Activity" means any activity directly related to the catching and processing of fish. It is important to note that it is the migration and the type of work that makes a student eligible for the Migrant Education Program. **Any student whose family responds in the affirmative on the Family Survey, or through conversation with school personnel should be immediately referred to the Migrant Education Program.** The Family Survey is available on the Multilingual Department website or by contacting the Migrant Education Program at (713) 556-7288.

Procedures

Secondary Migratory students who have been enrolled in another school during the current semester may be handled using the following options:

- ▶ **With grades:** When a student transfers from one district to another, the receiving school should request grade information from the sending school. Grades received may then be included in the average for the semester grade.
- ▶ **Without grades:** If because of brief enrollment grades are not available from the previous school, the student's grades may begin without penalty from the date of enrollment in the current school. The final average may be determined by the grades earned by the student after entering school and taking the semester exam.

Late enrollees include those migratory students who enroll after the beginning of the school year but who have **not** been enrolled in any district during the current semester. A copy of the birth certificate and social security number (if available) is to be submitted to school personnel.

There are several options that the school can offer these students.

Option 1 - Migratory Tutorial Plan

A student may receive credit during the regular school year in a subject if the student is given additional assistance by a migratory hourly lecturer to complete make-up work and attends regular classes as recommended by a counselor. Migratory tutorials may be held before, during, or after school.

Option 2 - No Penalty Plan

NO penalty is to be given for work missed by a migrant student. Grading will start from the date of **ENTRY**. **The final average will be determined by the daily average and/or the semester exam.**

Option 3- Credit by Exam (CBE)

A migratory student who has received previous instruction in a subject area may earn credit for the subject by passing with an 80% or above grade. For this option, contact the HISD Migrant Education Program to determine student eligibility and to request course materials.

► **Option 4 - Examination for Acceleration (EA)**

Examination for Acceleration is designed for students seeking placement credit in a grade level or subject area in which they have received no prior instruction. Students can earn credit by passing these examinations with a grade of 80%. For this option, contact the HISD Migrant Education Program to determine student eligibility and to request course materials.

Option 5 - Fall and Spring Tuition Program

Tuition assistance is given to high school migratory students who wish to accrue credits toward graduation. Students may enroll in an evening or weekend fall and/or spring course offered by the Houston Community College Adult High School Program. Contact the HISD Migrant Education Program to determine student eligibility and to assist with the cost of the course/s.

Option 6 - Summer School Tuition Program

Tuition assistance is given to high school migratory students who wish to accrue credits toward graduation. Students may enroll in an evening or weekend summer school course offered by the Houston Community College Adult High School Program. Contact the HISD Migrant Education Program to determine student eligibility.

Option 7 – Texas Migrant Interstate Program

TMIP provides assistance to migratory students that need course work for credit recovery, credit completion, or credits needed for advancement in conjunction with student home – based school district resources.

School Guidelines, 2018-2019
Admission/Withdrawal

- District online summer programs
- Assessment for course credit
- Consolidation of partial credits
- Receiving states online and summer programs

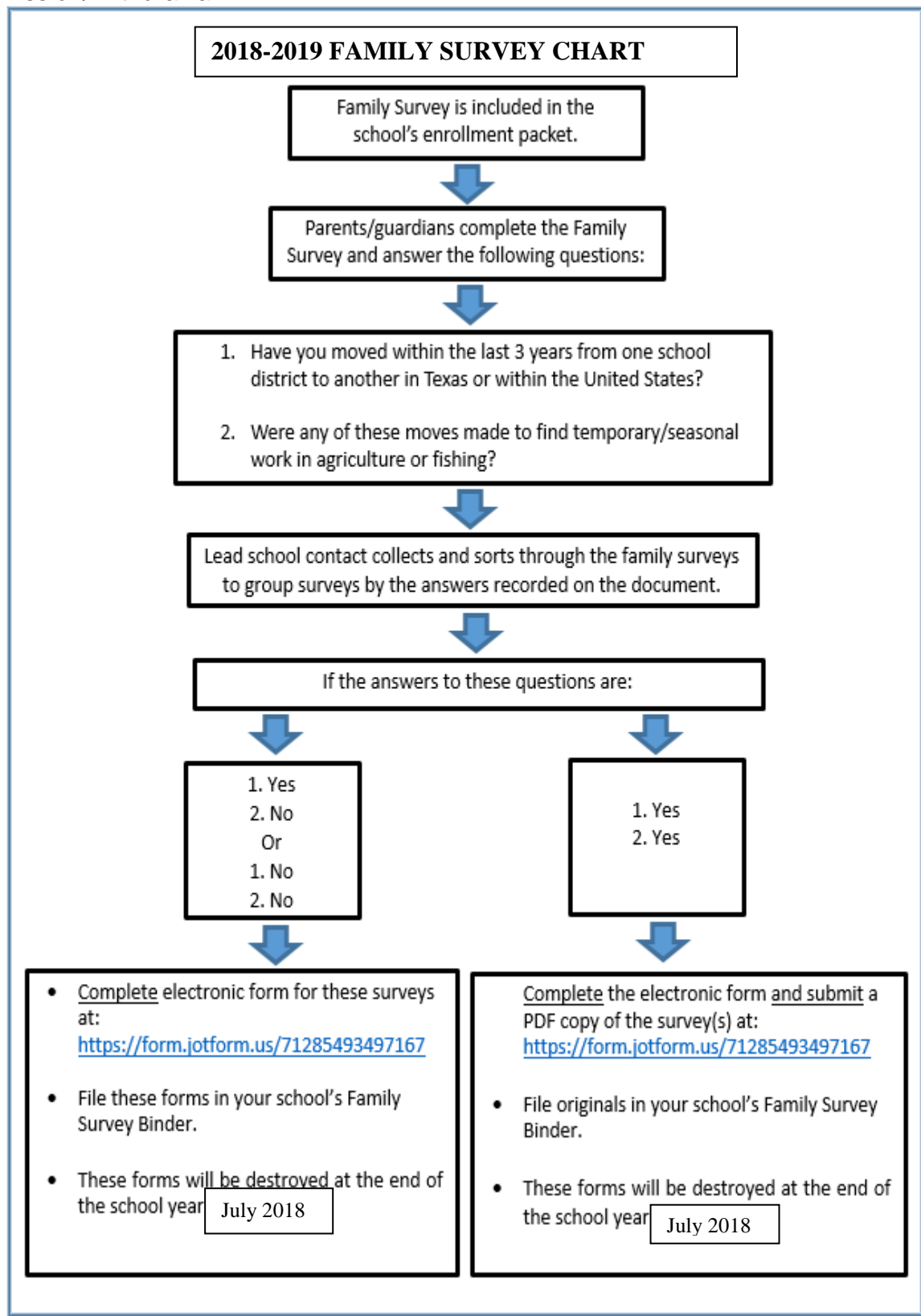
For this option, contact the HISD Migrant Education Program to determine student eligibility and to request course materials.

Responsibility of the School

To satisfy the requirement of federal law to identify and recruit eligible migratory students residing within the Houston ISD boundary, it is the responsibility of each campus to include the Family Survey in their enrollment packet at the start of the school year and any time a new student enrolls at the campus. The Family Survey is available on the Multilingual Programs Department website.

All surveys with “Yes” to both questions should be uploaded to the Google form. Complete the electronic form and submit a PDF copy of the survey at <https://form.jotform.us/71285493497167>. File original Family Surveys in the school’s Family Survey binder. The surveys should be kept at the campus for one school year after which time they can be destroyed. Please refer to the Family Survey Flowchart.

Family Surveys with “No” in one or more questions should be filed in the school’s Family Survey binder and electronic form should be submitted at <https://form.jotform.us/71285493497167>. The surveys should be kept at the campus for one school year after which time they can be destroyed. Please refer to the Family Survey Flowchart.



School personnel should contact the HISD Migrant Education Program (MEP) for assistance in verification of eligibility of migratory students. The HISD Migrant Education Program can assist HISD school personnel in contacting the student's previous out-of-city or out-of-state school for needed school documents, if they are not available on at the time of enrollment.

Migratory student data is entered and maintained by the Migrant Education Program. Schools may periodically query the migrant roster via the District student information system or by calling 713-556-7288. For additional information, please contact the Migrant Education Program.

School personnel are also responsible for providing correct and necessary documents for withdrawn migratory students. School personnel should then contact the HISD Migrant Education Program immediately since the MEP staff must submit data concerning withdrawn students within two working days after withdrawal to the New Generation System (NGS), a nationwide data base used to facilitate the delivery of services to migratory students.

Responsibility of the School District

It is the responsibility of the school district to develop policies to ensure that the migratory student is treated fairly and to develop policies that meet the educational needs of the migratory student who enters school late and/or withdraws from school early without penalty. Enrollment of migratory students should follow the same existing procedures explained in this section. Grade placement should be determined based on a review of the student's report card and/or other documents. School personnel may contact the MEP (713) 556-7288 if assistance is needed in securing copies of a student's academic record from another school district.

In addition, any grade placement that cannot be determined satisfactorily between the school and the parent due to incomplete records should be placed into consideration for Credit by Examination (CBE) as described in Section IX. If a migratory student enters after the district CBE has been administered, it is possible for the HISD Migrant Education Program to request a CBE. In this situation, school personnel may contact the Houston ISD's Migrant Education Program (713) 556-7588.

Resource: Texas Migrant Interstate Program

ENROLLMENT OF UNDOCUMENTED STUDENTS

The U.S. Supreme Court has ruled in Plyler v Doe [457 U.S. 202 (1982)] that undocumented children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents. Like other children, undocumented students are obliged under state law to attend school until they reach a mandated age.

As a result of the **Plyler** ruling, public schools may not:

- Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status.
- Treat a student differently to determine residency.
- Engage in any practices to deny an undocumented student the right of access to school.
- Require students or parents to disclose or document their immigration status.
- Make inquiries of students or parents that may expose their undocumented status.
- Cannot require a green card (cannot ask for one).
- Require social security numbers from all students, as this may expose undocumented status.

If a child's school file should contain information exposing the student's undocumented status, the Family Educational Rights and Privacy Act (FERPA) and various state privacy acts **prohibit** schools from providing any outside agency, **including the Bureau of U.S. Citizenship and Immigration Service (USCIS) and the Department of Homeland Security (DHS)**, with such information without first acquiring permission from the student's parents or without being served with a court ordered subpoena of such records. Even the act of requesting permission of undocumented parents may have the affect of "chilling" the student's *Plyler* right of access and, thus, constitute a prohibited practice.

Students without social security numbers should be assigned a state number generated by the school. Adults without social security numbers who are applying for a free lunch and/or breakfast program on behalf of a student need only indicate on the application that they do not have a social security number.

Finally, school personnel should be aware that they have no legal obligation to enforce U.S. immigration laws.

ENROLLMENT OF SECONDARY FOREIGN EXCHANGE STUDENTS (J-1 VISA)

The federal requirement for full reimbursement of per capita costs per student does not apply to foreign exchange students who hold J-1 visas. Therefore according to TEC

§25.001(b)(6), students from foreign countries who are under the sponsorship of an authorized student exchange program and have entered the United States with a J-1 Visa are eligible to attend high school on a tuition-free basis in accordance with the federal guidelines for student assignment and specifics of the authorized program.

Authorized programs are those included in *The Advisory List of International Educational Travel and Exchange Program* published by CSIET, Council of Standards for International Educational Travel, and the programs specifically approved by the HISD Board of Education. More information on CSIET is available at <http://www.csiet.org>.

Programs specifically approved by the HISD Board of Education include the following:

American Field Service Students
(AFS), Approved 1961

Youth for Understanding (YFU),
Approved 1972

American Institute for Foreign Studies
(AIFS)

American-Scandinavian Student
Exchange, Approved 1977

Japan-American Cultural
Exchange, Approved 1977

World Learning
Approved 1985

As The Experiment in International Living,

American Intercultural Student Exchange,
Approved 1985

Academic Year in the USA (AYUSA),
Approved March 1, 1990

WITHDRAWALS

PROCEDURES FOR WITHDRAWALS

A student can be withdrawn from school at any time by either biological parent if no court action is involved, regardless of who enrolled the student in school, or by the person who signed the enrollment card and/or has legal custody of the child.

- The **Student Withdrawal/Record Transfer Form** must be completed with all information requested. If the student has been in attendance in the school for ten (10) days or more, academic grades must be recorded on the check-out sheet. All absences (excused, unexcused, and extracurricular) should be transferred with the student so they may be recorded at the new school. The student's ID number is to be searched on the **TSDA Unique ID portal** for accuracy and placed in the right-hand corner of the withdrawal form and highlighted. Verify that there is just one state ID number. If there are two state numbers, contact the Federal and State Compliance representative to begin the correction process. One copy of the withdrawal form is given to the parent/guardian; one copy is retained by the school; and one copy is sent to the receiving school, if known, together with a copy of the report card. The parent/guardian should be given the original report card, and the school should retain a copy in the student's permanent record folder. Schools using the Primary Progress Report must send additional information to assist the receiving school with grade placement. On the top right-hand side of the withdrawal form, write the TSDS PEIMS state ID number and highlight.
- In order to track dropouts, a parent signature and the name of the new school in which the student plans to enroll is needed. This is imperative to avoid underreported students.
- The official date of withdrawal depends on the time of day the student withdraws. If the student withdraws **before** ADA attendance is taken, the effective date of withdrawal is that same day. If the student withdraws **after** ADA attendance is taken, the effective date of withdrawal is the next school day. Parents and legal guardians should be encouraged to give the school a 24-hour notice of withdrawal to allow time for the school staff to process the check-out sheet without disrupting classes.
- The student is not in membership on the withdrawal date.
- If a student enrolls in the wrong attendance zone, the principal, or designated personnel, finding a student erroneously enrolled in the school should do as follows:
 - 1) Notify the student and parent or legal guardian,
 - 2) Advise the parent of the correct school zone,
 - 3) Check the student out, and
 - 4) Notify the receiving principal that the student will be enrolling in his/her school.

Schools must send records including a copy of the birth certificate and a copy of a social security card/number (if available) to the receiving school when students transfer to alternative or charter schools. Registrars and records clerks on regular HISD campuses should evaluate each request for records and assess the program's ability to store valuable student records. Determine whether the student will be attending an alternative program for just a short period of time. Original records should be forwarded to any charter program which is contained within a regular HISD campus. **Copies** of records should be sent to programs without the services of a regular registrar/counselor or records clerk and which do not have the resources to adequately maintain original records.

- Note the effective date of withdrawal and the withdrawal code (see HISD Withdrawal Codes) on the top of the student's enrollment card and on the permanent record card. The enrollment card should then be filed alphabetically in the back of the Enrollment Card File for possible future reference. Refer to Section XII: Student Records to determine the length of retention.
- Write the applicable information on the Transaction Log and the Membership Log using the effective date of withdrawal. The effective withdrawal date should be recorded on the Immigrant/Refugee Log, if applicable.
- By law, each district is required to transfer student records within **10** days of a request by the receiving district. TEC §25.002
- It is essential that all withdrawals be entered as they occur on a daily basis to avoid conflicts with other schools or within the statewide **TSDS/Enrollment Tracking portal**.

WITHDRAWAL PROCEDURES FOR MIGRATORY STUDENTS

When a migratory student withdraws from school, school personnel should immediately notify the HISD Migrant Education Program (MEP) in the Multilingual Department at (713) 556-7288.

The MEP staff must submit data concerning withdrawn students to the New Generation System (NGS) within **two** working days after early withdrawal. Information on the number of clock hours a student has completed in HISD is required for students earning partial grades in a given semester. Because the NGS is a multi-state system, some states calculate credit based on clock hours. Final grades should be reported only when the equivalent of a half-credit can be issued.

- Questions regarding withdrawal of migratory students should be referred to the HISD Migrant Education Program in the Multilingual Department at (713) 556-7288.
- **Early Withdrawal Students** are those who leave the system prior to a designated cut-off date (Example: The beginning of the fifth grading period or May 1 or the third week of the final six weeks). The following options may apply to these students:

Option 1 - Credit upon Return: The student may receive credit if the student passes final exams when the student returns in the fall.

Option 2 - Early Completion: The student may receive credit if the student completes course work, assignments, and passes a final exam **before** the student leaves.

Option 3 - Enroll in Another School District: Many school districts are still in session after the migratory student withdraws from the HISD system. Parents are advised to enroll their children in the school district at their new destination and to request photocopies (including a copy of the birth certificate and a copy of the social security card/number if available) of all academic records when withdrawing from HISD to carry with them. The HISD Migrant Education Program can assist the parents with securing the appropriate copies of the documents required to make a smooth transition to the migratory student's new school.

WITHDRAWAL PROCEDURES FOR NON-ATTENDING STUDENTS

The problem of students who stop attending school but still reside within HISD's boundaries is an ongoing problem. The principal may withdraw those students **only after** specific actions are taken and documented. These actions must include attempting to contact the student to suggest possible interventions or alternative placements to prevent the student's leaving school.

For general education students between six (6) and nineteen (19) years of age, compulsory attendance laws apply. A student should not be withdrawn for non-attendance unless school personnel can document that appropriate procedures have been followed. For students in violation of compulsory attendance, a court case should be filed on the parent and/or student; and the student should be withdrawn using Withdrawal Code 98 - Other. The parent should be notified in writing of this action and informed to re-enroll the student once they regain control.

If a parent reports the child as a runaway, the parent should be notified in writing that they may withdraw the student and informed to re-enroll the student once they regain control.

On or after the eighteenth birthday, general education students can be withdrawn for non-attendance. If the student has more than five unexcused absences in one semester, a school district **may** revoke the student's enrollment for the remainder of the year. Attempts to notify the parent should be documented, and a letter informing the parent and adult student of the withdrawal should be sent. The student will be counted as a dropout.

An ARD/IEP Committee meeting is required for students with disabilities who are being considered for withdrawal from school due to non-attendance. The ARD/IEP Committee should review the reasons for non-attendance and needed special education and related services.

STUDENTS WITH DISABILITIES ATTENDANCE REFERRAL

The ARD/IEP committee should not make a recommendation to withdraw the student. The ARD/IEP Committee should review whether there is any special education or disability-related reason why the student is not attending or if there is any additional support needed in order to promote the student's attendance. If the ARD/IEP Committee determines that the placement of the student is appropriate; the absences are not due to the student's disability; and attendance referrals have been investigated by the attendance specialist or other person assigned to address attendance issues and the measures have not meaningfully addressed the non-attendance, then the student may be administratively withdrawn. Schools should send the ARD/IEP committee decision to the adult student or the parent of a minor student along with a letter informing them of the right to re-enroll.

The ARD/IEP committee should determine if an evaluation or reevaluation is needed, and revise the IEP to include strategies to target chronic absences.

If the interventions developed by the ARD/IEP committee and truancy prevention measures fail to meaningfully address the student's conduct, the student may be referred to truancy court. Each referral to truancy court must specify whether the student is eligible for or receives special education services and must be accompanied by a statement from the student's school certifying that the school applied the truancy prevention measures, including the holding of an ARD/IEP committee, and the measures failed to meaningfully address the student's school attendance.

WITHDRAWING STUDENTS TO HOME SCHOOLING

Home schooling is legal. Schools should withdraw students in the usual manner when the parent or guardian indicates the child will be taught at home, using Withdrawal Code

60 and sending a referral to the Attendance Department. Students who are participating in home schooling are not eligible to participate in any campus activities at the HISD School to which they are zoned, or any other HISD school.

The only requirements for home schooling to be legal are that:

- 1) the instruction be *bona fide* (i.e. fully accredited as confirmed by TEPSAC, on AdvancED, etc.)
- 2) the curriculum must be in visual form (e.g., books, workbooks, video monitor);
- 3) the curriculum includes the basic subjects of reading, spelling, grammar, mathematics, and good citizenship; and
- 4) parents must reasonably cooperate with any reasonable inquiry from an attendance officer.

Parents may obtain curriculum materials from outside sources or develop their own.

Parents may purchase a Textbook Current Adoption Catalogue from the Texas Education Agency (TEA) for \$10. Orders should be directed to:

TEA Publications Distribution and Sales
P. O. Box 13817
Austin, Texas 78711 3817
(512) 463-9744

State-adopted textbooks can be purchased from the publishers.

The HISD does not index, monitor, approve, or register the programs available to parents. The HISD is not required to provide texts. Textbooks purchased with public funds are to be used only by the students enrolled in the public school.

Parents may wish to contact one of the Regional Home Education Organizations. The closest to Houston is the Southeast Texas Home School Association (SETHSA) (281) 370-8787; FAX (281) 370-6577, or WWW.SETHSA.ORG.

The information on home schooling is presented here **only** as a courtesy and is not intended by the HISD as a recommendation, approval, or endorsement of any person, educational program, or organization.

Instructional subject areas **may not** be divided between a HISD school in which a student is enrolled and a home schooling situation. For example, a student cannot be home schooled for one subject (math) and enrolled in public school for all other subjects or enrolled in a HISD school for one subject (i.e., Geometry) and enrolled in home school for all other subjects.

For additional information regarding the admission and withdrawal requirements for Texas public schools, refer to the ***Student Attendance Accounting Handbook*** published annually by the TEA.

IMPORTANCE OF THE PROPER LEAVER/WITHDRAWAL CODE

It is important to remember that TEA considers a student an active member of the district until it is determined that the student has withdrawn and the reason documented according to the requirements as shown in the TSDS PEIMS Data Standards.

Resources:

Student Attendance Accounting Handbook:

https://tea.texas.gov/Finance_and.../Student__Attendance_Accounting_Handbook

TSDS PEIMS Data Standards Appendix D

<http://castro.tea.state.tx.us/tsds/teds/2019A/ds8/teds-peims-app8D.pdf>

ELEMENTARY

The state process is dependent upon school personnel determining the actual status of the student at the time of withdrawal and inputting the appropriate code into the student information system for reporting to TSDS PEIMS.

Those students who leave during the school year or do not return to school the following school year are considered dropouts unless the leaver reason used is one that the state has identified by an asterisk (*).

Schools are expected to follow up on all students who do not return in the fall and post the corrected leaver reason before submitting TSDS PEIMS. One of the most common coding errors occurs when student's transfer to another HISD school. In this instance, the code should ALWAYS be 88, even if the student is transferring to an alternative school, Discipline Alternative Education Program (DAEP), HISD/JJAEP, or HISD Charter School. If the student does not return in the fall, the campus will convert the withdrawal/leaver code to 98 and the school will be required to investigate the whereabouts of the student in order to determine the appropriate leaver code. This process is to the advantage of the school, because it allows the identification of students who will not be counted as a dropout if they return to school prior to the last week in September. The proper use of these codes has a direct effect on the school's dropout rate and the AEIS/Accountability rating determined by TEA.

It is important to remember that TEA considers a student an active member of the district until it is determined that the student has withdrawn and the reason documented according to the requirements as shown in the PEIMS Data Standards.

SECONDARY

Leavers

Leavers are students who were served in grades 7 through 12 during the prior school year, but have not enrolled in the district during the school start window in the current school year. This includes dropouts, graduates, and other school leavers, such as those who enroll in private school or leave for home schooling.

Responsibilities

The principal of each campus is charged with the responsibility for verifying and assuring that accurate Leaver data is reported in the PEIMS fall submission. The principal will ensure that the procedures, outlined in the PEIMS Data Standards Code Table C162, are followed.

Designated Staff

The principal shall at the beginning of each year, **designate the staff member** who will be responsible for tracking leavers and leaver documentation. In the event that a staff member is not available an **alternate staff member** will be designated. This information will be published to staff and made a part of campus procedures. The designated staff members will act as the authorized representative of the superintendent for signing withdrawal forms and other leaver documentation.

Those individuals assigned the responsibility of overseeing the leaver process must thoroughly familiarize themselves with the TSDS PEIMS Data Standards as they relate to the leaver documentation process. Administrators assigned this responsibility must assure not only their own proficiency in this process, but should also assist and monitor all involved in the process.

One of the most common coding errors occurs when student's transfer to another HISD school. In this instance, the code should ALWAYS be 88, even if the student is transferring to an alternative school, Discipline Alternative Education Program (DAEP), or HISD Charter school. If the student does not return in the fall, the campus will convert the withdrawal/leaver code to 98 and the school will be required to investigate the whereabouts of the student in order to determine the appropriate leaver code. This process is to the advantage of the school, because it allows the identification of students who will not be counted as a dropout. The proper use of these codes has a direct effect on the school's dropout rate and the AEIS/Accountability rating determined by TEA.

Using the proper withdrawal code at the time of withdrawal can have a major impact on the amount of work required in the fall, when leavers must be reported to PEIMS. Any student who withdraws from the district during the school year or fails to return over the summer becomes a leaver and a potential dropout in the fall. Therefore, the withdrawal reason becomes the leaver reason, unless a different leaver reason is posted.

It is the position of the state that a student is not withdrawn until he/she is withdrawn from the district. If the student simply changes schools within the district, the state does not consider that student withdrawn and the district is accountable for that student as long as the student is a resident of the district and is not graduated or enrolled in a private school or institution. This is important to remember when reviewing the translation for the withdrawal codes. When the translation says "leaves school", it actually means "leaves the district". This is the reason we have a "local" code to indicate a student withdrawing from one HISD school to attend another HISD school (88). The leaver record is only created from the last HISD school attended, regardless of the number of schools the student attends during the year. If the last school is an alternative school and the student attends less than 85 days, the leaver record will be attributed back to the last regular school the student attended. If the last school is a disciplinary alternative school, the leaver record will be attributed back to the sending school or the student's campus of residence.

It is important to remember that students in the eighth grade who finish the year at the middle school, but do not enroll in the high school, are attributed to the middle school as a leaver – not the high school. Middle schools should have a procedure at the end of the year to identify students who will attend a private high school and post a leaver reason in the appropriate SIS screen.

ISSUES INVOLVING CHILD CUSTODY AND VISITATION AND PARENTAL RIGHTS, PRIVILEGES, DUTIES, AND POWERS

When a new student enrolls in an HISD school, the principal should ensure that the person enrolling the child is authorized to do so. To be authorized to enroll a child, the person must be a biological or adoptive parent. An adoptive parent must be a legal guardian of the child as reflected in an Order of a county or probate court, or a person having legal control of the child for all purposes and not for the ostensible purpose of the child's being able to attend school.

In some situations, principals may encounter a child who is and has been residing with a relative, such as a grandparent, who wishes to enroll the child. In such a situation, the principal should request a written notarized letter from the parent or legal guardian authorizing the relative to enroll the child. The principal must be cognizant that this notarized letter **does not** grant legal guardianship nor does it establish residency of a child for purposes of attending a certain school. A child residing with a relative must attend the school where the biological parents or legal guardian reside. The notarized letter only authorizes the relative to enroll the child and may permit the relative to pick- up the child from school. The student should **not** be released to anyone other than a parent or those designated in writing by a parent. However, once a child is enrolled, he or she should not be withdrawn by anyone other than a biological parent or legal guardian.

When parents are unmarried, separated, divorced or involved in divorce proceedings, the principal is presented with the more complex task of determining the rights and responsibilities of each parent and, in some cases, third party guardians. Issues of who may enroll, withdraw, or pick-up the child will require an in-depth analysis of the rights, privileges, duties, and powers of each parent with respect to each child.

The Texas Family Code has undergone a number of substantive revisions in the past fifteen years. The Code was substantively revised in 1993, and in 1995. Additional minor changes were made in 1999. Each revision included changes to the rights, privileges, duties, and powers of parents and divorcing parents. The revisions in 1993, became effective on September 1, 1993. Most of the 1995 revisions became effective on April 20, 1995. The changes in 1999 mostly became effective September 1, 1999. The rights, responsibilities, duties and powers of each parent in a separation, divorce, or divorce proceeding, will depend on the period of time upon which the divorce decree, final order or temporary order were entered into. **It is therefore important to note that the dates of the different amendments to the Texas Family Code are prospective and do not affect Court Orders entered before the enactment date of a particular amendment.**

There are a number of steps that a principal or administrator should take when confronted with an issue involving the custody and/or visitation of a child by his or her parents, when those parents are separated, divorced, or involved in divorce proceedings:

- (1) Always request a **certified copy** of (a) the Divorce Decree, if the parties are divorced; or, (b) the Temporary Orders, if the parties are currently involved in a divorce proceeding or post-divorce proceedings. If the parties are involved in a post-divorce proceeding involving the parent-child relationship, request a copy of the most recent Temporary Order signed by the judge or, if the matter has been finalized, request a copy of the Final Order signed by the judge. If neither a Temporary Order nor a Final Order has been signed by the judge in a post-divorce proceeding, the last Order signed in the original divorce proceeding will still be valid.
- (2) If the legal proceeding is still pending or you want to ensure that the Temporary Order presented to you is valid, contact the Court identified on the top right of the first page and give the Clerk the Cause Number identified at the top center of the first page (**e.g. Cause No. 94-12345**). Also give the clerk the "style" of the case (**e.g. In the Matter of the Marriage of Jane Doe vs. John Doe, And In The Interest of Baby Doe, A Minor Child**). Ask what date the Order was signed by the judge and "entered" or

- (3) recorded by the court. These dates should be the same. If the parent provided you with a certified copy of the Order, it will have the judge's signature and the date he signed it. This date should match the date the clerk gives you over the telephone. More importantly, **ask the clerk if any subsequent Order(s) has/have been signed by the judge.** If so, you need to have one or both parents present a certified copy of that subsequent Order. If not, you have the most recent Order upon which you can rely.
- (4) Read the terms of the Temporary Order or Final Order to determine the rights, privileges, duties, and powers of each parent in relation to their child/children. **(Caution: Beware of those parents who provide you with a copy of a particular provision of the Texas Family Code in order to "assist" you in deciding an issue in their favor. Many times they are not aware of the extent to which the amendments discussed above are applicable to their particular Order.)**
- (5) If the Temporary Order or Final Order is still vague and does not offer a clear answer as to which parent has what right, privilege, duty, and power, contact one of the attorneys in the **Legal Services department (713) 556-7245** for assistance.
- (6) If a parent becomes impatient and belligerent to the point of making you fear for the safety of school staff and students, call the Houston I.S.D. police or the Houston Police Department.

The preceding steps should be followed when enrolling children whose parents are currently involved in a divorce lawsuit, are already divorced, or are involved in a post-divorce proceeding where the custody of the children is at issue. Of course, where there is no marital discord, both parents share the same rights, privileges, duties, and powers with respect to their child/children.

Similarly, ***where there is no Order modifying the parental rights, both parents share the same responsibilities with respect to their child/children. In other words, either parent may enroll, remove, and visit his or her child/children during the school day.*** Visitations are permitted within the parameters set by the school as long as such visitations do not disrupt the educational process at the school.

Parents who are married and "separated" but who have not filed for divorce in a court of proper jurisdiction retain equal parental rights, privileges, duties, and powers until some legal recourse is sought by one of the parents and a court enters an Order specifying the parents' rights. This remains true of unmarried parents who are the biological parents of the child in question and who are separated but have not filed for divorce.

In situations where only **one parent** is on the child's birth certificate, only **that parent** *can enroll or withdraw the child or can authorize another individual to enroll or withdraw the child.* A **person claiming to be the biological parent of a child, but who is not on the birth certificate and whom the enrolling parent does not recognize as the other biological parent, is not entitled to either enroll or withdraw the child.** A biological parent without recognized rights should establish his or her parental rights through the family court system.

Rights, Privileges, Duties, and Powers of a Conservator As of April 20, 1995, Texas Family Code § 153.071

If both parents are appointed as Conservators of a child, the Court will specify the rights and duties of each parent that are to be exercised

- (1) by each parent **independently**;
- (2) by **joint agreement** of the parents and/or parties to the proceeding; and,
- (3) **exclusively** by one parent. These rights should be specified in the Court's Order.

A Court may only limit the rights and duties of a parent appointed as a conservator after making a written finding that such a limitation is in the best interests of the child.

Unless limited by a Court Order, both parents have the following rights at all times:

- to receive information from the other parent concerning the health, education, and welfare of the child;
- to confer with the other parent to the extent possible before making a decision concerning the health, education, and welfare of the child;
- of access to medical, dental, psychological, and educational records of the child;
- to consult with a physician, dentist, or psychologist of the child;
- to consult with school officials concerning the child's welfare and educational status, including school activities; to attend school activities;
- to be designated on the child's records as a person to be notified in case of an emergency;
- to consent to medical, dental, and surgical treatment during an emergency involving an immediate danger to the health and safety of the child; and
- to manage the estate of the child to the extent the estate has been created by the parent or the parent's family, parent or a third party may also be appointed as a **sole managing conservator** of a child. If such an appointment is made by the Court, that parent shall have the **exclusive right**: to establish the primary residence of the child;
- to consent to medical, dental, and surgical treatment involving invasive procedures, and to consent to psychiatric and psychological treatment;
- to receive and give receipt for periodic payments for the support of the child and to hold or disburse these funds for the benefit of the child;

- to represent the child in legal action and to make other decisions of substantial legal significance concerning the child;
- to consent to marriage and to enlistment in the armed forces of the United States;
- to make decisions concerning the child's education;
- to the services and earnings of the child; and except when a guardian of the child's estate or a guardian or attorney ad litem has been appointed for the child, the right to act as an agent of the child in relation to the child's estate if the child's action is required by a state, the United States, or a foreign government.

A Court may also render an Order which calls for appointing both parents as **Joint Managing Conservators**. The Joint Managing Conservatorship arrangement may also be by the agreement of the parties. However, in all instances, the Court must approve and order the joint managing conservatorship arrangement.

"Joint Managing "Conservatorship" means the sharing of the rights, privileges, duties, and powers of a parent by two parties, ordinarily the parents, even if the exclusive power to make certain decisions may be awarded to one of the parties or parents.

A **joint managing conservatorship** order should:

designate the conservator who has the exclusive right to determine the primary residence of the child and establish, until modified by further court order, the geographic area within which the conservator shall maintain the child's primary residence (or specify that the conservator may establish the child's primary residence without regard to geographic location);

- specify the rights and duties of each parent regarding the child's physical care, support, and education;
- include provisions to minimize disruption of the child's education, daily routine, and association with friends;
- allocate between the parents, independently, jointly, or exclusively, all of the remaining rights and duties of a parent provided by **Chapter 151 of the Texas Family Code**;
- if feasible, recommend that the parties use an alternative dispute resolution method before requesting enforcement or modification of the terms and conditions of the joint conservatorship through litigation, except in an emergency; and
- be in the best interest of the child; and
- be made voluntarily, and knowingly made by each parent, and has not been repudiated by either parent at the time the order is rendered.

Joint managing conservatorship does not require that the parents have equal periods of physical possession of and access to the child. Possession of the

child can either be outlined by a Standard Possession Order or be by agreement of the parties as reflected in the Final Divorce Decree or the Temporary Orders. The times of possession of a child under a Standard Possession Order are also outlined in the Final Divorce Decree.

A principal or administrator should be cautious so as not to release a child to a possessory conservator or a joint managing conservator at any time other than the times which that conservator has physical possession of the child described in the Court order. An exception would be where the school has a written authorization from a sole managing conservator or a joint managing conservator having physical possession of the child authorizing the release of the child to any other person. Nevertheless, a principal or administrator should keep in mind that a possessory conservator, unless specifically limited by Court order, always has the rights of a parent as listed at the beginning of this section.

A *Legal Alert* may be made on the student's SIS computer record regarding legal custody issues.

Rights, Privileges, Duties, and Powers of a Conservator as of September 1, 1993, Texas Family Code § 14.02

If both parents are appointed as Conservators of a child, the Court shall specify the rights, privileges, duties, and powers of a parent to be (1) **retained** by both parents; (2) exercised **jointly** by both parents; and (3) exercised **exclusively** by one parent. These rights, privileges, etc., should be specified in the Court's Order.

Each parent appointed as a Conservator retains the right to receive information from the other parent concerning the education of the child and, to the extent possible, the right to confer with the other parent before making a decision concerning the education of the child. This defines the relationship between the parents only, and not the parents and the school district. Therefore, **principals should not become referees** who advise one parent to give educational information concerning his or her child to the other parent or insist that one parent confer with the other parent before making an educational decision on behalf of the child.

Unless otherwise stated in a Court Order, a parent appointed as a Conservator of a child retains the following rights, privileges, duties, and powers of a parent, subject to any limitation imposed by the Order.

The Conservator has:

- (1) during the period of possession of the child (as awarded in the Order) the right to such physical possession;

- (2) the right of access to medical, dental, psychological, and educational records of a child at all times; (A parent appointed as a Conservator also has a right of access
- (3) to the information contained in his or her child's eligibility folder if that child is receiving special education services.)
- (4) the right to consult with any physician, dentist, or psychologist of the child at all times. (This would include a psychologist providing services for a student with disabilities in accordance with an Individualized Educational Program.)
- (5) the right to consult with school officials concerning the child's welfare and educational status, including school activities;
- (6) the right to attend school activities at all times; and
- (7) the right to be designated on any records as a person to be notified in case of an emergency. (The parent with whom the child lives may not want the other parent named as a person to be notified in case of an emergency. However, this provision allows the other parent to be so named.)

A parent appointed as the **Sole Managing Conservator** of a child has the **exclusive power**:

- (1) to consent to medical, dental, and surgical treatment involving invasive procedures, and to psychiatric and psychological treatment. (As opposed to a parent appointed as a Conservator, the parent appointed as the Sole Managing Conservator has these exclusive powers.); and
- (2) to represent the child in legal action and to make other decisions of substantial legal significance concerning the child. (In matters such as special education **ARD/IEP committee** meetings, where decisions made or not made could result in Due Process Hearings, the **Sole Managing Conservator** would make any final decisions on behalf of the child. The other Conservator may attend the ARD/IEP meeting and consult with the school staff regarding the child's welfare and educational status.)

Rights, Privileges, Duties, and Powers of Joint Managing Conservators as of September 1, 1993, Texas Family Code § 14.021

Joint Managing Conservatorship does not require that the parties or parents have equal or nearly equal periods of physical possession of, and access to, a child. **(Principals should not assume that Joint Managing Conservators have possession of a child on alternative weeks, days, months, etc. Look at the terms of the Order or Decree to determine times of possession of, and access to, a child.)**

In a Joint Managing Conservatorship, the Court will ordinarily designate (1) with which party or parent the child has his or her primary physical residence; and

- (2) which Conservator has the sole legal right to determine the residence of the child.

An Order appointing Joint Managing Conservators will expressly state the rights and duties of each parent regarding the child's present and future physical care, support, and education.

Finally, an Order appointing Joint Managing Conservators will assign and apportion between the parents, solely, concurrently, or jointly, all of the remaining rights, privileges, duties, and powers of a parent.

**Rights, Privileges, Duties, and Powers of Possessory
Conservators as of September 1, 1993, Texas Family Code §
14.04**

During a **period of possession**, a Possessory Conservator has, subject to any limitation expressed in the Order or Decree, the duty of care, control, protection and reasonable discipline for the child, the duty to provide the child with clothing, food, and shelter, and the power to consent to medical, dental, and surgical treatment during an emergency involving an immediate danger to the health and safety of the child. A possessory conservator may be granted possession of a child during any period of time throughout the year. Most common possessory conservatorships are granted during the summer months.

- (3) A **Possessory Conservator** has any other right, privilege, duty, or power of a Managing Conservator **expressly granted** to the Possessory Conservator **in the Decree awarding possession** of the child.
- (4) A **Possessory Conservator** has the right of access to medical, dental, psychological, and educational records of the child to the same extent as the Managing Conservator. Although the Order or Decree shall include a statement of this right, this right is not abrogated or diminished if this statement is omitted from the decree.
- (5) If ordered in the Order or Decree appointing a **Possessory Conservator**, the custodian of records of a **school district shall delete all references in the records to the place of residence of the Managing Conservator of the child prior to their release** to the Possessory Conservator. (Note: Prior to the September 1, 1993, amendments, the deletion of all references in the records to the place of residence of the Managing Conservator of the child was mandatory, regardless of whether or not such language was in the Order or Decree.)
- (6) **However, for those Orders and Decrees signed and entered AFTER September 1, 1993 the school district is to delete such information ONLY IF it is ordered in the respective Order or Decree. This offers a good example of the differences you may encounter in Orders and Decrees signed and entered before and after September 1, 1993.**

- (7) **Possession Of and Access To a Child Texas Family Code § 14.03 (Not Amended Since September 1, 1989)**
- (8) The Court may appoint a **Possessory Conservator** and set the time and conditions for possession of, or access to, the child by the Possessory Conservator. This will include any restrictions or limitations on a Possessory Conservator's right to possession of, or access to, the child.
- (9) The times and conditions for possession of, or access to, a child must be **specific** and **expressly stated** in the Order or Decree. In certain circumstances, a judge may waive this specificity. However, that will be the exception of the rule. **This specificity in the Order or Decree will assist the principal in determining when a parent has a right to take possession of, or have access to, a child.**
- (10) On the appointment of a **Possessory Conservator**, the Court shall prescribe the rights, privileges, duties, and powers of the Possessory Conservator. These should be reflected in the Order or Decree.
- (11) **Final Comments**
- As a term of the Order or Decree, the Possessory Conservator may be ordered to begin a period of possession at the time the child's school is regularly dismissed. If such is the case, the **Managing Conservator shall surrender** the child to the Possessory Conservator at the beginning of each such period of possession at the school in which the child is enrolled. [TEX. FAM. CODE § 14.033 (G) (2)]. The school district does not have the affirmative duty to release the child to the Possessory Conservator or to ensure that this is done. **It is the responsibility of the Managing Conservator to surrender the child to the Possessory Conservator.** If this is not done, the Possessory Conservator can take action against the Managing Conservator in Court. However, in most instances, the Managing Conservator will likely allow the school to release the child directly to the Possessory Conservator when school is dismissed. It would be good practice to confirm this in writing with the Managing Conservator. If both the Managing Conservator and the Possessory Conservator are present at the school and requesting possession of the child, release the child to the Managing Conservator. It is then the Managing Conservator's duty to release the child to the Possessory Conservator. If the Managing Conservator does not, then the Possessory Conservator can address the problem in Court. However, the principal and the school will no longer be involved in the dispute after the child is released to the Managing Conservator.

TEC §25.001, requires HISD to admit a student if the student does not reside in the district if either parent of the student resides in the district and that parent is a joint managing conservator, sole managing conservator, or is the possessory conservator of the student.

School Guidelines, 2018-2019
Admission/Withdrawal

It is important to avoid becoming involved in the factual disputes that may arise between divorced or divorcing parents. It is important that a principal remain focused on the terms of the last court order or decree and not allow himself or herself to be persuaded by any allegations made by either parent.

For students with disabilities whose parents or guardian cannot be located, the

Office of Special Services may appoint a surrogate parent. TEC §29.015 states that the surrogate parent must “have no interest that conflicts with the child’s interest.” School districts must give preferential consideration to foster parents when selecting surrogates. The TEA will establish minimum standards relating to training program required of those serving as surrogate parents.

If you need additional assistance in resolving a situation or are unable to ascertain the rights and responsibilities of each parent from the order or decree, then contact the HISD Legal Services.

If you need additional assistance in resolving a situation or are unable to ascertain the rights and responsibilities of each parent from the order or decree, then contact an attorney in the Legal Services Department 713-556-7245.

VI. GRADE PLACEMENT

ELEMENTARY GRADE PLACEMENT

District Authority

The Texas Education Agency, *Student Attendance Accounting Handbook* states, although consideration of parental concerns is always important, the district has authority to place the student at the grade level the district determines is appropriate for the student. A parent may request a change in assignment pursuant to TEC §26.003. Under that section, the board of trustees has authority for the final determination of appropriate placement.

District Board Policy FD(LOCAL) states, “The parent, guardian, or other person having lawful control of a student enrolling in a District school from an accredited public, private, or parochial school shall provide evidence of the prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine the final grade placement. A student enrolling in a District school from a nonaccredited public, private, or parochial school, including a homeschool, shall be initially placed at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal.”

TEC 42.003

HISD Board Policy FD(LEGAL)

Grade	3 Years old	4 years old	5 years old	6 years old
PreK	Yes if eligible	Yes if eligible	No	No
K	No	No	Yes	Yes if no previous K or repeating
1 st	No	No	Yes if previous K	Yes

Prekindergarten

- Prekindergarten classes are offered as a full-day program and will be funded under the campus-based **general funds**.
- In order for a child to qualify for the Prekindergarten program the following criteria must be met:
 - The child must be **three or four years old on or before September 1** of the school year for which application is made, **priority enrollment is given to eligible four-year-old children**, and

School Guidelines, 2018-2019
Grade Placement

- The child must live anywhere in the Houston Independent School District, and
- The child must have up-to-date immunizations,
and either
- Be economically disadvantaged as determined **at the school level** by the income chart on the Application for Prekindergarten and collecting proof of income. (See Appendix),
or
- Be identified as Limited English Proficient (LEP) by the campus LPAC, including **identification** (the Home Language Survey indicates that a language other than English is spoken at home), **testing** (an English assessment score of Non-English Speaking (NES) **OR** Limited English Speaking (LES), current **LPAC authorization**, and **parental approval** on file,
or
- Homeless, as defined by 42 USC Section 11302
or
- The child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty.
or
- The child is, or ever has been, in conservatorship of the Department of Family and Protective Services / Foster Care following an adversary hearing under Family Code §262.201 TEC §29.153(b)(6)
Or
- **Be the child of a person eligible for the Star of Texas Award as a peace officer (3106.002), firefighter (3106.003), or emergency medical first responder (3106.004)**
- National School Lunch Program (NSLP) to include all children who meet any eligibility criteria for Head Start, not only those who meet the low-income eligibility criteria for Head Start. TEC §5.0014(4), defines *educationally disadvantaged* as “eligible to participate in the national free or reduced-price lunch program.” Consequently, all children who are eligible for Head Start are eligible for free Prekindergarten, based on their eligibility for the NSLP. [1] Public Law 110-134, which amended 42 USA, §1758.

HISD policy is to give priority for enrollment in the Prekindergarten program to eligible students who are at least four years of age on September 1. If additional space is available and there is no waiting list for eligible four-year-old students who reside in HISD, non-eligible four-year-old students may be admitted to Prekindergarten classes as a tuition paying student provided they meet the age requirement as outlined above.

Eligible three-year-old students and non-eligible three-year-old students should be placed on a waiting list until August 15. Eligible three-year-old students are given priority over non-eligible three-year-olds.

HISD is committed to providing full day **Prekindergarten** for all qualifying Prekindergarten students.

School Guidelines, 2018-2019
Grade Placement

- Students qualifying on the basis of Limited English only are not to be enrolled until proof of assessment and scores are determined and the parent/guardian signature has been obtained consenting to placement. This includes **identification** (Home Language Survey), **testing** (NES) or Limited English Speaking (LES), and **parental approval** on file before the first day of school. Campuses have 20 days after the first day of school to hold the official LPAC meeting once the above qualification is determined. This requirement for LEP Prekindergarten students is different from the four-week timeline that schools have for completing the documentation for LEP students in all other grades.

The current year's application for Prekindergarten must be completed on each student enrolled in the Prekindergarten program including the tuition based Prekindergarten program. This form is revised each year because the income level used to establish minimum subsistence is revised annually by the federal government. However, students may be pre-registered for Prekindergarten in the spring using an Intent to Apply form (this is only for temporary use and not legal); if the approval is based on economic disadvantage. **Income levels are based on the NSLP and are verified by the District no earlier than April 1 before the next school year.** The current year's application must reflect eligibility status and proof of income is collected as of 60 days before the start of the current school year and not the status of the previous school year, obtained during pre-registration or Prekindergarten Roundup.

- The current year's application must be signed and completed in ink by the parent. Previous year copies with the year typed over or scratched out are not acceptable (income levels change each year).
- An original current year completed application must be maintained in the students' permanent record folder with the principal's signature in ink (not a stamp) reflecting approval or rejection. The principal must sign and date any approved application prior to the student's first day of attendance.
- A Prekindergarten application is a legal document and must contain the principal's signature. Clerical staff may not sign for a principal; signatures must be from an administrator with signature approval.
- Collaboratives have been established between some HISD Prekindergarten classes and Head Start providers, childcare facilities, and other outside agencies. Eligible four-year-olds must receive priority in enrollment and if space is available, eligible three-year-olds may be enrolled.
- Upon enrollment in Prekindergarten, a child is subject to compulsory attendance rules.
- To determine eligibility for free or reduced-price meals, the HISD Application for Free or Reduced-Price Meals must be completed. This application is **not** to be used as the application form for Prekindergarten.

School Guidelines, 2018-2019
Grade Placement

- Eligible students who live within the boundaries of HISD may attend any school in HISD for Prekindergarten, if space is available. Parents must provide transportation and no transfer is needed. However, if the student lives outside of the elementary zone the Transfer Department will need to be informed in order to arrange an address exception.
- Once a student is determined to be eligible for Prekindergarten, the student remains eligible for the remainder of the school year in the district in which the student resides or is otherwise entitled to attend. A child of a member of the armed forces remains eligible for enrollment if the parent leaves the armed forces or is no longer on duty, after the student begins a Prekindergarten class.
- As long as a student has been withdrawn for fewer than 30 regular calendar days, the school district does not need to re-qualify the student for the Prekindergarten program. If the child has been withdrawn for more than 30 regular calendar days, the school district will be required to re-qualify the student to allow the student back into the program.

Tuition-Based Prekindergarten

The Houston Independent School District (HISD) offers tuition-based, space-available Prekindergarten programs for HISD residents. TEC §29.1531(a) allows districts to offer tuition-based Prekindergarten programs to children who do not meet **prekindergarten** eligibility criteria. Parents of three-year old and four-year-old students who are not currently eligible for state funded Prekindergarten classes may enroll their child(ren) in a full-day full academic year HISD **Prekindergarten** program for a fee that is approved yearly by the TEA commissioner. Tuition can be paid over ten months. The first tuition payment is due on August 15 of the current school year and the last payment is due on **May 14, 2019**. All tuition-based programs are to be established with prior clearance from the Elementary Chief School Officer and the Early Childhood Department. All tuition funds collected are to be reported and submitted to the HISD Treasury Department monthly. HISD employee's children who do not meet Prekindergarten eligibility requirements are not exempt from paying tuition.

Kindergarten

- Children *must be five years old on or before September 1* of the designated school year **to qualify for kindergarten. No child becoming five years old after September 1 will be admitted to kindergarten during the year.** This applies also to those who have attended school elsewhere either private or public schools.
- The child must have up-to-date required immunizations.
- Upon enrollment in kindergarten, a child is subject to compulsory attendance rules while they are enrolled in school. However, if the child has not reached mandatory compulsory attendance age (six years old as September 1 of the current school year) the parent/guardian may withdraw the student from school and the child will no longer be in violation of compulsory attendance rules.
- Students who become **six years old on or before September 1** may be enrolled in kindergarten providing he/she has not completed kindergarten during the previous school year and the parent as well as principal sign the **Age Waiver for Enrollment in Kindergarten.** (See F&SC Forms Section).

Kindergarten Acceleration

Board Policy EHDC (LEGAL) states the District shall develop procedures for kindergarten acceleration that are approved by the Board. Procedures can be found in this section of the School Guidelines under the First Grade heading.

Kindergarten Retention

- A student may only be retained in kindergarten when a written parental request for the retention has been answered by the formal, written approval of the sending school's or receiving school's Grade Placement Committee.
- Students who become **six years old on or before September 1 completing kindergarten may be enrolled in kindergarten** providing he/she has provided a written parental request for retention, written approval from the appropriate Grade Placement Committee and the parent as well as principal sign the **Age Waiver for Enrollment in Kindergarten.** (See F&SC Forms Section).

Grade Levels and Coding for LEP Students Served in the Preschoolers Acquiring Learning Skills (PALS) Program [formerly Preschool Programs for Children with Disabilities (PPCD)], in Prekindergarten and Kindergarten

To determine the appropriate grade level and code assignment for LEP students being served in PALS and Prekindergarten or Kindergarten classrooms the following chart may be used by the LPAC Administrator, the Special Education Department Chairperson, and the SIS Data Clerk.

School Guidelines, 2018-2019
Grade Placement

Note 1: TEA has indicated that it is inappropriate to administer LEP identification testing to a three year old with disabilities for the purpose of qualifying the student as LEP. While the student's language development may be evaluated as part of the assessment by Child Study, language assessment to determine LEP identification should not be initiated until **after** the child's fourth birthday.

Note 2: The grade level assigned is to be based on the student's age as of September 1, as outlined in the TEA Student Attendance Accounting Handbook. Students who were 5 years old on or before September 1 must be placed in kindergarten.

Age on Sep 1	Program Service	LEP?	LEP Code	SIS Grade	Special Ed?
3	PALS	Not eligible for LEP testing	N/A	PE	Y
3	Bilingual Prekindergarten	Y	YL or YC or YT	PK	N
3	ESL Prekindergarten	Y	YE-YX	PK	N
3	SLC PALS	N		PE	Y
4	PALS (no LEP service)	Y	I-M*	PE	Y
4	PALS + ESL Service (No PK)	Y	I-M*	EE	Y
4	PALS + regular PK (no LEP service)	Y	I-M**	PK	Y
4	PALS + Bilingual PK	Y	YL or YC or YT	PK	Y
4	PALS + ESL PK	Y	YX	PK	Y
4	Bilingual Prekindergarten	Y	YL or YC or YT	PK	N
4	ESL Prekindergarten	Y	YE	PK	N
5	PALS + ESL (with LEP Service)	Y	YE or YX	K	Y
5	Bilingual Kindergarten	Y	YL or YC or YT	K	N
5	ESL Kindergarten	Y	YE-YX	K	N
5	PALS + Bilingual PK	Y	YL or YC or YT	K	Y
5	PALS + ESL PK	Y	YX	K	Y
5	PALS + regular Kindergarten (no LEP service)	Y	I-M**	K	Y
5	PALS only + (with no LEP services)	Y	I-M**	K	Y
5	PALS + Bilingual Kindergarten	Y	YL or YC or YT	K	Y
5	PALS + ESL Kindergarten	Y	YE-YX	K	Y

Questions regarding LEP coding can be addressed at 713-556-6961.

Questions regarding LEP program service can be addressed to the Multilingual Department at 713-556-6961.

First Grade

- Students who become **six years old on or before September 1** should be enrolled in first grade.

Kindergarten Acceleration

- Students who will be **five years of age as of September 1** who have satisfactorily completed one year in a kindergarten instructional program, and who apply for assignment to first grade may be admitted in accordance with the following requirements:
 - Successful completion of a year of instruction in kindergarten and a written recommendation from the kindergarten program director at the previous school.
 - Joint study and decision by parent, teacher, and principal based upon evidence gathered from either of the following sources:
 - Teacher anecdotal records of the pupil's classroom performance, both social and academic
 - Successful completion of Credit by Examination – CBE may be requested for a five year old child seeking enrollment in first grade. The application should be made within three weeks following enrollment in kindergarten. HISD uses the CBE from University of Texas, this includes an instrument for the screening of social-emotional capacities and concerns. A student who scores 80% or higher should be considered for promotion. The school should proceed with methods of assessing social, emotional, physical, and cognitive readiness. If the student qualifies, the teacher, principal (designee) must recommend the acceleration.
 - The parent, teacher and principal will sign the **Age Waiver for Enrollment in First Grade**. (See F&SC Forms Section)
 - At the end of the first grading period, the principal and teacher will evaluate the student's performance to determine whether the student should continue in first grade.
 - The final decision rests with the building principal, who must adhere to HISD Board Policy as well as ensure the availability of space and staff. Adequate space requirements will be reviewed each year. The principal should have an interview with the parents to advise them that there are conditions concerning the enrollment. **All five-year-olds will be placed in kindergarten pending the completion of the requirements.**
- Students who will be five years of age as of September 1, and who have been enrolled in the first grade in the public schools in another state prior to transferring to a Texas public school, shall be eligible for enrollment in the first grade. In order to be eligible, however, they must have copies of documentation of attendance in another state on file.

Grades Two through Six

When a student transfers from an accredited school, placement for students in grades 2-6 in the elementary school will be based on the recommendation of the sending school. The principal or designee will determine temporary placement for students for whom no records can be obtained and students enrolling from home schools and unaccredited private schools. The principal will consider information provided by the parent as well as informal assessments completed at the time of enrollment in placing the student in class. The parent will sign a Temporary Placement in Grade form indicating that it is understood that the student's schedule and grade level may be adjusted upon receipt of records and/or test results.

Scores from a current norm referenced test (NRT) may be used to verify that a student has successfully completed a grade level. An appropriate certified professional must have administered the NRT within the last school year. The scores in reading, language arts and mathematics must be at or above grade level and either science or social studies must also be at or above grade level. If no current scores are available, the principal may request that the Student Assessment Department provide criterion referenced examinations that thoroughly test the Texas Essential Knowledge and Skills (TEKS) on the grade level the student has completed. The four tests will consist of language arts, mathematics, science, and social studies. The student must score a minimum of 70 on the language arts and mathematics tests and a 70 on either the science or social studies to be given credit for the grade level. When records or test scores arrive, the student's schedule will be adjusted as necessary by the principal or designee. The permanent record should indicate in the COMMENTS section, that the student was placed in grade based on test results.

LEP Students

Recent arrival immigrant students for whom no records can be obtained must be placed according to chronological age (e.g. placing a student who turns 8 in October into Grade 2). However, recent arrival immigrant students who enter in the second semester and then are determined to be preliterate (as outlined in the Bilingual/ESL Program Guidelines) and/or students with interrupted schooling may be placed one grade level below their chronological age. These students will then be considered for promotion to the next grade level with their peers.

Promotion

TEC 28.021 A student may be promoted **only** on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.

See Promotion Standards.

SECONDARY GRADE PLACEMENT OF REQUIRED COURSES

The suggested grade placement and sequence of courses are recommended in order to provide students the preparation necessary for success in each course and State assessments required for high school graduation. In addition, students who entered grade 9 in 2011 or before and did not meet proficiency standards on the eighth-grade Technology Literacy Assessment are required to take a Technology Applications course as an elective.

Since TEA recognizes credit for all courses approved for graduation with no grade level restrictions, exceptions can be made to the recommended sequence without any loss of credit for students entering HISD from other school districts. **However, within the District students should not be placed into courses that have prerequisites (per the TEKS) if those prerequisites have not yet been satisfied.**

The following pages include descriptions for:

- Middle School Courses, Grades 6-8
- High School Courses, Grades 9-12
- Special Education Middle School Courses, Grades 6-8
- Special Education High School Courses, Grades 9-12

Middle School Courses, Grades 6-8

Middle School Courses

Middle schools should schedule the courses on their campus using the Middle School Master Catalog for the current year. The following chart indicates the recommended grade placement for courses.

HISD GRADE LEVEL PLACEMENTS FOR REQUIRED COURSES

Middle School

Grade 6

Subjects	Units
English/Language Arts and Reading Grade 6	1
*Reading Elective (if not exempt)	1
Mathematics, Grade 6	1
Social Studies, Grade 6	1
Science, Grade 6	1
Physical Education/Health	1
Fine Arts	$\frac{1}{2}$
Electives	$\frac{1}{2}$

Grade 7

Subjects	Units
English, Language Arts and Reading Grade 7	1
*Reading Elective (if not exempt)	1
Mathematics, Grade 7	1
Social Studies, Grade 7	1
Science, Grade 7	1
Physical Education/Health	1
Technology Applications	$\frac{1}{2}$
Electives	$\frac{1}{2}$

Grade 8

Subjects	Units
English Language Arts and Reading	1
* Reading Elective (if not exempt)	1
Mathematics, Grade 8	1
Social Studies, Grade 8	1
Science, Grade 8	1
Physical Education/Health	1
Electives	1

* Reading Elective exemptions – page VI-11 of this section

Required Courses

English Language Arts and Reading

- Students grades 6-8 are required to be enrolled in one unit of English Language Arts and Reading instruction. This course encompasses the TEKS from §110.18-§110.20, ensuring students read and write a variety of texts from a variety of genres. The connection between reading and writing in this course guarantees students are able to analyze texts and apply effective author's craft choices in their own writing. Student in need of additional Reading support and/or are not yet able to meet the standard for STAAR reading should be enrolled in a Reading Elective course (SRW). See below for more information.

Reading Elective

- It is **strongly** recommended that any student who failed to meet the required standard for STAAR reading and/or did not meet the District's promotion standard be scheduled for the reading elective course, Reading Elective Grade 6, Reading Elective Grade 7, or Reading Elective Grade 8 (**Strategic Reading and Writing/SRW**). To be eligible to substitute another elective for reading, a student must have met the required standard for STAAR Reading in the prior grade level.

Technology Applications

- Technology Applications is a required enrichment curriculum for K-8. This curriculum focuses on the teaching, learning and the integration of digital technology knowledge and skills across the curriculum, especially in the core curriculum areas, to support learning and promote student achievement.
- Schools have the flexibility of offering technology applications in grades 6-8 in a variety of settings, including in a specific class or integrated into other content areas (such as English Language Arts, Reading, Mathematics, Social Studies, and Science). In HISD it is recommended that Technology Applications be offered as a separate class in Grade 7. Where scheduling conflicts are involved, a student may postpone Technology Applications until grade 8 with the approval of the counselor. Students who have not successfully completed Technology Applications in Grade 6 or 7 should take Technology Applications in grade 8.
- Schools offering Technology Applications through an integrated approach, should document that the Technology Applications TEKS are addressed and note the subjects into which the TEKS are being integrated. Appropriate course numbers by grade level for Integrated Technology Applications must be posted to the student's permanent record card. HISD middle schools are to assess 8th grade students using the Technology Literacy Assessment to ensure mastery of Technology Applications TEKS.

Physical Education (PE)

- It is strongly recommended that Physical Education be scheduled for two semesters each school year in grades 6, 7, and 8. However, Physical Education must be scheduled for no less than four semesters during the combined 6th, 7th, and 8th grades. To comply with these state Physical Education requirements the HISD Health/Physical Education Department suggests the following schedule:
 - Grade 6 2 Semesters
 - Grade 7 1 Semester
 - Grade 8 1 Semester
- A student who takes Middle School Dance 1-3 may meet the Fine Arts course requirement as well as fulfill the Physical Education (PE) curriculum requirement, if the student receives instruction and demonstrates mastery in all the TEKS for both content areas. Middle School Dance 1-3 courses are state-approved courses directly related to the Grade 6-8 Dance TEKS. Per TEA amendment: Middle School Dance 1-3 courses may be considered as part of the four-semester moderate or vigorous daily physical activity requirement (TEC §28.002(I)). Students must complete the Physical Fitness Assessment.
- Note: Dance instructors using this arrangement should be appropriately certified in PE and Dance. Dance instructors will have two school years beginning August 2018 to obtain the additional required certification, if they do not already hold it.
- A Career and Technical Education for the Disabled (CTED) student enrolled in Pre-employment Lab in the 8th grade **will not** be exempt from Physical Education. Career and Technical Education for the Disabled Pre-employment Lab in the 8th grade should be scheduled for only one period.

Credit Courses in Middle School

State statutes and rules address the awarding of graduation credits prior to grade 9. Districts may offer courses designated for grades 9-12 in earlier grade levels. The State allows high school credit courses to be taught in middle school. HISD middle schools must have Curriculum Department approval before the courses are placed on their campus. A course must be considered complete and credit must be awarded if the student has demonstrated achievement by meeting the standard requirements of the course, including demonstrated proficiency in the subject matter, regardless of the time the student has received instruction in the course or the grade level at which proficiency was attained. The Academic Achievement Record (transcript) shall reflect that students have satisfactorily completed courses at earlier grade levels than grades 9-12 and have been awarded state graduation credits. Middle schools wishing to offer high school credit courses must secure approval from the appropriate Secondary Curriculum or Career and Technical Education (CTE) manager/director before the courses can be added to their master schedule. These courses must adhere to all designated high school guidelines and requirements – including, but not limited to, those regarding lab time and lab equipment, instructional materials,

School Guidelines, 2018-2019

Grade Placement

teacher certification, complete TEKS coverage, administration of semester final exams, and administration of any course STAAR EOC assessments – if the approval is to be granted. **As of the 2017-2018 academic year, grades earned in high school credit courses taken in middle school may no longer be used by high schools when calculating a student's GPA and class rank.**

CTE

With the approval from the Career and Technical Education Department and verification of appropriate teacher certification, middle schools may offer the following courses for high school credit.

- Gateway of Technology
- Touch System Data Entry
- Principles of Agriculture, Food & Natural Resources
- Principles of Arts, Audio/Video Technology & Communications
- Principles of Education & Training
- Principles of Hospitality & Tourism
- Principles of Human services
- Principles of Information Technology
- Principles of Manufacturing
- Concepts of Engineering & Technology
- Principles of Transportation, Distribution & Logistics

Advanced Courses in Middle School

- If approved to be offered in a middle school, a high school graduation credit course that is scheduled in middle school should be taught using the same curriculum and Texas Essential Knowledge and Skills (TEKS) required for the classes of the same level taught in high school.
 - If a high school graduation credit course, taken for credit in middle school, is also designated as Pre-AP, then the course taught in middle school should be taught as a Pre-AP course using the same curriculum and Texas Essential Knowledge and Skills (TEKS) required for the Pre-AP course taught in high school.
- If a high school credit course has a STAAR End-of-Course EOC exam assigned to it by the State, the student will be required to take the exam. To satisfy high school graduation requirements, the EOC exam grade will be recorded on the student's transcript and/or final course grade, if currently indicated by the State Legislature and Commissioner of Education.

Advanced Mathematics

- Students who may be considered for beginning an advanced mathematics sequence in middle school include those who:
 - have demonstrated high interest and ability in mathematics; and/or
 - meet the entry requirements specified for G/T programs as delineated by Advanced Academics in Section XIII of the Secondary School Guidelines.

School Guidelines, 2018-2019

Grade Placement

- Prerequisites:
 - Successful completion of Math 8 (Math 7 Pre-AP/IB) is a prerequisite to enrollment in Algebra I. In Math 7 Pre-AP/IB, the mathematics TEKS for Grade 8 are taught as a pre-algebra curriculum with the exception of three Math 8 standards that are addressed in Algebra 1.
 - Successful completion of Algebra I is a prerequisite to enrollment in Geometry.
 - “Successful completion” implies that the student has received course credit in a manner that indicates readiness for advancement to the next level of mathematics.
 - Grades that a student receives for taking a high school course in middle school will be recorded on the student’s high school transcript. **As of the 2017-2018 academic year, grades earned in high school credit courses taken in middle school may no longer be used by high schools when calculating a student’s GPA and class rank.**
- Parent Acknowledgement:
 - Each fall, middle schools must obtain the signatures of parent(s) on the Student/Parent Acknowledgement Form (found in this section) and place the signed form in the student’s permanent record folder.
 - The Student/Parent Acknowledgement Form states that the parent is aware that it is recommended that the student complete at least three years of mathematics in high school in addition to any high school mathematics course completed in middle school.

Teacher Certification

- Middle schools may not offer Algebra I or Geometry if the teacher assigned to teach the course(s) is not properly certified.
- Texas Administrative Code Title 19, Part 7, Chapter 233, Rule 233.4 (amended October 28, 2010) states the following:
 - (a) Mathematics: Grades 4-8. The holder of the Mathematics: Grades 4-8 certificate may teach mathematics in Grades 4-8, including Algebra I for high school credit.
 - A teacher who holds the Mathematics Grades 4-8 certification may teach Algebra I, but may not teach Geometry, in middle school.
 - It is highly recommended that Algebra I teachers at the middle school level be certified to teach high school mathematics.
 - (d) Mathematics: Grades 8-12. The holder of the Mathematics: Grades 8-12 certificate may teach mathematics in Grade 8 and all mathematics courses in Grades 9-12.
 - A teacher who holds Mathematics Grades 8-12 or 6-12 certification may teach both Algebra I and Geometry in middle school.

Exit from a High School Mathematics Course taken in Middle School

- If a middle school student receives a first cycle report card grade below 70 for a high school mathematics course, the teacher and principal should consult with the parent to discuss plans for remediation or plans to exit the student from the course.
- If a middle school student struggles in a high school credit course (i.e., making grades of C or below), it is recommended that the identification, probation, and **removal process be completed prior to any award of student credit for Algebra IA (i.e., prior to the end of the first semester in the course).** This enables the student to be placed into the appropriate mathematics class before grades are issued and the student earns credit for the first semester course.

Exit from a Pre-AP/IB High School Mathematics Course taken in Middle School

- Middle school students enrolled in Pre-AP / Pre-IB high school mathematics courses should be exited using the procedures for G/T Programs established by Advanced Academics as delineated in the School Guidelines.
- A student who exits Algebra I Pre-AP or Geometry Pre-AP may be placed in a regular Algebra I or Geometry course, if available, in Math 8 or Math 8 Pre-AP, or in a non-credit mathematics elective class.
- The identification and removal process should be completed prior to the end of the third grading cycle. This enables the student to be placed into the appropriate mathematics class before grades are issued and the student earns credit for the first semester course.

**PLACEMENT MATRIX FOR MIDDLE SCHOOL STUDENTS INTO
HIGH SCHOOL MATHEMATICS COURSES**

(To be completed prior to the end of the 2018- 2019 school year for placement to begin during the 2019-2020 school year.)

Student: _____

Teacher: _____

Consideration for Placement into (circle one):

Algebra I

CRITERION	4	3	2	1	0
HISD Placement Test – Readiness Skills Subtest Score: (# correct out of 16)	15 – 16	13 – 14	12	11	0 – 10
HISD Placement Test – Prerequisite Skills Subtest Score: (# correct out of 24)	22 – 24	19 – 21	18	16 – 17	0 – 15
Teacher Recommendation	Highly Recommended		Recommended with Reservations		Not Recommended
Performance on Mathematics STAAR (% of items correct)	90 – 100% correct	80 – 89% correct	70 – 79 % correct		Less than 70 % correct
(Optional) Performance on National Standardized Assessment (National Percentile Rank for the Total Mathematics Test)	86 th Percentile and Above	71 st – 85 th Percentile	56 th – 70 th Percentile	40 th – 55 th Percentile	Below the 40 th Percentile
TOTAL POINTS					

Total Matrix Score: (circle one cell from the appropriate column below)		Recommended Placement: (check one cell below)	Student's Mathematics Placement: (check one option below)
20 Points Possible	16 Points Possible		
17 – 20	13 – 16	<input type="checkbox"/> Highly Recommended	
12 – 16	8 – 12	<input type="checkbox"/> Placement Committee Decision: Student, Parent, Teacher, Administrator (The student may require supplemental support.)	
Below 12	Below 8	<input type="checkbox"/> Not Recommended* *Note: At the parent's request, placement may be considered if the student, parent, and principal agree to the Student/Parent Acknowledgement Form in this section.	

Houston Independent School District
Student and Parent Acknowledgement Form
for
Middle School Students Enrolled in High School Mathematics Courses

Student _____ ID# _____

As the parent/guardian of the student above, I have received and understand the Houston Independent School District guidelines and accompanying expectations for my child regarding his/her placement into a high school mathematics course:

- My child and I understand that s/he is entering a rigorous mathematics program that will involve a high degree of commitment, including additional hours of study, from my child. In addition, my child will be required to take and pass a STAAR End-of-Course Exam (for Algebra I only) from the State.
- My child will receive high school credit for Algebra I or Geometry taken at the middle school level. **As of the 2017-2018 academic year, grades earned in high school credit courses taken in middle school will no longer be used by high schools when calculating a student's GPA and class rank.**
- The high school mathematics courses that my child completes while in middle school may not be retaken at a later date for credit.
- In addition to any high school mathematics credits my child may earn in middle school, it is recommended that my child also complete at least three years (six semesters) of high school mathematics courses in grades 9-12.
- If my child struggles in a high school credit mathematics class, I understand that keeping the lines of communication open with my child's teachers will help with the early identification of and intervention with any problem areas. I also have the right to request additional support, such as tutorials and small-group instruction, for my child.
- If the committee did not recommend placement into a high school credit mathematics class, the student, parent, coordinator/counselor, and principal/designee may enter into an agreement, provided that each party agrees to the following:

<p align="center">Agreement for</p> <p align="center">Parent Request of Student Placement into a</p> <p align="center">High School Credit Mathematics Course</p>		
The Student Agrees To:	The Parent Agrees To:	The Staff Members Signing Below Agree To:
<ul style="list-style-type: none"> • Ask my teacher and parents for help as soon as I need it. 	<ul style="list-style-type: none"> • Communicate with the teacher regarding my student's progress on tests and assignments. 	<ul style="list-style-type: none"> • Monitor the student's progress and re-assess the student's placement at the end of a six-week probationary period.
<ul style="list-style-type: none"> • Correctly complete and turn in all assignments by their due date. 	<ul style="list-style-type: none"> • Monitor my child's assignments on a daily basis to ensure that they are correctly completed and submitted by their due date. 	<ul style="list-style-type: none"> • Communicate with the parent by weekly updating the electronic grading system and as otherwise requested by the parent.
<ul style="list-style-type: none"> • Attend all tutorials as they are assigned. 	<ul style="list-style-type: none"> • Ensure that my child arrives promptly to all tutorial sessions. 	<ul style="list-style-type: none"> • Provide supplemental support such as after-school tutoring, as needed.
<p><i>Additional agreements may be added:</i></p>	<p><i>Additional agreements may be added:</i></p>	<p><i>Additional agreements may be added:</i></p>

Student Signature

Date

Parent/Legal Guardian Signature

Date

Coordinator/Counselor Signature

Principal/Designee Signature

Pre-AP Accelerated Science for Middle School

- The accelerated science sequence requires students to complete Pre-AP Accelerated Science 6 and Pre-AP Accelerated Science 7 to be eligible for Pre-AP Integrated Physics and Chemistry or Biology in Grade 8. Beginning with the 2012-2013 academic year, the Scope and Sequence for Pre-AP Accelerated Science 6 and Pre-AP Accelerated Science 7 have been revised to incorporate the most recent version of the Texas Essential Knowledge and Skills (TEKS) for Science 6, Science 7, and Science 8. By the end of grade 6, students enrolled in Pre-AP Accelerated Science 6 must have completed all TEKS for Science 6 and half of the specified TEKS for Science 7. By the end of grade 7, students enrolled in Pre-AP Accelerated Science 7 must have completed the remaining Science 7 TEKS and all TEKS for Science 8. Thus, these students will have satisfied all middle school Science TEKS requirements and will be eligible to take Pre-AP IPC or Biology in grade 8. If the student chooses to abandon the accelerated track in the 8th grade, the student should be scheduled for an alternative Magnet Science Specialty course or a Science Elective. No high school graduation credit will be awarded for these alternative science specialty or science elective courses in grade 8.
- Students completing Pre-AP IPC in middle school must successfully complete three additional science courses, including Biology, in grades 9-12 for the Recommended High School Program (RHSP) and for the 26-credit Distinguished Level of Achievement Foundation High School Program (FHSP). Middle school students enrolled in Pre-AP IPC will be required to take a final examination at the end of each semester of the course, and the final exam grade will be factored into the student's semester course average. Each semester's course grade will be recorded on the student's high school transcript / academic achievement record (AAR).
- Only Pre-AP IPC is approved as a high school science course for the accelerated middle school science program. Middle schools may not schedule Biology in grade 8 without prior approval from the Secondary Science Curriculum **Department Director and the School Office.**
- Students completing Biology in middle school must successfully complete three additional science courses in grades 9-12 for the Recommended High School Program (RHSP) and for the 26-credit Distinguished Level of Achievement Foundation High School Program (FHSP). Middle school students enrolled in Biology will be required to take a final examination at the end of each semester of the course, and the final exam grade will be factored into the student's semester course average. Each semester's course grades will be recorded on the student's high school transcript / academic achievement record (AAR). Middle school students enrolled in Biology must also take the STAAR End-of-Course (EOC) examination for Biology.

School Guidelines, 2018-2019

Grade Placement

To qualify for high school graduation, a student must pass the STAAR Biology EOC, and the student's performance on STAAR EOC exams will be recorded on the student's transcript / AAR.

- Grades that a student receives for taking a high school course in middle school will be recorded on the student's high school transcript and count toward graduation requirements just as if the course were taken in high school. However, as of the 2017-2018 school year, grades earned by middle school students in high school credit courses will no longer be used by HISD high schools when calculating a student's GPA and class rank.

Teacher Certification

1. Middle schools may not offer IPC or Biology if the teacher assigned to teach the course is not properly certified.
2. Texas Administrative Code Title 19, Part 7, Chapter 233, Rule 233.4 (amended October 28, 2010) states the following:
 - Science: Grades 8-12. The holder of the Science: Grades 8-12 certificate may teach science in Grade 8 and all science courses in Grades 9-12.
 - Life Science: Grades 8-12. The holder of the Life Science: Grades 8-12 certificate may teach science in Grade 8 and all biology, environmental systems, environmental science, and aquatic science courses in Grades 9-12.
 - Physical Science: Grades 8-12. The holder of the Physical Science: Grades 8-12 certificate is eligible to teach science in Grade 8 and all physics and chemistry courses, including Integrated Physics and Chemistry, in Grades 9-12.

Exit from a High School Science course taken in Middle School

- A middle school student whose first grading period report card grade for a high school science course is not passing (below 70) should be exited from the course based on teacher recommendation and **principal approval**.
- If a middle school student struggles in a high school credit course (i.e., making grades of C or below), the identification, probation, and removal process should be completed prior to the end of the school grading cycle. This enables the student to be placed into the appropriate **middle school** science class before grades are issued and the student earns credit for the first semester course.

School Guidelines, 2018-2019
Grade Placement

Student Name _____ Grade: **Entering grade 6**

Pre-AP Accelerated Science Sequence Identification and Placement Matrix* for Integrated Physics and Chemistry (IPC) and Biology

	4	3	2	1	0
Science Grade Average Grade 5 (Through 3 rd 9 weeks)	95-100	90-94	80-89	75-79	Below 75
Math Grade Average Grade 5 (Through 3 rd 9 weeks)	95-100	90-94	80-89	75-79	Below 75
Grade 5 NRT Results (National Grade Percentile Rank for Grade 5 Total Science Test)	76 & above	61-75	46-60	30-45	Below 29
Grade 5 NRT Results (National Grade Percentile Rank for Grade 5 Total Mathematics Test)	76 & above	61-75	46-60	30-45	Below 29
STAAR Science Grade 5	Level III Advanced		Level II Satisfactory		
STAAR Math Grade 5	Level III Advanced		Level II Satisfactory		
STAAR Reading Grade 5	Level III Advanced		Level II Satisfactory		
Teacher ✓ Recommendation ✓ Homework Habits ✓ Work Habits	Exemplary	Very Good	Good	Fair	
Counselor				Yes	
Parent Recommendation				Yes	
Science Fair Project Grade 4			Yes		
Science Fair Project Grade 5			Yes		
Totals					

Scoring Rubric Recommendation

PreAP Accelerated Science Grade 6 (30-38)
PreAP Science Grade 6 (20 – 29)
Regular Science Grade 6 (Below 20)

Student Score

Placement

Teacher's Signature _____

Parent's Signature _____

*Placement Matrix is to identify students for the 6th and 7th grade, Pre-AP Accelerated Science Sequence courses, IPC and Biology that require students to successfully complete all of the Science TEKS for grades 6, 7, and 8th in an accelerated two-year sequence.

School Guidelines, 2018-2019
Grade Placement

Student Name _____

Grade: **Entering Grade 8**

**Grade 8 Pre-AP Integrated Physics and Chemistry and Biology
Identification and Placement Matrix***

	4	3	2	1	0
Average for Grade 6 PreAP Accelerated Science (Through fifth six weeks)	95-100	90-94	80-89	75-79	Below 75
Average for Grade 7 PreAP Accelerated Science (Through fifth six weeks)	95-100	90-94	80-89	75-79	Below 75
Grade 7 NRT Results (National Grade Percentile Rank for Grade 7 Total Mathematics Test)	76 & above	61-75	46-60	30-45	Below 29
Average for Grade 6 Mathematics (Through fifth six weeks)	95-100	90-94	80-89	75-79	Below 75
Average for Grade 7 Mathematics (Through fifth six weeks)	95-100	90-94	80-89	75-79	Below 75
STAAR Grade 6 Mathematics	Level III Advanced		Level II Satisfactory		
STAAR Grade 7 Mathematics	Level III Advanced		Level II Satisfactory		
STAAR Grade 7 Reading	Level III Advanced		Level II Satisfactory		
STAAR Grade 8 Science (Required for students who have completed Pre AP accelerated science grades 6 and 7)	Level III Advanced		Level II Satisfactory		
Teacher Recommendation	Exemplary	Very Good	Good	Fair	
Counselor Recommendation				Yes	
Parent Recommendation				Yes	
Grade 7 Science Fair			Yes		
Science Competition other than Science Fair			Yes		
Algebra I Placement	Yes				
Sub Totals					

Scoring Rubric Recommendation

- Biology Grade 8 (46 – 50)
 - Pre-AP IPC 8th Grade (37 – 45)
 - Magnet Science (36 and below)
- or
Science Elective

Student's Overall Score

Recommended Placement

Teacher's Signature _____

Parent's Signature _____

School Guidelines, 2018-2019
Grade Placement

Parent Acknowledgement Form for Eighth Graders Enrolled in Pre-AP IPC or Biology

Student _____

ID# _____

I, _____, the parent/guardian of _____
Name of Parent/ Legal Guardian **Printed Name of Student**

understand the Houston Independent School District's policy and accompanying expectations for my child:

- Pre-AP Integrated Physics and Chemistry (IPC) and Biology are high school credit courses covering the Texas Essential Knowledge and Skills (TEKS) prescribed by the Texas Education Agency. Students will be required to take a final examination at the end of each semester of the course.
- Students enrolled in Pre-AP Integrated Physics and Chemistry (IPC) or Biology at the middle school level must have completed Pre-AP Accelerated Science 6 and Pre-AP Accelerated Science 7.
- **Students will receive high school credit for Pre-AP Integrated Physics and Chemistry (IPC) or Biology taken at the middle school level and the credit(s) will count toward high school graduation. However, as of the 2017-2018 academic year, grades earned in high school credit courses taken in middle school may no longer be used by high schools when calculating a student's GPA and class rank.**
- Pre-AP Integrated Physics and Chemistry (IPC) and Biology successfully completed at the middle school level cannot be retaken for credit at the high school level. Course credit may only be awarded once.
- Students taking Pre-AP Integrated Physics and Chemistry (IPC) in the eighth grade must take Biology and at least three other science courses at the high school level to meet diploma requirements for the Recommended High School Program (RHSP) and Distinguished Achievement Program (DAP), as well as the Distinguished Level of Achievement Foundation High School Program (FHSP).
- Students taking Biology in the eighth grade must take at least three other science courses at the high school level to meet diploma requirements for the Recommended High School Program (RHSP) and Distinguished Achievement Program (DAP), as well as the Distinguished Level of Achievement Foundation High School Program (FHSP).
- If a student chooses to abandon the accelerated science sequence track in the 8th grade, the student will be scheduled for a science elective or magnet science course, for which no high school graduation credit is offered.

Parent/Legal Guardian Signature

Date

Coordinator/Counselor Signature

Principal/Principal's Designee

Advanced Languages Other than English

Credit courses in **Languages other than English** which are designated for grades 9-12 may be taken for credit in grades 7 and 8 by students who meet HISD requirements and who are approved for enrollment by the counselor. Students who complete high-school credit-bearing LOTE courses in grades 7 and 8 may use these courses to satisfy prerequisite requirements for additional courses in the same language and to satisfy the LOTE requirements of diverse graduation programs. In these situations, campuses should consult Houston ISD's master course catalog to ensure that such courses are high-school credit-bearing courses.

As has been the case in previous years, middle school campuses may offer a high-school credit-bearing Level 1 course in one year, or they may choose to offer such a course across two years of academic instruction. These offerings, though, are restricted to students in grades 7 and 8. Campuses should consult Houston ISD's master course catalog to ensure that such courses are high-school credit-bearing courses.

Middle school campuses retain the ability to offer middle school LOTE courses that do not yield high school credit. These courses may be offered in grades 6, 7, and 8.

LOTE Credentialing

Based on the student's demonstrated proficiency in the LOTE TEKS for a "higher" level, such as successful completion of LOTE Level 2, the district may award credit for the "lower" level under limited circumstances. Because the LOTE TEKS are proficiency based, each level after LOTE Level 1 subsumes the TEKS of the previous level.

Specifically, when a student has failed a lower level LOTE, the intent of the credentialing is to afford that student a credit opportunity for a lower level LOTE when the immediate higher level LOTE has been successfully completed.

Credentialing is not intended to award credit for courses that students "skip" or "bypass" as part of their sequence of LOTE courses.

**HIGH SCHOOL
GRADE 9**

Note: As of school year 2017-2018, all on-grade-level students should be on the Foundation High School Program. HISD defaults all entering high school students to the Foundation High School Program with Distinguished Level of Achievement.

English	English I
Mathematics	Algebra I (required for graduation for ALL students) or Geometry or Algebra 2, if student has credit for Algebra I
Social Studies	World Geography Studies or IB World Geography SL or HL or AP Human Geography (if used as a substitute for Pre-AP World Geography Studies).
Science	Biology (Required for ALL students in the Minimum High School Program (MHSP), Recommended High School Program (RHSP), and Distinguished Achievement Program (DAP), as well as the Foundation High School Program (FHSP). Students may substitute AP/IB Biology for this requirement. A limited number of students may benefit from taking Environmental Systems in 9th grade followed by Biology in 10th. Environmental Systems can provide a good introduction to Biology for students who may struggle with science or the intense vocabulary needs of biology.) or Integrated Physics and Chemistry (IPC can only be used for elective science credit for the Distinguished Achievement Program. Biology is the recommended course for most 9th grade students.)
Health/Physical Education	Health (½ credit) Foundations of Personal Fitness or approved substitute
Languages Other than English	One credit of a language is required for the Minimum High School Program, two credits in the same language for the Recommended and Foundation High School Programs, and three credits in the same language for the Distinguished Achievement Program. Credits may be earned in any grade.
Electives	To meet classification requirements for next year

GRADE 10

English

English II

Mathematics

Geometry

or

Algebra II (required for all students for the Distinguished Level of Achievement Foundation High School Graduation Plan) Recommended High School Graduation Plan, and Foundation High School Graduation Plan

or

For additional mathematics course options, see Section X of this School Guidelines document.

Social Studies

World History Studies

or

AP World History

Science

Biology (Required on all graduation plans. Students may substitute AP/IB Biology for this requirement.)

or

Chemistry (Students may substitute AP/IB Chemistry for this credit.)

Physical Education

Adventure Outdoor Education

Aerobic Activities

Individual Sports

Team Sports

or

approved substitutes

Languages Other than English

Two credits in the same language are required for the Recommended and Foundation High School Programs, and three credits in the same language for the Distinguished Achievement Program. Credits may be earned in any grade.

Electives

To meet classification requirements for next year

GRADE 11

English

English III

Mathematics

Algebra II (required for all students for the Distinguished Level of Achievement Foundation High School Graduation Plan, and Foundation High School Graduation Plan. Recommended High School Graduation Plan, and Foundation High School Graduation Plan)

or

Precalculus

or

Mathematical Models and Applications (must be taken before Algebra II), if the student has credit for Geometry.

or

For additional mathematics course options, see Section X of this School Guidelines document.

Social Studies

United States History Since 1877

or

AP US History

or

Dual-Credit US History (HIST 1301 and HIST 1302

or

IB History of the Americas HL

Science

Chemistry (Students may substitute AP or IB Chemistry for this credit)

or

Physics (Students may substitute AP or IB Physics for this credit)

or

Principles of Technology may substitute for Physics.

or

Other science elective from the list of SBOE approved laboratory-based courses.

Languages Other Than English

Three credits in the same language for the Distinguished Achievement Program. Credits may be earned in any grade.

Electives

To meet classification requirements for next year

GRADE 12

English

English IV

or

Approved substitutes to equal 1 credit (for students in the Minimum High School Program only)

or

An approved advanced English course (for students in the Foundation High School Program)

Mathematics

Algebra II (required for all students for the Distinguished Level of Achievement Foundation High School Graduation Plan) Recommended High School Graduation Plan, and Foundation High School Graduation Plan.

or

Precalculus

or

For additional mathematics course options, see Section X of this School Guidelines document.

Social Studies

US Government (0.5 credit)

or

AP US Government and Politics

or

Dual-Credit US Government (GOVT 2301)

and

Economics with Emphasis on the Free Enterprise System and Its Benefits (0.5 credit)

or

AP Macroeconomics

or

AP Microeconomics

or

IB Economics SL or HL

or

Dual-Credit Economics (ECON 2301)

Science

Physics (Students may substitute AP or IB Physics for this credit.)

or

Principles of Technology may substitute for Physics.

or

Other science elective from the list of SBOE approved laboratory-based courses.

Electives

To complete graduation requirements

In addition to the courses recommended by grade level, students must complete certain other courses to graduate depending on their graduation plan (determined by the year a student first entered grade 9). See EIF (EXHIBIT) in HISD Board Policy Online for the specific graduation requirements of each plan.

SPECIAL EDUCATION GRADE LOCAL 18+ TRANSITION COURSE OPTIONS

The following courses may be utilized for students who will be enrolled in school through age 21 and have been determined by an ARD-IEP Committee to need 18+ transition programming:

Employability	Employability IA Employability IB
Daily Living	Daily Living IA Daily Living IB
Community Living	Community Living IA Community Living IB
Personal Life	Personal Life IA Personal Life IB
Lifelong Learning	Lifelong Learning IA Lifelong Learning IB
Adult Transition 1-4	Adult Transition IA Adult Transition IB Adult Transition 2A Adult Transition 2B Adult Transition 3A Adult Transition 4A Adult Transition 4B

School Guidelines, 2018-2019
Grade Placement

The counselor should schedule students with disabilities into appropriate courses based on the student's Individualized Education Program (IEP). Courses may be selected from general education, Career and Technical Education (CTE), and courses listed below:

SPECIAL EDUCATION GRADE 9

English	English 1 Modified English 1 Alternate
Mathematics	Algebra 1 Modified Algebra 1 Alternate
Social Studies	World Geography Modified World Geography Alternate
Science	IPC Modified IPC Alternate
Speech	Communication Applications Modified Communication Applications Alternate
LOTE	Spanish 1 (or American Sign Language) Alternate
PE	PE 1 Alternate
Health	Health Education Alternate
Electives	Professional Communications Modified (Speech) Professional Communications Alternate (Speech) Career Exploration Support Services I Reading 1 Modified Reading 1 Alternate Vocational Skills for Life I Recreation for Life 1 Floral Design (Fine Arts) Graphic Design (Fine Arts) Peer Assistance I Deaf Culture Technology Training

SPECIAL EDUCATION GRADE 10

English	English 2 Modified English 2 Alternate
Mathematics	Geometry Modified Geometry Alternate
Social Studies	World History Modified World History Alternate
Science	Biology Modified Biology Alternate
Speech	Communication Applications Modified (if not previously taken) Communication Applications Alternate (if not previously taken)
Technology	Fundamentals of Computer Science Alternate (Technology Applications)
PE	PE 2 Alternate
Health	Personal Health 1 Alternate
Electives	Communication Applications Modified (Speech - if not previously taken) Communication Applications Alternate (Speech - if not previously taken) Professional Communications Modified (Speech - if not previously taken)

School Guidelines, 2018-2019
Grade Placement

Professional Communications
Alternate (Speech - if not
previously taken)
Support Services II
Reading 2 Modified
Reading 2 Alternate
Vocational Skills for Life II
Recreation for Life 2
PE 2 Alternate
Floral Design (Fine Arts)
Graphic Design (Fine
Arts) Career Exploration
I History of Deaf
Technology Training II
Spanish 1 Alternate (if not previously taken)
Fundamentals of Computer Science Alternate
(Technology Applications if not previously taken)

SPECIAL EDUCATION GRADE 11

English	English 3 Modified English 3 Alternate
Mathematics	Mathematical Models Modified Mathematical Models Alternate
Social Studies	US History Modified US History Alternate
Science	Chemistry Modified Chemistry Alternate
Health	Personal Health 2 Alternate
Fine Arts	Floral Design Alternate (if not previously taken) Graphic Design Alternate (if not previously taken)
Electives	Communication Applications Modified (Speech - if not previously taken) Communication Applications Alternate (Speech - if not previously taken) Professional Communications Modified (Speech - if not previously taken) Professional Communications Alternate (Speech - if not previously taken) Lifetime Nutrition and Wellness (Health) Vocational Skills for Life III PE 3 Alternate Pre-employment Training Support Services III Reading 3 Modified Reading 3 Alternate On-the-Job Training On-the-Job Training Lab I Recreation for Life 3 Technology Training III Spanish 1 Alternate (if not previously taken) Fundamentals of Computer Science Alternate (Technology Applications if not previously taken)

Please note: Students must enroll in On-the-Job Training and On-the-Job Training Lab concurrently.

SPECIAL EDUCATION GRADE 12

English	English 4 Modified English 4 Alternate
Social Studies	Government Modified Government Alternate Economics Modified Economics Alternate
Science	Physics Modified Physics Alternate
Mathematics	Algebra 2 Modified Algebra 2 Alternate
Fine Arts	Floral Design Alternate (if not previously taken) Graphic Design Alternate (if not previously taken)
Electives	To complete graduation requirements Practical Writing Modified (Eng. 4) Practical Writing Alternate (Eng. 4) Visual Media Analysis Modified (Eng. 4) Visual Media Analysis Alternate (Eng. 4) Creative Writing Modified (Eng. 4) Creative Writing Alternate (Eng. 4) Literary Genres Modified (Eng. 4) Literary Genres Alternate (Eng. 4) Communication Applications Modified (Speech - if not previously taken) Communication Applications Alternate (Speech - if not previously taken) Professional Communications Modified (Speech - if not previously taken) Professional Communications Alternate (Speech - if not previously taken) Environmental Systems Modified (Science) Environmental Systems Alternate (Science) Earth and Space Science Modified (Science) Earth and Space Science Alternate (Science) Aquatic Science Modified (Science) Aquatic Science Alternate (Science) Independent Studies in Math 1 Modified Independent Studies in Math 1 Alternate Vocational Skills for Life IV

Pre-employment Training On-
the-Job Training Technology
Training IV Support Services IV
Reading 4 Modified
Reading 4 Alternate
Independent Studies 1 Alternate (if not previously taken) Personal
Health 3
Recreation for Life 4 PE 4
Alternate
Spanish 1 Alternate (if not previously taken)
Fundamentals of Computer Science Alternate
(Technology Applications if not previously taken)

SPECIAL EDUCATION GRADE 12+

The following courses may be utilized for students who will be enrolled in school through age 21:

English Electives	Practical Writing Alternate Visual Media Analysis Alternate Creative Writing Alternate Literary Genres Alternate
Mathematics	Independent Studies in Math 1 Alternate (if not previously taken) Independent Studies in Math 2, 3 Alternate (Math)
Social Studies Electives	For continuance of CBI
Science Electives	Earth and Space Science Alternate Environmental Systems Alternate Aquatic Science Alternate
Electives	Reading 1, 2, 3, 4 Alternate (if not previously taken) On-the-Job Training On-the-Job Training Lab Vocational Skills for Life V, VI, VII, VIII Personal Health 3 Alternate (if not previously taken) Personal Health 4, 5, 6 Alternate PE 5, 6, 7, 8 Alternate Recreation for Life 5, 6, 7, 8 Technology Training I, II, III, IV (if not previously taken)

SPECIAL EDUCATION GRADE LOCAL 18+ TRANSITION COURSE OPTIONS

The following courses may be utilized for students who will be enrolled in school through age 21 and have been determined by an ARD-IEP Committee to need 18+ transition programming:

Employability	Employability I A Employability I B
Daily Living	Daily Living I A Daily Living I B
Community Living	Community Living I A Community Living I B
Personal Life	Personal Life I A Personal Life I B
Lifelong Learning	Lifelong Learning I A Lifelong Learning I B
Adult Transition 1-4	Adult Transition I A Adult Transition I B Adult Transition 2 A Adult Transition 2 B Adult Transition 3 A Adult Transition 3 B Adult Transition 4 A Adult Transition 4 B

VII. STUDENT CLASSIFICATION

ELEMENTARY

PROMOTION STANDARDS

In HISD elementary schools promotion and grade-level advancement are based on mastery of the curriculum and compliance with the district's attendance requirements. Expectations and standards for promotion established for each grade level, content area, and course, are coordinated with compensatory/accelerated services. Decisions on promotion are based on grades and performance on state-administered assessment instruments, at grade levels designated by the state. Development of a mandatory intervention plan is based on performance state-administered assessments at all grade levels and performance on norm-referenced assessments.

The District Academic Achievement Retention and Promotion Policy, HISD Board Policy EIE (LOCAL), includes the following provisions:

Mandatory intervention shall be required during the following year if a student does not meet promotion standards at the end of the spring semester. Such interventions shall also be required for students scoring below the 40th percentile in total reading (grades 1-8) and total mathematics (grades 4-8) on the District-administered norm-referenced assessments.

Potential interventions include, but are not limited to:

- Small group instruction (30-45 minutes) with progress monitoring.
- One-on-one tutorials.
- Use of varied texts and supplementary materials.
- Multiple and flexible grouping activities for differentiated instruction.
- Use of technology to allow students access and manipulate content in multiple ways.
- Opportunities for students to respond to assignment in a variety of ways.
- Instructional assignments broken down into smaller chunks to focus on mastery.
- Additional assignments that address student needs based on data for more time on task.
- Double blocked class for extensive instruction.
- District-administered test preparation during or after school.
- Peer tutoring.
- Mentors assigned to students.
- Computer-based instruction on campus.

Promotion shall be determined as follows:

1. Course assignments and unit evaluation based on mastery of standards necessary for success at the next level shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Students shall achieve a passing score on the reading and math sections of the state-administered criterion referenced test at grades 3 through 8.
3. Students must perform at designated grade level standards on a district-administered criterion-referenced assessment.

District Monitoring of Promotion/Retention Process

The School Support Officers (SSO) assigned at each school will work closely with the campus administrators to monitor the promotion/retention process on an on-going basis, as well as review mandatory intervention strategies and accelerated plans to ensure the academic success of each identified student.

KINDERGARTEN RETENTION

A student may only be retained in kindergarten when a parental request for the retention has been answered by the formal, written approval of the Grade Placement Committee.

STATE PROMOTION RULES (STUDENT SUCCESS INITIATIVE)

The Student Success Initiative, passed by the 76th Legislature in 1999 and updated by the 81st Legislature on 2009, imposes new state promotion requirements upon all Texas school districts. TEC §28.0211 outlines the provisions of these state promotion standards in requiring all Grade 5 students to pass the reading and mathematics sections of the state-administered criterion referenced test in order to be promoted to Grade 6.

Texas Administrative Code (TAC), Title 19, Part II, Chapter 101.Assessment, Subchapter BB contains the Commissioner's Rules Concerning the Student Success Initiative (<http://www.tea.state.tx.us/rules/tac/chapter101/ch101bb.html>).

In order to fulfill the requirements of House Bill 3 passed by the 81st Legislature and incorporated into the Texas Education Code (TEC) Chapter 39, the Texas Education Agency (TEA) has developed the new State of Texas Assessments of Academic Readiness (STAAR). STAAR is a more rigorous assessment program that will provide the foundation for a new accountability system for Texas public education.

Elementary/Middle School – Mid Year Promotion

The intention of mid-year promotions is to help overage students rejoin their age cohort as soon as they are prepared to do so, successfully.

An over-age student may be promoted to the next grade level (excluding promotions from grade five to grade six and grade eight to grade nine), at the end of the Fall semester (or as soon thereafter as assessment results are available) if a student is meeting expectations and is prepared to succeed at mid-year entry to the subsequent grade level as determined by the GPC. GPCs should consider multiple and varied metrics when promoting a student mid-year, including but not limited to the student's developmental readiness, behavior history, curriculum based measurements (CBMs), norm referenced assessments such as Logramos or Iowa Assessments, reading Lexile, and/or mathematics quantile. Costs associated with the use of instruments to obtain these metrics are paid by the campus. However, the district's Student Assessment Calendar reflects timeframes when such testing is scheduled—a school may be able to access assessment instruments during scheduled testing windows at no additional cost to the school.

ACCELERATED INSTRUCTION

Apart from its emphasis on satisfactory student performance on the state assessment instrument, the Student Success Initiative's chief focus concerns the programmatic delivery of accelerated instruction to meet the needs of all students who are at risk of failure on the state-administered criterion referenced test. The law mandates school districts to provide accelerated instruction each time a student fails to perform satisfactorily on any section of a state-administered criterion referenced test.

A district is required to provide the student with accelerated instruction in the applicable subject area, including reading instruction for a student who fails to perform satisfactorily on a reading assessment instrument. A group-administered accelerated instruction may not have a ratio of more than ten students for each teacher.

Accelerated instruction must also be provided to students who were not promoted because they did not meet the course grades requirement or did not pass the district-administered criterion-referenced examination. Mandatory intervention plans will be designated to enable the student to perform at the appropriate grade level at the conclusion of the next school year.

The law also requires a school district to provide appropriate accelerated instruction as warranted on an individual student basis to each eligible student who is absent or does not receive a test score for any test administration. A school is responsible for providing transportation to students required to attend acceleration programs if these programs occur outside of school hours.

Accelerated instruction shall be based on but not limited to the following:

- assessment of specific student needs, which may include as appropriate the following:
 - teacher observations and evaluations;
 - academic progress reports;
 - previous identification of student needs and corresponding interventions; and
 - performance on previous assessment instruments in the applicable subject.
- best instructional practices identified through research that the district may obtain and implement through technical assistance from the Texas Education Agency and education service centers.

NOTICE TO PARENTS OF PERFORMANCE AND ACCELERATED INSTRUCTION

In addition to providing the accelerated instruction, the district is required to notify the student's parent or guardian of:

- early notice when a student has been identified in the preceding grade to be at risk of failure on the first administration of the test required for grade advancement to next year (applies to students in the second and fourth grades);
- the student's failure to perform satisfactorily on any administration of the assessment instrument;
- the accelerated instruction program to which the student is assigned; and
- the possibility that the student might be retained at the same grade level for the next school year.

The notice shall encourage parents or guardians to meet immediately with the student's teacher to outline mutual responsibilities to support the student during accelerated instruction. Whenever the district is required to notify a parent or guardian about the requirements related to promotion and accelerated instruction, the district must make a good-faith effort to ensure that the notice is provided either in person or by regular mail, is clear and easy to understand, and is written in English or in the parent or guardian's native language.

GRADE PLACEMENT COMMITTEE

In order to comply with the provisions of state law and the HISD promotion standards, each elementary school campus is required to have a Grade Placement Committee (GPC).

TAC §101.2007(b) defines the composition and procedural requirements of the Grade Placement Committee (GPC). "The GPC shall be composed of the principal or principal's designee, the student's parent or guardian, and the student's teacher(s) of the subject of the grade advancement(s) test on which the student has failed to

School Guidelines, 2018-2019
Student Classification

demonstrate proficiency. If this teacher is unavailable, the principal shall designate a certified professional educator who is most familiar with the student in the subject area to serve on the GPC. If more than one parent or guardian has the authority to make educational decisions regarding the

student, a good faith effort must be made to notify both parents, but participation of any one parent or guardian is sufficient. Either parent or only one guardian may initiate an appeal. If both parents or guardians serve on the GPC but do not agree, either may agree to promote the student (if the remaining members of the GPC also agree to the promotion). The district may accept a parent's or guardian's written designation of another individual to serve on the GPC for all purposes. The district may accept a parent's or guardian's written and signed waiver of participation in the GPC and designation of the remaining members of the GPC as the decision-making entity for all purposes.

- If a parent or guardian or designee is unable to attend a meeting, the district may use other methods to ensure parent participation, including individual and conference telephone calls. The district may designate an individual to act on behalf of the student in place of a parent, guardian, or designee if no such person can be located. A surrogate parent named to act on behalf of a student with a disability shall be considered a parent for purposes of TEC, §28.0211.
- The district shall make a good faith effort to notify a parent or guardian to attend the GPC. If a parent or guardian is unavailable, the remaining members of the GPC must convene as required by this section and take any actions required, except that **the GPC may not agree to promote a student under TEC, §28.0211(e), unless a parent, guardian, or designee has appealed.** A district may allow an appeal to be filed in writing in lieu of attending the GPC."

The function of the GPC is to make decisions on an individual student basis to ensure the most effective way to support the student's academic achievement on grade level for those students who have not satisfied all promotion standards [TAC §101.2007(a)].

The Language Proficiency Assessment Committee (LPAC) shall determine appropriate assessment and acceleration options for each eligible limited English proficient (LEP) student. The GPC shall make its decisions on grade placement in consultation with a member of the student's LPAC, according to the district's promotion standards.

The Admission, Review, and Dismissal (ARD)/IEP committee shall determine promotion standards and appropriate assessment and acceleration options for students with disabilities, as established by the Individualized Education Program (IEP). Under the rules of the Student Success Initiative, the ARD/IEP committee shall function as the GPC for students with disabilities who are enrolled in Grades 5 and 8. In HISD, the ARD/IEP Committee further serves this function at other grade levels.

Additional information regarding the procedures the GPC follows in working with the LPAC and/or ARD committee appears later in this section. *A Grade Placement*

Committee Manual published by the Texas Education Agency may be accessed at:
<http://www.tea.state.tx.us/student.assessment/resources/ssi/gpcmanual07.pdf>

Retained HISD Students Who Meet Student Success Initiative (SSI) Requirements

TEA's *Grade Placement Committee Manual* clarifies the future/subsequent testing requirements when a student meets SSI standards by performing satisfactorily on Grade 5 STAAR, but is retained for other reasons (e.g. a failing report card grade). In such a case involving a retained student, the retained student "will be subject to all SSI grade advancement requirements during the repeated school year, including meeting statewide passing standards in effect during that (repeated) school year."

TEA Monitoring of Retained Students

- The SSI requires certain information related to the grade advancement requirements to be reported to the Texas Education Agency. TAC §101.2017 requires school districts to report the following information to the Texas Education Agency:
 - the percentage of students, aggregated by grade level, provided
 - accelerated instruction under TEC § 28.0211(c);
 - the results of assessments administered under TEC §28.0211(c);
 - the percentage of students promoted through the Grade Placement Committee process under TEC §28.0211; and
 - the subject of the assessment instrument on which each student
 - failed to perform satisfactorily, and the performance of those
 - students in the school year following that promotion on the
 - assessment instruments required under TEC §39.023."

A Public Education Information Management System (PEIMS) data element E1030, and C171—SSI Promotion-Retention-Code, has been added for reporting information about promotion and retention to TEA.

HISD PROMOTION GUIDELINES FOR GRADES 1- 5

The HISD standards for promotion are based on academic achievement, demonstrated achievement on the HISD High Frequency Word Evaluation in grades 1-2, on the State of Texas Assessments of Academic Readiness (STAAR) in grades 5.

To be promoted from one grade level to the next, an elementary school student must attain:

Standard A

- An overall yearly average of 70 or above for the year in all courses taken **plus**
- An average of 70 or above in reading, other language arts, mathematics, and in science or social studies.

Standard B

- A passing score on the district-administered criterion referenced test for grades 1 and 2, as well as
- A passing score on the Reading and Math sections of STAAR in grades 5.

As previously referred to under the description of the Student Success Initiative, in order to comply with the provisions of TEC §28.0211 and local policy related to the HISD promotion standards, each campus is required to have a **Grade Placement Committee (GPC)**. Committee membership must include at least the principal or principal designee and a teacher for the subject area in which the student failed. The student's parent or guardian should be notified that the meeting will be held and given an opportunity to address the committee. The ARD/IEP committee makes placement decisions for students with disabilities.

At the end of the regular school year, any student who has not met all of the promotion criteria shall be retained unless they make up their deficiencies during summer school.

In certain **rare** instances when a student has not met all criteria, the GPC or the ARD/IEP committee (for students with disabilities only) may determine that there are extenuating circumstances that warrant overriding the retention prior to summer school. TAC §101.2007(f), HISD Board Policy EIE(LOCAL), and the Texas Education Agency's *Grade Placement Committee Manual* provide that:

If a parent initiates an appeal of his or her child's retention following the student's failure to demonstrate proficiency after the final testing opportunity, the GPC shall review all facts and circumstances in accordance with law and shall apply the following standards in deciding to promote or retain the student:

- evidence of satisfactory student performance, including grades, portfolios, work samples, local assessments, individual reading and mathematics diagnostic tests or inventories and satisfactory performance on the appropriate district-approved norm-referenced assessment;
- improvement in student test performance;
- extenuating circumstances that have adversely affected the student's participation in either the required assessments or accelerated instruction; and
- consideration of whether a student was not enrolled in a Texas public school for part of the school year.

In summary, the members of the **GPC** must employ their professional judgment and their knowledge of a student's abilities to make promotion decisions at the end of summer school for students who have not passed the testing standard during the school year. If all members of the **GPC** agree that the student is likely to perform on grade level if given additional accelerated instruction during the following school year, the student shall be promoted.

Whether the **GPC** decides to promote or to retain a student in this manner, the committee shall determine an accelerated instruction plan for the student for the following school year, providing for interim reports to the student's parent, and opportunities for the parent to consult with the teacher or principal as needed. The principal or designee shall monitor the student's progress during the following school year to ensure that he or she is progressing in accordance with the plan.

The one standard that is mandatory for promotion is the state grade average requirement. (**Standard A**)

- A student who fails to meet state grade average requirements will be retained unless the student attends summer school and successfully makes up the course work that resulted in retention. Even if a student was successful on **Standards B** and still does not satisfy **Standard A** by appropriate achievement in summer school, that student will be retained. If the student does satisfy **Standard A** based on summer school achievement, that student will be promoted.
- A student who *fails* to achieve promotion **Standard A** but cannot attend summer school must be *retained*. *There is no appeal process for this situation.*
- A student who fails to achieve the requirements of **Standard B** but who did meet the grade average requirements of **Standard A** is also to attend summer school. That student will take courses specifically designed to address the student's deficiencies. If the student's deficiency is on the High Frequency Word Evaluation, the student will have an opportunity to take a make-up test at the end of summer school. If the student's score on the make-up High Frequency Word Evaluation meets the requirement of **Standard B**, the school's **Grade Placement Committee (GPC)** *promotes that student without a review.*
- Regardless of whether or not **the GPC** promotes a student who has not achieved the requirements for promotion **Standard B**, the committee must specify an accelerated instruction plan to support the student's achievement during the following school year.
- A student cannot be required to attend summer school. The summer promotion program is provided to give students who did not meet promotion standards the opportunity to avoid retention. It is the student's option whether or not to take advantage of this opportunity.
- Students who fail to achieve promotion **Standards B** but cannot attend summer school may appeal their promotion status to the **Grade Placement Committee (GPC)** *provided there is acceptable rationale to support not attending summer school.*

These current standards are subject to future change.

Schools may not grant social promotions. Students may be promoted only on the basis of academic achievement. There are no longer any provisions for the “**placement**” of students based on previous retentions or for students with disabilities.

ALL STUDENTS ARE REQUIRED TO MEET THE HISD ATTENDANCE REQUIREMENTS FOR PROMOTION.

A student will be retained if he/she has more than **10%** unexcused absences. However, failure due to excessive unexcused absences can be appealed to the School Attendance Committee if the absences were due to extenuating circumstances. For each student who had more than 10% **unexcused** absences, this committee may:

- grant credit where absences were due to extenuating circumstances,
- stipulate additional requirements which the student must meet in order to regain assignments or classwork, or
- deny credit and require that the student be retained unless they satisfactorily complete summer school.

For students with disabilities who have not met the attendance requirements, see *Section IX, Services for Students with Special Needs*.

PROMOTION OF STUDENTS WITH DISABILITIES

During the school year, the ARD/IEP committee is required to review and update the IEPs of students who have not received passing grades, as specified by criteria, in the same content area for two consecutive six-week periods. At the end of the year, the ARD/IEP committee will determine the promotion status for students with disabilities as follows:

- The ARD/IEP committee has the authority to "promote," based on mastery of IEPs and/or course requirements, rather than to place. No students, including students with disabilities, will be “placed” into the next grade level.
- The ARD/IEP committee reviews mastery of IEP goals and objectives to make grade placement decisions.
- If the ARD/IEP committee recommends a STAAR/STAAR-Accommodated/STAAR-M/STAAR-Alt for a student with disabilities, the student is subject to the state’s Student Success Initiative (SSI) requirements. The ARD/IEP committee must review the student’s test results to determine if the student performs satisfactorily. If the student performs satisfactorily, the student meets grade advancement requirements as determined by the ARD/IEP committee.
- If the ARD/IEP committee determines the student’s progress is not satisfactory, the ARD/IEP committee must determine the accelerated instruction plan, address additional testing opportunities, and determine grade placement.

- If the ARD/IEP committee recommends a student with disabilities take STAAR/STAAR-Accommodated/STAAR-M/STAAR-Alt on grade level and the student fails, the ARD committee must meet to review the student's STAAR/STAAR-A/STAAR-M/STAAR-Alt test results, IEP, STAAR/STAAR-Accommodated/STAAR-M/STAAR-Alt remediation options, and grade placement.
- If a student with a disability fails the district's norm-referenced achievement test (e.g. Stanford 10), the ARD/IEP committee must meet and deliberate before invoking their authority to override the mandatory intervention of a student. Documentation of any ARD/IEP meeting decision resulting in an override must be on file for each student.
- The state's Student Success Initiative requires the ARD/IEP committee of a student who does not meet state promotion standards to determine the manner in which the student will participate in an accelerated reading/mathematics instruction program and whether the student will be promoted or retained.

Excessive absences unrelated to a student's disability may be cause for retention. It is the responsibility of the school's Principal or Attendance Committee to address appeals related to a student's retention due to excessive unexcused absences under the district's attendance policy. The ARD/IEP committee does not have the authority to override the retention of a student whose excessive absences are unrelated to that student's disability. When a student with a disability has been retained due to excessive unexcused absences, the ARD/IEP committee and the Attendance Committee should meet to make a determination regarding the student's promotion status. (See **Attendance Committee** guidelines in Section XIV.).

DYSLEXIC STUDENTS

TEC §28.0211 states that, in measuring the academic achievement or proficiency of a student who is dyslexic, the student's potential for achievement or proficiency in the area must be considered.

PROMOTION STANDARDS GUIDELINES FOR LEP STUDENTS

For each limited English proficient (LEP) student, the student's Language Proficiency Assessment Committee (LPAC) shall determine appropriate assessment and acceleration options. The Grade Placement Committee (GPC) shall make its decisions on promotion in consultation with a member of the student's LPAC. Assessment decisions must be made on an individual basis and in accordance with administrative procedure established by the TEA.

All LEP students must meet the same promotion standards applicable to non-LEP students. Modified promotion standards may no longer be employed in making decisions regarding LEP students. Promotion decisions for a LEP student with disabilities are made by that student's ARD/IEP committee; however, the committee

must include LPAC representation.

For Grades 5 and 8 students, the LPAC shall recommend appropriate accelerated instruction. If a LEP student's parent initiates an appeal of a retention resulting from the student's failure to meet the state assessment standard, the GPC must follow the same procedures applicable for non-LEP students. As a part of this appeal process, the LPAC may present documentation to the GPC/ARD committee regarding the student's progress and extenuating circumstances which may have adversely affected the student's participation in the required assessment or accelerated instruction. The LPAC shall use the **LPAC DOCUMENTATION FOR PROMOTION** form included on the following page to present facts/circumstances to the GPC. If the LEP student passes the state-administered criterion referenced test standard (at any administration), but fails the local standard, then the LPAC shall present similar facts/circumstances to the GPC.

For grades 1-3 and 4, 6 and 7, the LPAC may present documentation to the GPC/ARD committee regarding facts related to the student's progress and extenuating circumstances which may have adversely affected the student's participation in the required assessment. The LPAC shall use the **LPAC DOCUMENTATION FOR PROMOTION** form which can be accessed through the Multilingual portal site.

ATTENDANCE COMMITTEE APPEALS

Two-Semester (Annual) Courses

Attendance appeals in elementary schools will not be considered until the end of the regular school year. Students who have accumulated **more than 10% unexcused absences** in their courses during the school year will have asterisks printed on their report cards next to the courses in which the excessive absences occurred. These students will be denied credit in these courses based on the current HISD attendance policy unless the attendance committee grants credit because the absences are due to extenuating circumstances. Asterisks will begin to print in the cycle where the absence limit is exceeded. A school may not adjust, or alter in Chancery SMS, the excessive absence limit used to deny credit.

SUPPLEMENTAL REPORT CARDS

In addition to the regular elementary computerized report card, which is used for grades 1-5(6), the district also provides several supplemental report cards which are prepared manually. These cards can be ordered from the warehouse as needed. Check for the corresponding Chancery SMS forms and material in the SAP manual.

School Guidelines, 2018-2019
Student Classification

Primary Progress Report Program Card/Interim Report to Parents (available from Test Materials Center - 5827 Chimney Rock)

Special Education Report Card

Lifeskills Services – English 28112

Multiple Impaired Services – English 28113

Summer School Report Card, Grades 1-6 1113

Summer School Report Card, Grades 1-6 (Duplicate) 1114

Summer School Report Card, Grades 1-6 (Spanish) 1115

Report Card for Students with Disabilities

Speech therapy, adapted physical education (APE), and physical therapy progress reports should be included with the report card for students receiving these related and instructional services. Report cards and progress reports for students with disabilities must be sent at the same time they are sent for students with no disabilities.

FINAL PROMOTION STATUS

Final Promotion Status is calculated by SIS software. The Final Promotion Status will be reflected on the students' computer record, report card, and gummed label if all information is complete.

Each kindergarten student is automatically **Promoted to Next Grade** unless the student is retained due to an agreement between school personnel and the student's parents.

One of the following Final Promotion Status descriptions will be printed on each student's gummed label and report card:

- **PROMOTED TO NEXT GRADE**

This Final Promotion Status is posted when all promotion standards are met.

- **RETAINED/SUMMER SCHOOL REQUIRED**

This Final Promotion Status is posted if one of the following occurs:

- Student did not meet promotion standards for the grade level, or
- Student meets promotion standards, but exceeded 10% unexcused absences.

The Final Promotion Status is often changed for many students at the end of summer school. Therefore, school records personnel must make manual corrections to the gummed label in order to reflect any changes to the Status coded in the SIS and/or any replaced course grades that need to be documented on the permanent record card. Such changes should be initialed by the person making the change.

SECONDARY

A **middle school** student should be assigned a grade classification based on his/her school records and/or the recommendation of the previous school. If no records are available, the principal should assign the student a grade classification using the procedures for “Enrolling Students for Whom No Records Can Be Obtained” in the Admission/Withdrawal section of these *Guidelines*. If records are received prior to the first grading cycle and those records do not support the grade classification previously made, the student should be reclassified to the appropriate grade level.

If a promotion discrepancy is detected after the first grading cycle and the student in question has earned passing grades in the majority of the courses into which the student is scheduled, that student should remain in the grade classification initially assigned at the campus with promotion discrepancies waived. In cases where there is proof that the student falsified records, the student must be reclassified to the appropriate grade level.

In **high school** a student's grade level classification is determined by the total number of credits earned in courses approved for graduation credit **as well as the cohort year**. In order to receive credit for a course, a student must earn an average of 70.0 or better as well as the Cohort year.

♦ Grade Level Requirements:

For classification as Grade:	Students must have earned credits:
9	0 – 5.5
10	6 – 11.5
11	12 – 17.5
12	18+

All students must be reclassified annually before school begins according to this schedule and placed with the proper registration group. Local credit courses may be used for classification purposes. However, a student should not be classified as grade 12 unless he can complete all state course requirements during that school year.

At mid-term, all high schools **must** reclassify juniors to the 12th grade who will be able to complete graduation requirements at the end of the spring or summer terms. Numerous graduate reports, including PEIMS, which must be submitted to the state, require that a students be classified as grade 12 before HISD can produce these computer generated reports.

Once a student is classified at one school and then transfers to another school, that student's classification must not be **lowered** because of different classification criteria at the new school, **but may be raised**.

ACCELERATED INSTRUCTION

Apart from its emphasis on satisfactory student performance on the state assessment instrument, the Student Success Initiative's chief focus concerns the programmatic delivery of accelerated instruction to meet the needs of all students who are at risk of failure on the state-administered criterion referenced test.

The law mandates school districts to provide accelerated instruction each time a student fails to perform satisfactorily on any section of a state-administered criterion referenced test. Each school district shall offer before the next scheduled administration of the assessment instrument, without cost to the student, additional accelerated instruction to each student in any subject in which the student failed to perform satisfactorily on an EOC required for graduation.

Middle School Promotion Standards

HISD implemented a more comprehensive system of promotion standards for the middle school. These standards are based on the philosophy that grades and promotion should be based primarily on the achievement of skills at each grade level if students are to continue to succeed as they progress through the education system. The standards for promotion, which are an extension of the standards implemented in grades 1-3 in the 1998-99 school year, are based on demonstrated achievement on the Texas Essential Knowledge and Skills (TEKS) curriculum and performance on the state-administered assessment instrument. To be promoted from one grade level to the next, a middle school student (grades 6 through 8) must attain the following standards:

Standard A An overall yearly average of 70 or above for the year in all courses taken plus an average of 70 or above in three of the following subjects: Language Arts (an average of the English and Reading courses may be required if appropriate), mathematics, social studies, and science. All of the subjects must be on grade level.

Standard B A passing score ("met minimum expectations") in the areas of Reading and Math on the state-administered criterion referenced test during the school year. **This standard pertains to grade 8 only.**

Student Success Initiative

TEC §28.211, commonly known as the Student Success Initiative, provides state promotion requirements for students in grades 5, and 8.

TEC §28.0211(a) and TAC §101.2003(a) provide that, beginning in the 2007-2008 school year, students in grade 8 must pass the Texas Assessment of Knowledge and Skills (TAKS) reading and mathematics tests on one of three test opportunities in order to be promoted to 9th grade.

Grade Placement Committee

TAC §101.2007(b) defines the Grade Placement Committee (GPC): “The GPC shall be composed of the principal or principal’s designee, the student’s parent or guardian, and the student’s teacher(s) of the subject of the grade advancement test(s) on which the student has failed to demonstrate proficiency. If this teacher is unavailable, the principal shall designate a certified professional educator who is most familiar with the student in the subject area to serve on the GPC. If more than one parent or guardian has the authority to make educational decisions regarding the student, a good faith effort must be made to notify both parents, but participation of any one parent or guardian is sufficient. Either parent or only one guardian may initiate an appeal. If either parents or guardians serve on the GPC but do not agree, either may agree to promote the student (if the remaining members of the GPC also agree to the promotion). The district may accept a parent’s or guardian’s written designation of another individual to serve on the GPC for all purposes. The district may accept a parent’s or guardian’s written and signed waiver of participation in the GPC and designation of the remaining members of the GPC as the decision-making entity for all purposes.

- (1) If a parent or designee is unable to attend a meeting, the district may use other methods to ensure parent participation, including individual and conference telephone calls. The district may designate an individual to act on behalf of the student in place of a parent, guardian, or designee if no such person can be located. A surrogate parent named to act on behalf of a student with a disability shall be considered a parent for purposes of TEC §28.0211.
- (2) The district shall make a good faith effort to notify a parent or guardian to attend the GPC.

If a parent or guardian is unavailable, the remaining members of the GPC must convene as required by this section and take any actions required, except that the GPC may not agree to promote a student under TEC §28.0211(e), unless a parent, guardian, or designee has appealed. A district may allow an appeal to be filed in writing in lieu of attending the GPC.

In order to comply with the provisions of state law and the HISD promotion standards, each middle school campus is required to have a Grade Placement Committee (GPC).

The function of the GPC is to make decisions on an individual student basis to ensure the most effective way to support the student’s academic achievement on grade level for those students who have not satisfied all promotion standards and to address appeals by parents of decisions to retain the student. [TAC §101.2007(a)]

HISD Board Policy states that if an appeal has been initiated by the parent or guardian, the GPC may decide in favor of promotion only if the GPC concludes, upon reviewing of all facts and circumstances and in accordance with standards listed below, that the student is likely to perform on grade level given additional accelerated instruction during the next school year.

A student may be promoted only if the GPC's decision is unanimous. The review and final decision of the GPC must be appropriately documented as meeting these standards which include the following:

- (1) evidence of satisfactory student performance, including grades, portfolios, work samples, local assessments, individual reading and mathematics diagnostic tests or inventories, and satisfactory performance on the appropriate district-approved nationally-norm achievement test;
- (2) improvement in student test performance over the testing opportunities on the state-approved test; and
- (3) extenuating circumstances that have adversely affected the student's participation in either the required assessments or accelerated instruction.
- (4) consideration of whether a student was enrolled in a Texas public school for part of the school year.

TEC § 28.0211 maintains current law concerning the Student Success Initiative related to 5th and 8th grades and adds language requiring accelerated instruction each time a student fails a state assessment in the 3rd through 8th grades. This law allows for accelerated instruction to take place before or after school and outside the normal school year and requires students who fail an assessment instrument in 5th and 8th grades to complete accelerated instruction in order to be promoted to the next grade. It requires students who fail an assessment instrument in 5th and 8th grade who are promoted to the next grade to be assigned a teacher who meets all state and federal requirements to be highly qualified to teach the subject the student failed.

The decision of the GPC must be unanimous if the student is promoted. The decision is final and may not be appealed. [TEC 28.0211(e)]

The Language Proficiency Assessment Committee (LPAC) shall determine appropriate assessment and acceleration options for each eligible limited English proficient (LEP) student. The GPC shall make its decision on grade placement in consultation with a member of the student's LPAC, according the district's promotion standards.

The Admission, Review, and Dismissal/Individualized Education Program (ARD/IEP) Committee shall determine appropriate assessment and acceleration options for each eligible student with disabilities.

The GPC will make decisions on grade placement unless the student's ARD/IEP Committee has specified grade placement decisions in a current Individualized Education Program (IEP). During the school year, the ARD/IEP committee is required to review and update the IEP's of students who have not received passing grades, as specified by criteria, in the same content area for two consecutive six-week periods. At the end of the year, the ARD/IEP Committee will determine the promotion status for students with disabilities as follows:

- The ARD/IEP Committee has the authority to "promote," based on mastery of IEPs and/or course requirements. No students, including students with disabilities, will be "placed" into the next grade level.
- The ARD/IEP committee reviews mastery of IEP goals and objectives to make grade placement decisions.
- If the ARD/IEP committee recommends that a student with disabilities take STAAR/STAAR-Accommodated/STAAR-Modified on grade level and the student fails STAAR/STAAR-A/STAAR-M, the ARD/IEP committee must meet to review the student's STAAR/STAAR-A/STAAR-M test results, IEP, STAAR/STAAR-A/STAAR-M remediation options, and grade placement.
- If a student with a disability fails the district's norm-referenced achievement test (e.g. Stanford 10), the ARD/IEP Committee must meet and deliberate before invoking their authority to override the mandatory intervention of a student.

Documentation of any ARD/IEP meeting decision resulting in an override must be on file for each student.

Excessive unexcused absences not related to a student's disability may be cause for retention. It is the responsibility of the school's Attendance Committee to address any appeals related to a student's retention brought about by excessive unexcused absences under the district's current attendance policy. The ARD/IEP Committee does not have the authority to override the retention of a student whose excessive unexcused absences are not related to that student's disability. When a student with a disability has been retained due to excessive unexcused absences, the ARD/IEP Committee and the Attendance Committee should meet to make a determination regarding the student's promotion status.

The GPC has the authority to promote a student who has satisfied promotion Standard A but has not satisfied one or both of the testing Standards B. The Grade Placement Committee (GPC) has the authority to make decisions on promotion, based on the student's grades and STAAR (~~grade-8~~).

In addressing the extenuating circumstances, the GPC's decision should be based upon a prioritized consideration of the promotion standards. First, the GPC should look at whether the student met the grade standard. Following that process, they should examine the student's STAAR scores. Documentation of the decision of the GPC should be maintained in the student's cumulative folder at the campus for audit purposes.

If a student who attends summer school to address a deficiency in any of the promotion standards is able to remove that deficiency or deficiencies based on achievement in summer school, that student has satisfied all of the promotion standards and should be promoted automatically with **no action** from the Grade Placement Committee.

The committee should not address any student who has satisfied all of the promotion standards either during the regular school year or in summer school. ***The only action required is to post the final summer school promotion status on the appropriate SIS Promotion Standards panel.***

If a student was retained because the student failed to pass the reading or mathematics section of the STAAR, the student may be promoted **after attending summer school** if he/she met the standards for at least one test in reading and at least one test in mathematics. No formal committee action is required. Post the final summer school promotion status on the appropriate SIS **Promotion Standards panel**.

A student who was retained but did not attend summer school may request a GPC review of the student's promotion status, and resulting committee action must be documented. Such an appeal must be completed within the established time frame for GPC action.

All promotion decisions by the Grade Placement Committee and the ARD Committee must be based on a careful assessment of the student's progress and academic potential. A committee review must not be an "automatic promotion" just because the student attended summer school. There is no provision under HISD's promotion standards for an administrative "placement" if a student was retained due to academic grades. 19 TAC 101, 2017(b)(3) adds the number of students promoted through the Grade Placement Committee process to the performance indicators for AEIS and could eventually impact the district's or a school's accreditation rating.

Procedures

The one promotion standard that is **mandatory** for promotion is the state grade average requirement. (Standard A)

- A student who fails to meet state grade average requirements will be **retained** unless that student attends summer school and successfully makes up the course or grade deficiencies that resulted in retention. The methods and procedures for determining whether or not a student has satisfied the grade average standards for promotion are explained in detail in the Summer School section of this manual. Even if a student was successful on promotion Standards B and still does not satisfy promotion Standard A by appropriate achievement in summer school courses, that student will be **retained**. If that student does satisfy promotion Standard A based on summer school achievement, that student will be **promoted**.
- A student who fails to achieve promotion Standard A but cannot attend summer school must be **retained**. There is no appeal process for this situation.
- A student who fails to achieve the requirements of promotion Standard B but who **did** meet the grade average requirements of promotion Standard A is also to attend summer school. Such a student should enroll in a course specifically designed to address the student's deficiencies on either STAAR.

Thus, the members of the GPC will have to use professional judgment and their knowledge of the student's abilities to make promotion decisions at the end of summer school for students who have not passed the testing standard during the school year. Regardless of whether or not the GPC promotes the student, the committee must also specify an accelerated instruction plan to support the student's achievement during the following school year.

If the deficiency is in reading, either English or social studies should be scheduled. If the deficiency is in math, either math or science should be scheduled. The student's progress will be reviewed by the school's GPC to determine that student's promotion status and grade level classification for the fall.

If an 8th grade student was retained because the student failed to pass the reading or mathematics section of the STAAR in reading and mathematics during the school year, the student may be promoted **after attending summer school** if he/she met the standards for at least one test in reading and at least one test in mathematics. No formal committee action is required. Post the final summer school promotion status on the SIS **Promotion Standards panel**.

A student who was retained but did not attend summer school may request a GPC review of the student's promotion status, and resulting committee action must be documented. Such an appeal must be completed within the established time frame for GPC action.

- A student who fails to achieve the requirements of promotion Standard B but who **did** meet the grade average requirements of promotion Standard A is to attend summer school. Such a student should enroll in a course that is specifically designed to address the student's deficiencies on STAAR. The members of the GPC will use professional judgment and their knowledge of the student's abilities to make promotion decisions regarding that student at the end of summer school. Regardless of whether or not the GPC promotes the student, the committee must also specify an accelerated instruction plan to support the student's achievement during the following school year.
- A student cannot be **required** to attend summer school. The summer promotion program is provided to give students who did not meet promotion standards the opportunity to avoid retention. It is the student's option whether or not to take advantage of this opportunity.
- Students who fail to achieve promotion Standards B but cannot attend summer school may appeal their promotion status to the appropriate committee provided there is acceptable rationale to support not attending summer school.

Promotion/Retention in Middle School

- Students in grades 6-8 who satisfy all promotion standards despite failing one or more individual courses are promoted to the next grade level. The student is to be assigned to the next grade level in all subjects and does not have to repeat any failed courses.
- Students who do not satisfy promotion standards are retained in their current grade level and will be required to repeat all courses, other than electives, taken at that grade level whether passed or failed. However, an accelerated instruction plan should be provided for each student.
- Schools may ***not*** grant social promotions. Students may be promoted only on the basis of academic achievement. **There are no longer any provisions for the “placement” of students based on previous retentions -- even those students with disabilities.**
- TEC § 28.021 requires school districts to consider the following when determining student promotion from grade-to-grade:
 - Recommendations of the student’s teacher,
 - The student’s grade in each subject or course,
 - The student’s score on state assessment instruments, and
 - Any other necessary information as determined by the district.

Districts must make standards for promotion requirements available to the public before the beginning of the school year. The commissioner shall provide guidelines to school districts based on best practices.

District Monitoring of Promotion/Retention Process

The School Support Officers (SSO) assigned at each school will work closely with the campus administrators to monitor the promotion/retention process on an on-going basis, as well as review mandatory intervention strategies and accelerated plans to ensure the academic success of each identified student.

Criteria for At-Risk Students

- According to the Texas Education Code (TEC) 29.081 a “student at risk of dropping out of school” includes each student who is under 21 years of age and who:
 - is in prekindergarten, kindergarten, or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year
 - is in grade 7, 8, 9, 10, 11 or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

School Guidelines, 2018-2019
Student Classification

- was not advanced from one grade level to the next for one or more school years; **NOTE:** a student is not considered at risk of dropping out of school if the student did not advance from Pre-K or Kindergarten to the next grade level only as a result of the request of the student's parent.
- did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- is pregnant or is a parent;
- has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- has been expelled in accordance with Section 37.007 during the preceding or current school year;
- is currently on parole, probation, deferred prosecution, or other conditional release;
- was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- is a student of limited English proficiency, as defined by Section 29.052;
- is in the custody of care of the Department of Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- is homeless, as defined by 42 U.S.C Section 11302, and its subsequent amendments; or
- resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility in the district, emergency shelter, psychiatric hospital, halfway house, or foster group home.

State law, Section 29.081, Texas Education Code (see 77 (R) SB 702 Enrolled – Bill text), requires districts to use student performance data from the state's legislatively mandated assessment instrument and any other achievement tests administered under Subchapter B, Chapter 39, of the Texas Education Code to provide accelerated intensive instruction to students who have not performed satisfactorily or who are at risk of dropping out of school.

Based on this needs assessment, district and campus staff shall design the appropriate strategies and include them in the campus and/or district improvement plans. The state compensatory education program must be described in the campus improvement plan if the program is implemented at the campus level or be described in the district improvement plan if the state compensatory education program is implemented districtwide.

Law requires the district/campus improvement plan; it is the primary record supporting expenditures attributed to the state compensatory education program.

Students who are identified as at risk of dropping out of school may be placed in a program and/or service which would serve their needs. The Intervention Assistance Team (IAT) will determine the at risk services to be provided for these students.

A parent may request a meeting of the IAT to request services. Once a student no longer meets one of the criteria for being at risk of dropping out of school the IAT will determine what other services are needed.

State compensatory education (SCE) funds must be used to provide instructional support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school.

Funds may be used to meet the costs of providing a compensatory, intensive, or accelerated instruction program under Section 29.081 or a disciplinary alternative education program established under Section 37.008, to pay the supplemental costs associated with placing students in a juvenile justice alternative education program established under Section 37.011, or to support a program eligible under Title I of the Elementary and Secondary Education Act of 1965.

Each district shall provide accelerated instruction to a student enrolled in the district who has taken an end-of-course assessment instrument administered under Section 39.023(c) and has not performed satisfactorily on the assessment instrument or who is at risk of dropping out of school.

Each school district shall offer before the next scheduled administration of the assessment instrument, without cost to the student, additional accelerated instruction to each student in any subject in which the student failed to perform satisfactorily on an end- of-course assessment instrument required for graduation.

A district that is required to provide accelerated instruction under shall separately budget sufficient funds, including funds under Section 42.152, for that purpose. A district may not budget funds received under Section 42.152 for any other purpose until the district adopts a budget to support additional accelerated instruction.

A district shall evaluate the effectiveness of accelerated instruction programs and annually hold a public hearing to consider the results.

A district's compensatory education allotment shall be used for costs supplementary to the regular education program, such as costs for program and student evaluation, instructional materials and equipment and other supplies required for quality instruction, supplemental staff expenses, salary for teachers of at-risk students, smaller class size, and individualized instruction.

SCE resources must be redirected when evaluations indicate that the program and/or services are unsuccessful in producing desired results for students at risk of

dropping out of school.

Schools are encouraged to provide parents with suggestions for helping students at home.

Students who are identified as at risk of dropping out of school according to state criteria must be entered into the At Risk Panel in Chancery. These students must be reported to PEIMS. School personnel should enter all appropriate information related to compensatory and accelerated instruction on the *SPC > At Risk* panels in Chancery including the *At-Risk Services* Panel to document how at-risk students are being served.

In addition to serving students at risk of dropping out of school defined by state criteria, a school district may serve students who meet local eligibility criteria if the local criteria have been adopted by the board of trustees of a school district. However, the number of students receiving services during a school year may not exceed 10 percent of the number of students who met the State criteria under Section 29.081 who received services from the school district during the preceding school year. Students identified using local criteria are not reported through PEIMS.

The following local criteria identify students who are considered at risk of dropping out of school:

1. Students who are identified as dyslexic under general education.
2. Students who are placed in a Disciplinary Alternative Education Program for reasons other than those in Education Code §37.006, such as continued misbehavior in the classroom.

ADDITIONAL INTERVENTIONS

Academic progress is determined by achievement of essential knowledge and skills. Consistent advancement is the goal and expectation for all students. Periodic review of student progress is essential to ensure that students are achieving appropriately, particularly those students who are retained or were promoted by committee decision without satisfying all designated promotion standards.

Each school shall develop a plan for periodic assessment of the documented progress of all students for the purpose of making improvements, if needed, in a student's instructional program. Schools will establish criteria for evaluating student progress based on the essential knowledge and skills. Such criteria may consider factors such as the following:

- Report cards (traditional or alternative);
- Student attendance;
- District or teacher developed checklists;
- Portfolios of student works;

School Guidelines, 2018-2019

Student Classification

- Results of alternate assessments;
- Performance on state assessments of the essential knowledge and skills;
- Teacher evaluation of student performance through anecdotal records or narrative descriptions; and
- Other forms of evaluation identified by the school.

A review of student progress will occur at least once at midyear in all schools serving any combination of grades 1-8. Teachers will identify all students whose progress falls below the expected range on the established criteria. Committees of teachers, administrators, and other school professionals will review each identified student. The committee will encourage parental involvement and commitment to improve student achievement. Options may include school-based interventions such as:

- Instructional assignment based on a continuous progress model;
- Instructional assignment involving multiage/cross-age grouping;
- Participation in an extended-year program;
- Participation in an extended-day program;
- Instructional modifications that accelerate progress;
- Participation in a tutoring program (specialized, peer, and/or cross-age);
- Special program assignment; and/or
- Other interventions designed by the school that provide for maximum instructional progress by the student.

Since students' progress at different rates, assignment for the next school year should be based on the best educational interests of the student. The above instructional options must also be considered in cases where a student's annual progress is less than what might be expected for traditional promotion to the next grade level.

Whether a student is retained or promoted by decision, provision must be made to modify the student's instructional program and accelerate progress. Using information on the student's performance during the year and encouraging parental participation, the school's Grade Placement Committee will document the planned alternative. A decision to retain or promote a student may only be made by a school's Grade Placement Committee or ARD/IEP Committee.

MID-YEAR PROMOTION

The intention of mid-year promotions is to help overage students rejoin their age cohort as soon as they are prepared to do so, successfully.

An over-age student may be promoted to the next grade level (excluding promotions from grade five to grade six and grade eight to grade nine), at the end of the fall semester (or as soon thereafter as assessment results are available) if a student is meeting expectations and is prepared to succeed at mid-year entry to the subsequent grade level as determined by the GPC. GPCs should consider multiple and varied metrics when promoting a student mid-year, including but not limited to the student's developmental

readiness, behavior history, curriculum based measurements (CBMs), norm referenced assessments such as Logramos or Iowa Assessments, reading Lexile, and/or mathematic quantile. Cost associated with the use of instruments to obtain these metrics are paid by the campus. However, the district's Student Assessment Calendar reflects timeframes when such testing is scheduled-a school may be able to access assessment instruments during scheduled testing windows at no additional cost to the school

REGISTRAR/COUNSELOR/DEAN TEAM CONCEPT

- 1.) Principals are directly responsible for all records in their school and must ensure that all data is correct and accurate. Therefore, it is the responsibility of the principal to determine individual responsibilities of all campus personnel and to develop and implement all processes and procedures necessary for the efficient and effective operation of the school.
- 2.) All school personnel must follow an effective data flow process to ensure that all changes or adjustments to student schedules or grades receive the required approvals and are distributed to all appropriate personnel in a timely manner.
- 3.) Effective and frequent communication between deans/counselors and registrars is essential to accurate recordkeeping thereby promoting academic success. Immediate distribution of test scores for: correspondence, credit-by-exam, distance learning, and summer school grades; the exceeding of excessive absence limits; and any other data impacting grades or credit is critical.
- 4.) The AAR is the **official** permanent record of a student's academic achievement. All course credits must be included in the electronic historical file of SIS.
- 5.) The graduation requirements, which a student must satisfy in order to graduate, are those which were in effect at the time the student first entered the 9th grade.
- 6.) Registrars are directly responsible for the validity and accuracy of the AAR, posting grades to the historical record in Chancery in a timely manner to ensure scheduling accuracy, the determination of rank in class, and the certification of graduates.
- 7.) It is the responsibility of deans/counselors to use all available resources to ensure all students are appropriately scheduled into valid credit courses that satisfy graduation requirements and comply with all state rules and regulations.
- 8.) There must be a verification process to ensure that courses, grades, and credit on the documents used by deans/counselors to check or verify courses, grades, and credit are identical to those on the AAR.
- 9.) All schedule revisions or adjustments should be approved and completed by deans/counselors.

School Guidelines, 2018-2019
Student Classification

10.) The Data Clerk and the Attendance Clerk, at the direction of the Principal, must also work closely with registrars, deans, and counselors to see that all necessary information impacting attendance and grading are entered into Chancery in a timely manner. Each principal should specify a process for facilitating communication among building personnel.

RESPONSIBILITIES OF COUNSELORS/DEANS TO ADDRESS COMPLIANCE ISSUES

- Comply with individual responsibilities, determined by the principal, for each dean/counselor: grade level or alpha assignments, special assignments, and whether or not they remain with students during their grade progression from year-to-year or are assigned to a specific grade level and remain with that grade level. (Establish accountability accordingly.)
- Supervise the completion of all course selection documents to ensure that a student is not signing up for courses for which credit has been awarded and that all courses required for graduation are accounted for in their proper sequence.
- Communicate with the registrar, prior to course scheduling, to verify that grades impacting graduation have been posted to the student's historical file for all grade levels.
- Review the Master Schedule, after preparation by the administration, to identify potential problems related to valid course assignments and the accommodation of student requests.
- Participate in ARD/IEP Committee meetings **or receive students IEP to ensure that student's schedule matches** the courses listed in the IEPs established by the ARD/IEP Committee.
- Comply with verification process, as determined by the principal, for the enrollment and scheduling of new students, for individual schedule changes with an emphasis on signed verification that student has enrolled or checked out of designated classes, and that all schedule adjustments have been distributed to appropriate classes and entered on the computer.
- Participate, as determined by the principal, in review of academic rosters and report cards to identify and address missing classes and missing grades.
- Develop a personal graduation plan for all students. Plans must be updated annually and must include student and parent participation, student and parent signatures and date initiated. Secure student and parent signatures whenever course selection and/or recommendation changes are made. The personal graduation plan was a mandate by HB5 in 2014, and is required for all students on the Foundation High School Program.
- Each high school is required by state law to post appropriate signs in each dean/counselor's office, principal's office, and administrative building regarding automatic college admission for students ranked in the top 10% of their class.

RESPONSIBILITIES OF REGISTRARS TO ADDRESS COMPLIANCE ISSUES

- Check Academic Achievement Records/SIS Historical files to determine that:
 - Each student has an Academic Achievement Record (AAR),
 - Courses and grades are posted and up-to-date,
 - State-administered criterion-referenced test results are recorded, and
 - All posted courses are valid with appropriate credit values.
- Check Academic Achievement Records for students who have graduated to ascertain that the AARs have been signed by the registrar and have been stamped with the appropriate state graduation seal.
- Participate, as determined by the principal, in the review of academic rosters and report cards to identify and address missing classes and missing grades.
- Verify existence of all grade change approval forms, signed by the principal, and enter/post approved grade changes in the grade files or SIS Historical File by the end of the next grading cycle.
- Post correspondence, credit by exam, distance learning, and summer school grades to SIS Historical Files within acceptable time frames and distribute copies to counselors and other appropriate personnel.
- Comply with procedures for the requesting and retrieval of grades for transfer students, the recording of these grades, and the distribution of grades to all appropriate school personnel involved in the data flow process.
- Comply with all requests for records within the prescribed time frames. (All appropriate records, not just transcripts, must be sent.)
- Requests for transcripts or student records should be recorded and filed with documentation as to the date and location to which they were sent.
- Ensure that only appropriate courses, credit values, quality points and honors designations are considered in:
 - Determining GPA (Grade 9-12 only)
 - Determining Class Rank
 - Certifying Students for Graduation
 - Certifying Students for Summer School Graduation
 - Reclassifying Students Based on Credit Totals and Cohort year and comply with designated time lines for each process.

- Ensure that teachers **electronic grade books on disks with printouts signed and dated by the teacher** are filed and available for review and that the grade book contains appropriate documentation on absentees and grade legends and codes.
- Ensure the security of the Academic Achievement Records (AAR) while providing access to these records by teachers, deans/counselors, or other school personnel.
- Disseminate top 15% eligibility information to juniors and seniors.
- Provide a junior class ranking on the AAR. The junior class ranking shall be determined upon completion of six semesters and for the campus of attendance during the end of the junior year. The junior ranking will be computed and made available during the last week of June at the campus of attendance during semester six.

DUTIES OF REGISTRAR FOR GRADUATION PREPARATION

Validate Seniors for Graduation

- Upon request of the office of Academic Services, the registrar shall send to that department a list of all potential graduates, designating the semester in which requirements will be completed.
- In order to facilitate this procedure, it is recommended that prior to the opening of school, the registrar or the senior counselor list all the students who could not possibly accumulate enough credits to graduate that year and move these students to a junior homeroom. At the same time, records need to be checked for juniors who are accelerating (i.e., may graduate in 3 years).
- A student **may not** receive a diploma or participate in graduation ceremonies (commencement exercises) unless that student has completed all academic course and credit requirements and has passed the exit-level state-administered criterion referenced test.
- A principal or registrar **may not** certify a student for graduation if that student has not completed **ALL** graduation requirements mandated by the state or HISD or determined by the ARD/IEP Committee in a special education student's IEP. Graduation requirements **may not** be waived.
- All student class work related to "offsite" courses (e.g. dual credit, Virtual School, Graduation Lab correspondence, etc.) must have been completed and credit verified before any credit(s) from those courses may be used to satisfy specific graduation requirements. The same principles apply to summer school graduation.

School Guidelines, 2018-2019
Student Classification

- A school **may not** arbitrarily change the title of a course on a student's transcript in order to satisfy graduation requirements or for any other purpose.
- A school **may not** adjust credit values of any course. All credit values **must** match the credit designation displayed in the HISD Master Course Catalog.
- A school **may not** award "Dual Credit" to a student that has not taken or passed the Texas Success Initiative (TSI) unless that student is TSI exempt because of STAAR, SAT, or ACT scores.
- Districts are required to consider course credit earned in a Juvenile Justice Alternative Education Program (JJAEP) as credit earned in a district school.

Ranking of Seniors

Each year, the graduating seniors (including summer school graduates) of every HISD high school are ranked according to their individual grade point averages to provide information requested by colleges, universities, businesses, etc. on admission or employment applications. Also each year, class rank of graduating senior students shall be calculated on the basis of their grade point average (GPA) at the end of the first semester preceding graduation. Effective for incoming grade 9 students as of the 2017–18 school year, the GPA shall only include semester averages of courses taken and completed in grades 9–12 for credit, except for some special education courses that may not be used in calculating class rank.

- Numerous college or university entrance requirements and scholarship qualifications are based upon the quartile rank of the student as determined during the ranking process. Students who rank in the top ten percent of their class qualify for "automatic admission" to **some** Texas state universities and colleges. **Official ranking** of graduates shall be computed at the end of the first semester preceding their graduation. Students in schools with a 9-week accelerated block schedule will be ranked after the second 9-week term. All students classified in Grade 12 should receive written documentation of their official, final spring ranking within the 1st six weeks of the final semester. Registrars are strongly encouraged to complete senior ranks one week prior to the District due date and manually calculate the top 15% of the class.
- The acceleration of the college admissions process in recent years through **early decision** and **early action plans** make it essential for high school seniors to be provided an **unofficial, preliminary fall ranking** well in advance of their official, final spring ranking. The unofficial preliminary fall ranking shall be computed upon completion of six semesters (including summer school) and for the campus of attendance during the fall semester of the senior year. All students classified in Grade 12 should receive written documentation of their unofficial, preliminary fall ranking no later than **the first Friday in October**.

School Guidelines, 2018-2019
Student Classification

- Students who will graduate during the current school year and are enrolled in a Disciplinary Alternative Education Program (DAEP), Alternative Education Program (AEP), HISD charter or any contract school that does not have graduation exercises and issue diplomas must be ranked by their home school based on their GPA. In order to ensure that rank-in-class procedures are carried out in compliance with district policy, it is the responsibility of personnel at the alternative and HISD charter schools to forward all grades earned by students in these schools to the registrar of the student's home campus immediately after the issuance of grades for the fall semester.

Home campus registrars must calculate the student's GPA based on the student's total high school transcript, including all grades from the Alternative campus, and assign the student an appropriate rank within the home school's graduating class. These students may participate in commencement exercises, and are also eligible for inclusion in the calculation of the top ten percent of the graduating class if their GPA justifies it. Such a student is **not** eligible to be valedictorian or salutatorian, since the student is not officially enrolled in the home school.

If a student's GPA is calculated to be number one in the class, an asterisk should be placed by the student's name stating that the student does not meet eligibility requirements for valedictorian. In this scenario, the student and parents should be notified prior to the official ranking.

- Any loss of credit resulting from a student's failure to meet HISD attendance requirements has no bearing on the person's GPA or rank. **The student's GPA, rank and quartile rank must be recorded on the student's transcript.**
- Class rank shall be determined by semester averages of all courses recognized for credit. In accordance with state law and district guidelines, some special education courses are not included in determining class rank.
- Quartile rankings will be established by dividing by four the total number of students in the senior class who are eligible for ranking. For example, a school with 500 students would have 125 students in each quartile. The exact number of students in each quartile could change if there are several students with the same GPA at the cut-off.

Example: Graduating class -- 500 students 125th student has a 3.1951 GPA
126th student also has a 3.1951 GPA 127th student also has a
3.1951 GPA

School Guidelines, 2018-2019
Student Classification

All students would be ranked as number 125; therefore, the first quartile would actually consist of 127 total students.

The second quartile would begin with rank number 128 and consist of only 123 students.

Valedictorian and Salutatorian Eligibility

To be eligible for the **Valedictorian or Salutatorian honors or the Highest Ranking Senior Certificate** beginning in the 2016 - 2017 academic year at a particular school, a student must have been enrolled in the school from the first day of the junior academic school year per HISD Board Policy EIC(Local) effective as of 8/22/2016. Determination of which student is named "highest ranking graduate" at each high school is a decision which rest strictly with HISD. All incoming **juniors** are required to meet the school guideline's requirement to qualify for valedictorian or salutatorian honors.

The student with the highest grade point average, whether in regular or magnet programs, shall receive valedictorian honors; the student with the second highest grade point average shall be salutatorian. Both students must have been enrolled in the high school from the first day of the junior academic school year.

To be eligible for such recognition, a student must:

- Have been enrolled in the same HISD high school from which he/she is graduating from the first day of school in his/her junior academic year;
- Be scheduled to graduate in May or June at the end of his/her regular senior academic year.

The above rules do not apply to students classified under Migrant, Homeless or Foster Care coding. Students in those exceptional circumstances shall be eligible for valedictorian and salutatorian honors without any term of enrollment or residency requirements. Students completing all graduation requirements and state assessments (no opportunity for IGC) in three years are eligible to receive Valedictorian or Salutatorian honors.

Example of Class Ranking for a High School:

	Name of Student	Average	Rank
1.	Smith, Mary Ann	4.1012	1
2.	Jones, Cary Glenn	4.0122	2
3.	Buck, Ruby	4.0056	3
4.	Cox, Carol	4.0000	4
5.	Doe, Jane	4.0000	4
6.	Wright, Dolores	3.8654	6

Honor Students

- The top 5 percent of the graduating class shall be designated as graduating with "Highest Honors."
- The next 10 percent of each graduating class will be designated as graduating with "Honors." **This will complete the top 15% of the class.**
- When figuring the number of students to be included in the top five percent and ten percent of the graduating class, any fraction should be rounded up to the next highest number. This rule also applies when figuring quartiles.

Example: A school with 114 graduating seniors would have six students in the top five percent and twelve students in the next ten percent.

$$\begin{array}{r} 114 \\ \times .05 \\ \hline 5.70 \end{array}$$

$$\begin{array}{r} 114 \\ \times .10 \\ \hline 11.40 \end{array}$$

- The calculation of the top 15 percent of each graduating class shall be based upon the total number of students eligible for general class rank.

Example: A school with 500 students would have 25 in the upper 5 percent and 50 in the next 10 percent. This would be the upper 15 percent of the class.

$$\begin{array}{r} 500 \\ \times .05 \\ \hline 25.00 \end{array}$$

$$\begin{array}{r} 500 \\ \times .10 \\ \hline 50.00 \end{array}$$

The first quartile (25%) would include these 75 students plus the next 50 for a total of 125 in the first quartile.

GPA's for Ranking of Graduates

- The grade point values for classes will be based on a four-point system. For Advanced classes, an additional grade-point value will be given. Colleges and universities refer to this as a 4.0 weighted system.
- GPA's should be computed to the fifth decimal place and rounded off to the fourth decimal place.
- The following point values apply in the ranking of graduates:

General Classes		Advanced Classes		Modified	
A (90-100)	= 4	A (90-100)	= 5	A (90-100)	= 3
B (80-89)	= 3	B (80-89)	= 4	B (80-89)	= 2
C (75-79)	= 2	C (75-79)	= 3	C (75-79)	= 1.5
D (70-74)	= 1	D (70-74)	= 2	D (70-74)	= 1
F (Below 70)	= 0	F (Below 70)	= 0	F (Below 70)	= 0

- Advanced Classes are PreAP, PreIB, AP, IB and Local Honors.
- Modified Classes are courses in the HISD Master Course Catalog.
- Multiple-period courses or Career Preparation programs for which credit is received shall be calculated in the same manner as a single period multiplied by the number of periods per day that the class meets or represents.
- If a student repeats a course, either to make up a failure or to improve his grade, both courses and grades will be recorded on the Academic Achievement Record. Credit is awarded only once – the first time that a passing grade is achieved. In determining the student's GPA for class ranking, the courses and grades are computed as if each were a separate and different course. For example, if a student has taken Biology 1A twice with grades of 72 and 85, a total of 2 courses and 4 grade points are used to compute the GPA.

EXAMPLE A:

Alg 1A	60	0.00 Credits		
Alg 1A	77	0.50 Credits	Total grade points	= 2
Total courses		= 2		
GPA		= 1.000		

EXAMPLE B:

Alg 1A	72	0.50 Credits		
Alg 1A	95	0.00 Credits	Total grade points	= 5

School Guidelines, 2018-2019
Student Classification

Total courses = 2
GPA = 2.5000

EXAMPLE C:

Biol 1A	85	0.50 Credits		
Biol 1A	72	0.00 Credits	Total grade points	= 4
Total courses		= 2		
GPA		= 2.000		

- A student who has a course(s) with a grade of **50W** will have the course(s) included when his GPA is figured.

Summary of Rules for Ranking of Students:

- Students are ranked based on all courses recognized for credit by TEA or HISD. These courses have a value of 0.50 or more indicated in the HISD Master Course Catalog. Any loss of credit resulting from a student's failure to meet HISD's attendance requirement has no bearing on the individual's GPA or rank.
- Local credit courses must be included in figuring class ranking. These courses will appear in the HISD Master Course Catalog with a designation of "Local Credit."
- Grades earned in high school credit courses taken in grades 7 and 8 are no longer used to determine GPA and class rank. Effective for incoming grade 9 students as of the 2017–18 school year, the GPA shall only include semester averages of courses taken and completed in grades 9–12 for credit, except for some special education courses that may not be used in calculating class rank.
- Grades earned through Correspondence Courses and Credit by Exam --- and which are recorded on the Academic Achievement Record/SIS Historical File --- will be included when figuring a student's GPA and class rank. Grades below 70 on CBE are not recorded on the AAR.
- Special Education courses are not included in determining class rank. All students with disabilities shall be included in determining the total number of graduating seniors.
- To be eligible for the **Valedictorian** and **Salutatorian** honors at a particular school, a student must have been enrolled in that school from the first day of the student's junior academic school year. HISD Board Policy EIC(Local)
- To be eligible for school honors based on academic achievement, i.e., School Board Award, etc., a student must earn his/her last five credits at the school in which the awards are presented --- at least two of which must be completed before the time of final ranking. HISD Board Policy EIC(Local)-X

- To be considered an honor graduate (highest honors or honors), it is required that a student shall have completed at least one semester in an HISD high school immediately prior to the time of the final ranking.
- Only those students who qualify for the spring commencement exercises will be eligible for the academic honors of valedictorian or salutatorian. A summer school graduate, even though ranked with the general senior class, will not be eligible for these two honor designations.

Diplomas

- To receive a diploma a student must complete the academic course requirements and must pass the exit-level state-administered criterion referenced test.
- To receive a diploma from an HISD school, a student must enroll in that school during the first 15 days of the last semester of his/her senior year (or the first six days of the last semester if enrolled in a school with the accelerated 9-week block schedule), earn at least two credits, and pass the exit-level state-administered criterion referenced test.

A student who does not meet these criteria should receive a diploma and class ranking from either the school where the student was previously enrolled or the campus where the student is able to satisfy the diploma criteria.

This policy applies **only** to transfers **within** the district. If at any time during the senior year, a student legally transfers into an HISD school from any other district or state charter school and completes graduation requirements at the HISD school, that student will receive a diploma from the HISD school in which the student is enrolled. If the student enrolls after the official class rank has been calculated, the student should be given a supplemental rank according to their GPA.

- Some HISD charter schools, DAEP's, AEP's, contract schools, and other special programs provide educational services for high school seniors but do not issue diplomas. Students enrolled at these schools will officially graduate from their "home" campus or the last school attended if an official transfer was approved. "Home" campus is defined as the HISD campus **last attended** by the student prior to enrollment in or referral to the charter school, AEP, DAEP, or contracted school. Only if the last HISD campus was an elementary or middle school, will the "home" campus be determined by the student's residence.
- Students who complete graduation requirements in HISD charter schools or contract programs that do not issue diplomas and who have **never been enrolled in a HISD** school, will receive a generic diploma. Registrars should request generic diplomas for these students from the approved HISD vendor.

School Guidelines, 2018-2019
Student Classification

- Students who have not received final grades in all required courses are ineligible to participate in commencement ceremonies. This includes students who are waiting for final grades earned in correspondence courses, Virtual School, Night High School, Houston Community College, Graduation Labs and Credit by Exam, as well as grades for any final exams that have not been administered. **Only students who have completed all graduation requirements are eligible to participate in commencement ceremonies.**
- Since 2007, by state law, a student with disabilities is allowed to participate in a graduation ceremony after completing four years of high school, even if the student has not yet completed graduation requirements contained in the student's IEP. SB673 permits students with disabilities to receive a **Certificate of Attendance** at the graduation ceremony and return to school to complete the graduation requirements in the IEP. **The student can participate in only one graduation ceremony.** Therefore, the student may choose to complete graduation requirements in the IEP before participating in a graduation ceremony.
- A certificate of coursework completion may be issued to a student who successfully completes the curriculum requirements identified by the SBOE but who fails to perform satisfactorily on the state-administered criterion referenced test. If a certificate of completion is issued, a notation (but not a seal) will be made on the transcript.
Once the student has successfully passed all parts of state-administered criterion referenced test, the student may return the Certificate of Completion and receive a diploma.
A student who receives a Certificate of Completion will not be allowed to participate in graduation ceremonies.
- Students temporarily residing abroad and out-of-school youths and adults must earn a minimum of 12 state-required units of credit in residence if they wish to apply for an HISD diploma. If graduation requirements are completed at an institution that awards high school diplomas, then the diploma should be awarded by the institution where the student completed his high school requirements. However, if the student meets the in-residence credit requirements, and wishes to receive a diploma from HISD, the diploma issued to him would be a generic diploma (no high school name will be listed).

Application for a High School Diploma for Certain Veterans

TEC 28.0251 authorizes a school district to issue, posthumously or not, a high school diploma to veterans who were honorably discharged from the U.S. armed forces:

- ✓ scheduled to graduate after 1940 but before 1975, or after 1989
- ✓ who left high school after completing grade 6 or higher, but before graduation

- ✓ to serve in World War II, the Korean War, the Vietnam War, Persian Gulf War, the Iraq War or the war in Afghanistan

19 TAC 61.1061(c) defines acceptable evidence of eligibility for a diploma under TEC, §28.0251, as:

- (1) a completed, signed, and dated application form; and
- (2) a copy of the discharge notification (DD form 214, enlisted record and report of separation, or discharge certificate) from the appropriate branch of the United States armed forces indicating dates of military service.

The completed "Application for a High School Diploma for Certain Veterans" form and required documentation should be submitted to HISD's Center for Inactive Student Records. This form is available at: <http://www.tea.state.tx.us>.

Registrar's Duties After Ranking of Graduates:

- Notify each student in writing of his rank, quartile, and GPA.
- Prepare diploma list, list of highest honor and honor graduates, and send to the office of School Administration on the requested date.
- Validate seniors upon completion of graduation requirements and notify those who fail to meet requirements.

Registrar's Duties After Graduation

- Photocopy, TReX or mail the final transcripts to colleges. A student may have official transcripts sent to the college, university, or business of his/her choice free of charge. For each transcript sent after that, a \$1 fee may be charged. An official transcript shall be provided by the campus registrar or by the principal's designee. However, an official signed copy of a transcript may be given to the parent or adult student in a sealed envelope.
- During the summer months, registrars or the Principal's designee will make available the final transcript for students and parents.

The Texas Public Information Act requires that an **unaltered copy** of a student's records must be issued upon request to that student's parent or guardian or to the student himself if he is 18 years old. The requesting party may be charged a \$1 fee for each copy of an official personal transcript. (See "Rights of Access to the Academic Achievement Record")

- **Print** date of graduation, number in class, quartile, rank, and GPA on each graduate's Academic Achievement Record.

School Guidelines, 2018-2019
Student Classification

- **Print** date student passed each section of the exit-level state-administered criterion referenced test
- Include a notation on the student's transcript if he received a certificate of coursework completion instead of a diploma.
- Sign each AAR in the top right hand corner on the signature line to certify that a student has met all graduation requirements.
- File the records for the current graduates in a master graduate file by year of graduation.

THE TEXAS ACADEMIC ACHIEVEMENT RECORD

The Texas Education Agency has published "Academic Achievement Record, 2012 Minimum Standards" available at www.tea.state.tx.us/taa/stanalign071508a.html. The Academic Achievement Record (AAR) is the official and permanent record of a student's academic performance during high school (grades 9-12) and high school courses completed prior to high school. (TEC §28.025(c)) Entries on the AAR of actual courses taken, grades earned, credit awarded, and codes denoting special explanations must be consistent with teachers' records and the student's individual education plan (IEP), when applicable. Entries may not be altered or removed except to correct errors. Error corrections must be fully explained in the student's permanent record. Failure to maintain the AAR accurately or any attempt to alter the document with intent to use it for fraudulent purposes is a

misdemeanor. (TEC §25.001(h)) An AAR must be completed for all students enrolled in a high school program. Students in grades 6, 7, and 8 will continue to have their grades recorded on the middle school Permanent Record Card.

As of May 16, 2008, requested AARs must be transferred through the TREx system (TEC§7.010). The TREx system permits the electronic transfer of student records between Texas public school districts as well as the electronic transfer of high school transcripts to Texas public college and universities that use the UT SPEEDE server services. An AAR requested by entities not required to participate in the TREx system may be mailed, faxed, or delivered via other appropriate means.

TEC §56.302 authorizes the student financial assistance program known as the Toward Excellence, Access, and Success (Texas) grant and provided grants to enable students to attend public and private institutions of higher education in Texas. TEC 56.308(b)(2) also requires school districts to ensure that each student's AAR or diploma indicate whether the student has completed or is on schedule to complete the Recommended, Distinguished Achievement or Foundations high school programs. This information must be included on the student transcript by the end of the student's junior year.

The AAR 2012 Minimum Standards provides flexibility for local districts. There are no requirements concerning the format, medium, or method of delivery; however, the standard content must be complete and unaltered.

Rights of Access to the Academic Achievement Record:

- The federal Family Educational Rights and Privacy Act of 1974, Section 1232g; Family Educational Privacy Rights; and the Texas Attorney General Open Records Decision Number 152, Obligation to Make Available Copies of Student Education Records, January 28, 1977, mandate that students and their parents have an undeniable right to the AAR. It is illegal to withhold the transcript because the student or the family owes money to the school or for any other reason. The student/family has a right to an exact, unaltered replica of the original file document including any signatures, embossed stamps, school seals, or other certifying documentation already affixed to the AAR.

A school must not alter the AAR in any way when providing a copy to a student/family. Do not stamp "Unofficial Copy" on the AAR when providing a copy to the student/family.

All parents, not just custodial parents, have the right to see records unless a binding legal document such as a state law or divorce decree says otherwise. Therefore, a request for records accompanied by a signed release of records statement from either parent must be honored provided that there is no court injunction that prohibits such action.

Universities or other entities that request official copies of the AAR directly from school districts are responsible for obtaining authority from students for release of such records. Students may also request direct mailings of official copies to colleges or to prospective employers. An official AAR provided by the school district may be differentiated from the copy given to the student or family. The words "Official Copy" imply that the AAR is transmitted directly from the school to the authorized requesting institution without the possibility of alteration. A transcript copy should be marked or stamped "Official Copy" only at the time of its authorized release to another institution or student-approved recipient, excluding parents. This stamp or manual entry is never put on the original file document and is not placed on the copy provided to the student or family. The principal, registrar, or their designee may also print or type his or her name and title and sign and date the AAR. An embossed school seal may also be used on official copies of the AAR along with the "Official Copy" entry.

(TEC §31.104d) The AAR may be withheld from a university of entity other than the student\guardian or another public school district\charter school if a student owes the district money related to instructional materials provided through a district instructional materials allotment.

- Districts must ensure that copies of transcripts are made available to schools to which students transfer. **The transfer of the copy of the AAR may not be withheld for any reason.** The copy of the transcript must be forwarded to the receiving district within 30 days of a student's enrollment in that district. The transcript is important for a student's appropriate placement and continued education as well as for various reports and entries on the state-administered

criterion referenced test forms. The right of access to the transcript is protected by law. (TEC §25.002)

The TEA also has adopted common course titles which must appear on the AAR (PEIMS Code Table C022).

Academic Achievement Historical File

Since the student information system has the capability to update grades for previous years and summer school, registrars must create and maintain an academic achievement historical file of student grades for each student. With accurate grades on file, the computer has the capacity to generate GPAs, rank seniors, provide credit checks, generate electronic transcripts, and numerous other tasks now performed manually.

Each school should have a complete historical file.

CERTIFICATES OF ACHIEVEMENT FOR FOREIGN EXCHANGE STUDENTS

- The HISD will no longer issue the Certificate of Eligibility for Nonimmigrant (F-1) student status, Form I-20, for the attendance of foreign students because of a conflict between federal law and Texas law over the federal requirement that students applying for an F-1 Visa pay tuition and new requirements that each school be certified individually to enroll foreign students.
- Students from foreign countries who are under the sponsorship of an authorized student exchange program and have entered the United States with a J-1 Visa shall be allowed to enroll for one school year and shall be issued an HISD *Certificate of Achievement*. This document along with a report card is required by their home countries to prove their attendance in HISD. This document is not to be construed to be a diploma or proof of graduation.
- These procedures apply only to those students attending HISD under the sponsorship of an officially approved foreign exchange program.
- Authorized programs are those included in *The Advisory List of International Educational Travel and Exchange Program*, published by the Council of
- Standards for International Educational Travel (CSIET), and the programs specifically approved by the HISD Board of Education (see list below). More information on CSIET is available at www.csiet.org.

Programs specifically approved by the HISD Board of Education include the following:

American Field Service Students (AFS), www.afs.org

Approved 1961

Youth for Understanding (YFU), www.yfu.org

Approved 1972

American Institute for Foreign Studies (AIFS)

www.aifs.org

American-Scandinavia Student Exchange, www.asse.com

Approved 1977

Japan-American Cultural Exchange, Approved 1977

World Learning www.worldlearning.org Approved 1985

as The Experiment in International Learning **American Intercultural Student**

Exchange, www.aise.com

Approved 1985

Academic Year in America (AYA), www.aifs.com/aya

Approved March 1, 1990

VIII. CURRICULUM

HISD CURRICULUM

Houston ISD provides the HISD Curriculum, an aligned, standards-based, balanced, *and* rigorous curriculum that specifies the standards (the Texas Essential Knowledge and Skills) for each grade level, subject area, and course. This curriculum supports student academic growth and achievement and meets state guidelines to prepare students for national, state and local assessments, including the State of Texas Assessments of Academic Readiness (STAAR). The required HISD Curriculum includes:

- a core foundation curriculum consisting of reading and language arts (reading, writing, listening and speaking), mathematics, science, social studies, dual language, and
- a core enrichment curriculum consisting of languages other than English, health, physical education, fine arts, and technology applications.

The HISD Curriculum defines the expectations for student learning district wide. The HISD Curriculum aligns to the Texas Essential Knowledge and Skills (TEKS), the English Language Proficiency Standards (ELPS), and the College and Career Readiness Standards (CCRS). Teaching these state standards is required by Title 19, Part II, of the Texas Administrative Code (TAC).

The district curriculum documents listed below support grade level/course instructional planning and assessment. All district curriculum is – available through the district's learning management system, the HUB (www.houstonisd.org/hub).

- The **Vertical Alignment Matrix (VAM)** provides a developmental map of HISD curriculum PK-12. These documents, available by content-area grade spans, delineate the responsibility of instruction and support the district's college-bound culture by outlining accountability for student learning by grade level. The Vertical Alignment Matrix provides teachers, parents, board members, the business community, and all other stakeholders a general idea of the flow of the HISD curriculum PK-12.
- The **Scope and Sequence** serves as a form of syllabus and provides a recommended teaching order for the TEKS in a particular course/grade-level. For each grading cycle the course/grade level Scope and Sequence provides: 1) the recommended bundle of Student Expectations (SEs) from the state that make up one or more units of instruction in the grading cycle; 2) the suggested order for teaching the content and skills; and 3) the recommended number of lessons and amount of time for instruction. The Scope and Sequence documents are revised annually and reflect the number of instructional days for that year and grading cycle.

- The **Pacing Calendars** for each foundation course/grade level reflect the recommended sequencing of instructional units in a calendar format. These documents are revised and posted annually.
- The **HISD Curriculum Planning Guides** provide detailed resources for planning instruction organized by course/grade level and grading cycle. The guides bundle standards into instructional units, outline key strategies and resources for the units and provide the district's recommended sequence and pacing of instruction. The Planning Guides and other district curriculum resources for teachers are combined into individual HUB **Guide Courses** for most core courses and content-area grade levels. In addition secondary core content **Master Courses** have been developed from the district curriculum and provide a complete set of interactive, student-facing course materials in the HUB. Dual Language Integrated Units of Instruction aligned to the district planning guides are available for grades PK-5.
- At the elementary level, **Curriculum Maps** are available to provide a picture of how standards are addressed across the school year.
- At the elementary level, Administrator Weekly Walk-Through documents are available to support classroom monitoring of standards-based instruction aligned to the district curriculum.

The HISD Curriculum aligns to Texas standards (TEKS/SEs) and defines what should be taught but entrusts detailed planning and the delivery of instruction to teachers. Students think and learn in different ways, and good instruction includes a variety of strategies grounded in current research, best practice, and the teacher's own experiences in capitalizing on different intelligences. Learning improves when it is integrated rather than fragmented. Therefore, teachers are encouraged to plan together and implement a unit approach in which students learn skills and concepts within a context relevant to their lives. Collaborative, interdisciplinary planning helps to integrate learning across content areas. Hands-on, experiential learning where students take an active role and assume increasing responsibility for their own work is highly recommended.

A standards-based curriculum must have a strong assessment link. Classroom assessments (both formative and summative) must align to the written and taught curriculum and include descriptive feedback and encouragement for students. Formative assessments are included in the district curriculum. In addition to the assessments embedded in the curriculum, two district Snapshot Formative Assessments may be released to schools each year for selected grade level and content area based on a defined calendar. These snapshots serve as a support for monitoring student mastery of standards. Campus leadership determines how these district assessments will be used to benefit the campus. Additionally, there will be a Fall District-Level Assessment and a Spring Released STARR Assessment for STARR tested grades/courses.

Principals may request approval to modify the HISD curriculum as it pertains to the scope, sequence and pacing of instruction **by notifying their area Superintendent. Please refer to academic Memo Changing Curriculum Scope and Sequence.** The request must include the specific modifications sought, justifications for modifications, and measures of success.

English Language Proficiency Standards (ELPS)

The HISD Curriculum also addresses the needs of English Learners. The HISD Curriculum embeds cross-curricular second-language-acquisition knowledge and skills into the HISD Curriculum Guides.

Chapter 19 Texas Administrative Code §74.4 Subchapter A, English Language Proficiency Standards (ELPS), were adopted in December 2007, to comply with No Child Left Behind (NCLB) Title III requirements. School districts must provide instruction to **English Learners** in order for them to have the full opportunity to learn English and to succeed academically through the content areas. The rule also clarifies that the ELPS are an integral part of the required curriculum in each foundation and enrichment course/grade level.

The HISD Curriculum also includes Instructional Accommodations for Diverse Learners with recommendations for acceleration and accommodations for students with special needs.

ELEMENTARY

Preschoolers Achieving Learning Skills (PALS) formerly (Preschool Program for Children with Disabilities (PPCD))

- PALS instructional services are available to children ages 3-5 who meet the special education eligibility criteria as determined by the Admissions, Review, Dismissal/Individualized Education Program (ARD/IEP) committee.
- The integration/inclusion of young children with disabilities (ages 3-5) with non-disabled students is critical. Therefore, collaboration between pre-kindergarten and PALS teachers is strongly encouraged to plan for inclusion.
- The ARD/IEP committee must consider integration of these children into prekindergarten and kindergarten classes prior to placement in the PALS program.
- The early childhood classroom (PK-2) and PALS should be set up in workstation learning centers to facilitate the implementation of developmentally appropriate practices. Located within each workstation-learning center should be a variety of activities, materials, and equipment for a range of developmental stages and abilities. These areas should support language learning and a balanced literacy approach across language arts, mathematics, science, social studies, and fine arts and should address physical development as well as social/emotional development

in addition to academics. The HISD Curriculum facilitates the use of workstation learning centers in the prekindergarten and PALS classrooms.

EXPLORE program for preschool students with disabilities

- EXPLORE is a fully inclusive program offered in the general education environment with support from a trained teacher assistant and with the consultation services of a special education teacher.

Prekindergarten

- Prekindergarten is a full-day program in HISD. In prekindergarten programs, the hours of attendance for prekindergarten are the same as for the other students within that particular school.
- In **prekindergarten transitional** bilingual classes, instruction in language arts, mathematics, and other content areas must be provided in the student's native language. English must be used daily as a language of instruction for no less than 75 minutes, including enrichment subjects.

The 75 minutes should be comprised of 30 minutes **of physical development (Moving and Learning) and language Arts**. The remaining 45 minutes of English language development will be enriched through subjects such as music, art, physical education, media center, etc. For additional information, refer to the Bilingual/ESL Program Guidelines.

- In **prekindergarten** ESL classes, all subjects must be taught in English using second language teaching strategies.
- **In 2015**, the state published new Prekindergarten Guidelines. **These guidelines** form the basis for the district's prekindergarten curriculum documents. The HISD Curriculum will be used as the basis for planning instruction. The Frog Street adoption is the district adopted resource to support the planning and delivery of instruction.
- Full-day prekindergarten schedules must include thirty minutes for a quiet rest time and thirty minutes of outdoor activities, weather permitting.
- The ratio of children to staff must not exceed 22:1 unless the district contracts with a private entity for the operation of the prekindergarten program, and in that case, the ratio of children to staff must meet childcare licensing regulations.
- Upon enrollment in prekindergarten, a child must attend school regularly and will be subject to school attendance rules and regulations.
 - In a 50/50 Dual Language PK class, students receive 50% of their instruction in **English** and 50% in **Spanish**. Language Arts is taught in English **and Spanish** for non-English **ELs and Non-ELs: Mathematics in Spanish, and --** Science and Social studies are taught in English.

- For an 80/20 PK Dual Language classroom, students receive 80% of their instruction in Spanish and 20% in English. **Language Arts is taught in English and in Spanish for ELs and Non-ELs; mathematics, science and social studies are taught in Spanish and ELD block in English.**

Kindergarten

- Kindergarten is a full-day program in HISD. The hours of attendance for kindergarten are the same as for the other students within that particular school.
- Kindergarten daily schedules must include thirty minutes of recess.
- The curriculum should be well balanced and integrated to help children make connections across content areas. The HISD Curriculum will be used as the basis for planning instruction.
- In kindergarten, the HISD Reading/Language Arts Instructional Program in general and special education will provide an appropriate, dedicated time daily for reading/language arts instruction as defined by the recommended 135 minute Literacy By 3 instructional block.
 - **Science instruction should be provided daily for 45 minutes.** Eighty percent (80%) of the learning in science should occur through student-centered classroom/outdoor investigations. The instruction provided must address the essential knowledge and skills specified in the TEKS.
- For students with disabilities, a multisensory approach to reading has been identified as a best practice.
- An additional 30 minutes of daily reading instruction will be provided for students at risk for reading failure in grades K-5.
- Mathematics instruction should be provided daily for 60-90 minutes. **The HISD Curriculum documents, *HMH Texas Go Math*, and other instruction materials shall be used as resources for student learning.**
- Physical education should be provided daily for at least 30 minutes or 135 minutes weekly, **which can be satisfied through dance instruction.**
- The weekly schedule shall include instruction in social studies, fine arts (arts, music, and theater), and health. The regular instruction provided must address the essential knowledge and skills as specified in the TEKS. Schools must ensure that sufficient time is provided for teachers to teach and for students to learn the standards in these courses. *Studies Weekly* is the district adopted instructional resource to be used as a resource to support Kindergarten social studies instruction.

School Guidelines, 2018-2019 Curriculum

- Instruction in fine arts shall be provided in art, music, and theatre during regular school hours. Forty-five minutes twice weekly is recommended for each fine arts area (vision, art, music, theatre). **Elementary campuses may offer dance instruction utilizing HISD dance standards vertically aligned to prepare students for secondary dance instruction.** Fine Arts students should have field trip opportunities to fine arts venues.
- Some instructional activities such as field trips, visits to museums or historical sites, and resource speakers may necessitate occasional deviations from the elementary daily or weekly schedule. In scheduling such activities, the campus must use professional discretion to ensure the activities have a specified instructional purpose and are directly tied to state standards.
- In **kindergarten transitional** bilingual classes, instruction in language arts, mathematics, and other content areas must be provided in the student's native language. English must be used daily as a language of instruction for no less than 90 minutes, including enrichment subjects. The 90 minutes should be comprised of 45 minutes **of ESL/ELD instruction through Literacy By 3**. The remaining 45 minutes of English language development will be enriched through subjects such as music, art, physical education, media center, etc. For additional information, refer to the Bilingual/ESL Program Guidelines.
- In **kindergarten** ESL classes, all subjects must be taught in English using second language teaching strategies, Linguistic Accommodations for addressing the English Language Proficiency Standards (ELPS) provided through HISD's Literacy Routines and other instructional considerations and strategies in the HISD Curriculum Planning Guides.
- The ratio of children to staff must not exceed 22:1. (TEC §25.112)
- Upon enrollment in kindergarten, a child must attend school regularly and will be subject to school attendance rules and regulations.

Grades One - Three

- The HISD Reading/Language Arts Instructional Program in general and special education will provide an appropriate, dedicated time daily for reading/language arts as defined by the recommended *Literacy By 3* 135 minute instructional block. The ARD/IEP committee may approve more time for students with severe reading disabilities. Alternate instructional materials may be used as identified by the Office of Special Education Services for students with disabilities in alternate instructional settings.
- An additional 30 minutes of daily reading instruction will be provided for students at risk for reading failure in grades K-5.
- Mathematics instruction should be provided 90 minutes daily. **–The HISD Curriculum documents, *HMH Texas Go Math!* and/or other instructional materials shall be used**

as resources for student learning.

- Instruction shall be provided daily for physical education (by state law, at least 30 minutes daily or 135 minutes weekly), which can be satisfied through dance instruction.
- Regular instruction shall be provided in social studies to complete instruction in the HISD Curriculum and the state-mandated Texas Essential Knowledge and Skills (TEKS). Schools must ensure that sufficient time is provided for teachers to teach and for students to learn these standards. At a minimum, schools should allot no less than the equivalent of 45 minutes every other day to social studies instruction. Effective social studies instruction often incorporates integrated instruction with reading/language arts and/or other content areas. *Studies Weekly* shall be used as only one resource for student learning.
- Students in grades 1-3 should be provided 45 minutes daily instruction in science. In Grade 1, eighty percent (80%) of the learning in science should occur through student-centered classroom/outdoor investigations while in Grades 2 -3 that percentage is sixty percent (60%). The instruction provided must address the essential knowledge and skills specified in the TEKS.
- Some instructional activities such as science field experiences, visits to museums or historical sites, and resource speakers may necessitate occasional deviations from the elementary daily or weekly schedule. In scheduling such activities, the campus shall use professional discretion to ensure the activities have a specified instructional purpose and are directly tied to state standards.
- Instruction in fine arts shall be provided in art, music, and theatre during regular school hours. Forty-five minutes twice weekly is recommended for each fine arts area (art, music, theatre). Elementary campuses may offer dance instruction utilizing HISD dance standards vertically aligned to prepare students for secondary dance instruction. Fine Arts students should have field experience opportunities to fine arts venues.
- The district plans, schedules, and pays for the opportunity of every grade 3 student to participate in a field trip to the Museum of Fine Arts.

The fine arts TEKS are required when providing instruction in art, music, and theatre. Schools must ensure that sufficient time is provided for teachers to teach and students to learn the standards for these courses.

- Instruction in health shall be provided weekly in a schedule that is equivalent to weekly instruction in a well-balanced curriculum. Schools must ensure that sufficient time is provided for teachers to teach and for students to learn these courses.

- In **bilingual education classes**, instruction in language arts, mathematics, and other content areas must be provided in the student's native language. According to HISD Board Policy EQUIPMENT AND SUPPLIES MANAGEMENT INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING (CMD), students identified as bilingual and enrolled in bilingual classes are entitled to bilingual textbooks. Bilingual textbooks are defined as textbooks written in Spanish for students who are not proficient in English. Bilingual students are eligible for the Spanish textbook as well as the adopted English textbook for each subject. When counting bilingual membership for students, schools should count the students once for bilingual and again for total membership. (The amount of time spent on these subjects shall be the same as specified for regular students). **During the ELS instructional block, teachers shall use the district's instructional materials outline by the Curriculum Department's Literacy By 3 initiative. In order to integrate all four languages domains: listening, speaking, reading, and writing, teachers may utilize additional campus resources for instruction. Supplemental materials may also be used in order to differentiate instruction according to student's language proficiency as determined by the proficiency level descriptors. Additionally, appropriate sheltered instruction strategies and literacy routines developed by Professional Support and Development should be embedded in each lesson.**

- English must be used daily as a language of instruction as follows:

Grade PK (Approximately 75 minutes daily of ESL)

- 30 minutes of English instruction reinforcing concepts using the early childhood textbook adoption.
- 45 minutes of English language development through enrichment subjects such as music, art, PE, library, etc.

Grade Kindergarten (Approximately 90 minutes daily of ESL)

- 45 minutes of English instruction focusing on listening, speaking, reading, and writing components of ESL using ESL strategies/resources and Literacy by 3.
- 45 minutes of English language development through enrichment subjects such as music, art, PE, library, etc.

Grade 1 (Approximately 125 minutes daily of ESL)

- 45 minutes of English instruction focusing on listening, speaking, reading,
- and writing components of ESL using ESL strategies/resources and Literacy by 3.
- 35 minutes of English Science instruction focused upon the development of scientific concepts.

- 45 minutes of English language development through enrichment subjects such as music, art, PE, library, etc.

Grade 2 (Approximately 165 minutes daily of ESL)

- 45 minutes of English instruction focusing on listening, speaking, reading, and writing components of ESL using ESL strategies/resources and Literacy by 3.
- 45 minutes of English Science instruction focused upon the development of scientific concepts.
- 45 minutes of English language development through enrichment subjects such as music, art, PE, library, etc.
- 30 minutes of English Social Studies instruction focused on the development of concepts.

Grade 3

Two bilingual programs based on specific indicators:

Spanish Phase (Approximately 190 minutes daily of ESL)

- 75 minutes of English instruction focusing on listening, speaking, reading, and writing components of ESL using ESL strategies/resources and Literacy by 3.
- 45 minutes of English language development through enrichment subjects such as music, art, PE, library, etc.
- 45 minutes of English Science instruction focused upon the development of scientific concepts.
- 25 minutes of English Social Studies instruction (every other day) focused on the development of concepts.

Grade 3 Pre-Exit Phase of the Transitional Bilingual Program (Approximately 340 minutes daily of ESL)

As part of the district's Transitional Bilingual Program for English Learners (ELs), the campus LPAC determines student placement in the Pre-Exit Phase by reviewing specific indicators for incoming third and fourth grade students. Students in the Pre-Exit Phase will receive instruction in English from a Bilingual –certified teacher.

- 340 minutes of English instruction focusing on listening, speaking, reading, and writing as aligned in the English Language Proficiency Standards (ELPS).
- 30 minutes of Spanish Concept Development

Grade 3 Pre-Exit/Transition Readiness Indicators Based on 2nd Grade Data

Participation in the Third Grade Pre-Exit Phase must be:

- Approved by the Multilingual Programs Department
- Taught by a Bilingual –certified teacher

Entry into the Pre-Exit Phase of the Bilingual Program is determined by specific Transition indicators:

- Students must score Advanced (3) or Advanced High (4) on TELPAS Reading

And

- Students must score Advance (3) or Advanced (4) on TELPAS Writing.
- All **EL** students shall participate with English-speaking students in enrichment subjects.
- In ESL classes, all subjects must be taught in English using second language teaching strategies.
- The ratio of children to staff must not exceed 22:1. (TEC §25.112)

STAAR-tested TEKS for grade 3 are listed in the STAAR information booklet available from the Student Assessment Division at TEA.

Grades Four - Five (Six)

- The HISD Reading/Language Arts Instructional Program in general and special education will provide an appropriate, dedicated time daily for reading/language arts instruction as defined by the recommended 135-minute *Literacy By 3* instructional block. The ARD/IEP committee may approve more time for students with severe reading disabilities. Alternate instructional materials may be used as identified by the Office of Special Education Services for students with disabilities in alternate instructional settings.
-
- An additional 30 minutes of daily reading instruction will be provided for students at risk for reading failure in grades K-5.
- Mathematics instruction should be provided 90 minutes daily. **The HISD Curriculum documents**, *HMH Texas Go Math!* and/or other instructional materials shall be used as resources for student learning.

School Guidelines, 2018-2019
Curriculum

- Instruction shall be provided daily for physical education (by state law, at least 30 minutes daily or 135 minutes weekly). **The instruction provided must address the essential knowledge and skills specified in the TEKS.**
- Students in grades 4-5 should be provided **45 minutes** daily instruction in science. Fifty percent (50%) of the learning in science should occur through student-centered classroom/outdoor investigations. The instruction provided must address the essential knowledge and skills specified in the TEKS.
- The district plans, schedules and pays for the opportunity of every grade 4 student to participate in a field trip to the Houston Museum of Natural Science (HMNS).
- Regular instruction shall be provided in social studies to complete instruction in the HISD Curriculum and the state-mandated Texas Essential Knowledge and Skills (TEKS). Schools must ensure that sufficient time is provided for teachers to teach and for students to learn these standards. At a minimum, schools should allot no less than the equivalent of 45 minutes every other day to social studies instruction. Effective social studies instruction often incorporates integrated instruction with one resource for student learning. *Studies Weekly* is the district adopted instructional resource available to all students to support social studies instruction.
- Instruction in fine arts **using the TEKS** shall be provided in art, music, and theatre during regular school hours. Forty-five minutes twice weekly is recommended for each fine arts area (art, music, theatre). **Elementary campuses may offer dance instruction utilizing HISD dance standards vertically aligned to prepare students for secondary dance instruction.** Fine Arts students should have field trip opportunities to fine arts venues.

The fine arts TEKS are required when providing instruction in art, dance, music, and theatre. Schools must ensure that sufficient time is provided for teachers to teach and students to learn the standards for these courses.

- Instruction in health shall be provided in a schedule that is equivalent to weekly instruction in a well-balanced curriculum.

Schools must ensure that sufficient time is provided for teachers to teach and for students to learn all TEKS-based courses. Textbooks shall be used as a resource for student learning.

- Schools are encouraged to offer instruction in other languages.
- Some instructional activities such as science field trips, visits to museums or historical sites, and resource speakers may necessitate occasional deviations from the elementary daily or weekly schedule. In scheduling such activities, the campus shall use professional discretion to ensure the activities have a specified

instructional purpose and are directly tied to state standards.

Grade 4

Two bilingual programs based on specific indicators:

Spanish Phase (Approximately 190 minutes daily of ESL)

- 75 minutes of English instruction focusing on listening, speaking, reading, and writing components of ESL using ESL strategies/resources and Literacy By 3.
- 45 minutes of English Science instruction focused upon the development of scientific concepts.
- 25 minutes of English Social Studies instruction (every other day) focused on the development social studies concepts.
- 45 minutes of English language development through ancillary subjects (art, music, P.E., library, etc.)

Grade 4 Pre-Exit Phase (Approximately 340 minutes daily of ESL)

The campus LPAC determines student placement in a Pre-Exit Bilingual Program at the End of the Year LPAC by reviewing specific indicators. Indicators are used to determine which students may qualify for participation in the program. Refer to the Multilingual Department Guidelines for additional information.

Grade 4 Pre-Exit/Transition Readiness Indicators Based on 3rd Grade Data

Participation in the Fourth Grade Pre-Exit Phase must be:

- Taught by a Bilingual –certified teacher

Entry into the Pre-Exit Phase of the Bilingual Program is determined by specific Transition Indicators:

- Students must meet passing standard on 3rd grade Spanish STAAR Reading and
 - Students must score Advanced (3) or Advanced High (4) on TELPAS Reading and
 - Students must score Advanced (3) or Advanced High (4) on TELPAS Writing
- 340 minutes of English instruction focusing on listening, speaking, reading, and writing as aligned in the English Language Proficiency Standards (ELPS).
 - 30 minutes of Spanish Concept Development.

Grade 5

Grade 5 Pre-Exit Phase (Approximately 340 minutes daily of ESL)

In fifth grade, continuously enrolled non-immigrant students will transition to all English instruction. The goal is for fifth grade non-immigrant students to meet program exit criteria before entering middle school.

- 340 minutes of English instruction focusing on listening, speaking, reading, and writing as aligned in the English Language Proficiency Standards (ELPS).
 - 30 minutes of Spanish Concept Development.
- All **EL** students shall participate with English-speaking students in enrichment subjects.
- In ESL classes, all subjects must be taught in English using second language teaching strategies. Linguistic accommodations for addressing the English Language Proficiency Standards (ELPS) in the content areas are provided in the HISD Curriculum Guides.
- The ratio of children to staff in the fourth grade must not exceed 22:1, and in fifth grade the ratio must not exceed 29:1. (TEC §25.000)

The structure of the Dual Language bilingual program for Grade K through Grade 5 will depend on the program model adopted by the school.

80:20 COURSE SCHEDULING AND GRADING

Grade	ELs (Spanish Native Speakers)	Non-ELs (English Native Speakers)
Pre-K	Language Arts (Spanish/English) Mathematics (Spanish) Science (Spanish) Social Studies (Spanish) ESL Ancillary*	Language Arts (Spanish/English) Mathematics (Spanish) Science (Spanish) Social Studies (Spanish) Ancillary*
K	Language Arts (Spanish/English) Mathematics (Spanish) Science (Spanish) Social Studies (Spanish) ESL Ancillary*	Language Arts (Spanish/English) Mathematics (Spanish) Science (Spanish) Social Studies (Spanish) Ancillary*
1	Spanish Reading Spanish Language Arts Spanish Mathematics Spanish Social Studies ESL/ELD ESL Science Ancillary*	Spanish Reading Spanish Language Arts Spanish Mathematics Spanish Social Studies English Literacy Development** Science Ancillary*
2	Spanish Reading Spanish Language Arts ESL Mathematics Spanish Social Studies ESL/ELD Spanish Science Ancillary*	Spanish Reading Spanish Language Arts Mathematics Spanish Social Studies English Literacy Development** Spanish Science Ancillary*

*In accordance with TEC §29.055: "In subjects such as art, music, and physical education, students of limited English proficiency shall participate with English-speaking students in mainstream classes."

**In grades 1-5, English Literacy Development is the course for non-EL students and non-Spanish speaking ELs served in a Two-Way Dual Language class. This course covers the English Language Arts & Reading (ELAR) TEKS.

In Chancery, for elementary schools, the course is listed as *English Literacy Dev. 1, English Literacy Dev. 2*, and so forth as it corresponds to each grade level. For schools using the secondary master schedule (PK/K-8 Dual Language schools), it is listed as *Eng. Lit. Dev. GR1, Eng. Lit. Dev. GR2*, and so forth as it corresponds to each grade level.

Students will be assessed on the mastery of content standards, independent of language proficiency. Grading should be an accurate reflection of students' attainment of the Texas Essential Knowledge and Skills being measured in each content, not on language proficiency.

50:50 COURSE SCHEDULING AND GRADING

Grade	ELs (Spanish Native Speakers)	Non-ELs (English Native Speakers)
Pre-K	Language Arts (Spanish/English) Mathematics (Spanish) Science (English) Social Studies (English) ESL Ancillary*	Language Arts (Spanish/English) Mathematics (Spanish) Science (English) Social Studies (English) Ancillary*
K	Language Arts (Spanish/English) Mathematics (Spanish) Science (English) Social Studies (English) ESL Ancillary*	Language Arts (Spanish/English) Mathematics (Spanish) Science (English) Social Studies (English) Ancillary*
1	Spanish Reading Spanish Language Arts ESL/ELD Spanish Mathematics ESL Science ESL Social Studies Ancillary*	Spanish Literacy Development** Reading Other Language Arts Spanish Mathematics Science Social Studies Ancillary*
2	Spanish Reading Spanish Language Arts ESL/ELD ESL Mathematics Spanish Social Studies Spanish Science Ancillary*	Spanish Literacy Development** Reading Other Language Arts Mathematics Spanish Social Studies Spanish Science Ancillary*

*In accordance with TEC §29.055: "In subjects such as art, music, and physical education, students of limited English proficiency shall participate with English-speaking students in mainstream classes."

**In grades 1-5, Spanish Literacy Development is the course for non-EL students and non-Spanish speaking ELs served in a Two-Way Dual Language class. This course covers the Spanish Language Arts & Reading (SLAR) TEKS.

In **HISD Connect**, for elementary schools, the course is listed as *Spanish Literacy Dev. 1*, *Spanish Literacy Dev. 2*, and so forth as it corresponds to each grade level. For schools using the secondary master schedule (PK/K-8 Dual Language schools), it is listed as *Spa. Lit. Dev. GR1*, *Spa. Lit. Dev. GR2*, and so forth as it corresponds to each grade level.

Students will be assessed on the mastery of content standards, independent of language proficiency. Grading should be an accurate reflection of students' attainment of the Texas Essential Knowledge and Skills being measured in each content, not on language proficiency.

80:20 and 50:50 COURSE SCHEDULING AND GRADING

Grade	ELs (Spanish Native Speakers)	Non-ELs (English Native Speakers)
3	Spanish Reading Spanish Language Arts ESL/ELD ESL Mathematics Spanish Social Studies Spanish Science Ancillary*	Spanish Literacy Development** Reading Other Language Arts Mathematics Spanish Social Studies Spanish Science Ancillary*
4	Spanish Reading Spanish Language Arts ESL/ELD Spanish Mathematics ESL Science ESL Social Studies Ancillary*	Spanish Literacy Development** Reading Other Language Arts Spanish Mathematics Science Social Studies Ancillary*
5	Spanish Reading Spanish Language Arts ESL/ELD Spanish Mathematics ESL Science ESL Social Studies Ancillary*	Spanish Literacy Development** Reading Other Language Arts Spanish Mathematics Science Social Studies Ancillary*

Note: The 80/20 model becomes a 50/50 in grades 3-5. Therefore, the Time and Content Allocation for both models is the same for Grades 3-5.

*In accordance with TEC §29.055: "In subjects such as art, music, and physical education, students of limited English proficiency shall participate with English-speaking students in mainstream classes."

**In grades 1-5, Spanish Literacy Development is the course for non-EL students and non-Spanish speaking ELs served in a Two-Way Dual Language class. This course covers the Spanish Language Arts & Reading (SLAR) TEKS.

In **HISD Connect**, for elementary schools, the course is listed as *Spanish Literacy Dev. 1*, *Spanish Literacy Dev. 2*, and so forth as it corresponds to each grade level. For schools using the secondary master schedule (PK/K-8 Dual Language schools), it is listed as *Spa. Lit. Dev. GR1*, *Spa. Lit. Dev. GR2*, and so forth as it corresponds to each grade level.

Students will be assessed on the mastery of content standards, independent of language proficiency. Grading should be an accurate reflection of students' attainment of the Texas Essential Knowledge and Skills being measured in each content, not on language proficiency.

Assessments in the Dual Language Program

During various intervals during the school year, the Language Proficiency Assessment Committee (LPAC) will review the academic and linguistic progress of ALL participating students (ELs and non-ELs) to document growth, make testing recommendations for state standardized assessments, and determine program placement for the following year. For a listing of district and state assessments to be administered throughout the school year, please review the Dual Language **Guidelines** found under the Multilingual Programs Department's website located in the employee portal.

READING/LANGUAGE ARTS – *Literacy By 3*

READING

The goal of the Houston Independent School District is for all students to read at or above grade level by the end of third grade, and to continue reading at or above grade level throughout their academic careers and lives

Instructional programs for grades K through 5 will include a period of time daily for integrated reading/language arts instruction and practice in the classroom as defined by the Literacy by 3 block. The allotted time is 135 minutes per day. *Literacy By 3* is transforming instruction to increase student learning through a systematic and balanced approach to teaching reading and writing. Students receive standards-based whole group instruction, targeted small group instruction based on assessment, and individual conferencing to **ensure** student needs are met. Students practice independent reading using “just right” books, hear models of fluent reading, engage in thoughtful discussions, and respond to texts through writing.

HISD's Literacy By 3 approach for grades K through 3 incorporates the following key components:

- **Phonics/Word Work:** Students engage in explicit instruction of sounds and their spellings. A variety of systematic phonics instruction tools are accessible to enable students to make the connection between decoding, word recognition, reading, and spelling skills.
- **Guided Reading:** Students engage in daily instruction with leveled text as a part of teacher-facilitated small group instruction using “just right” books.
- **Independent Reading:** Students engage in daily reading in-school and at-home on their independent level to practice reading, build stamina, and read for enjoyment.
- **Read Aloud:** Students engage in teacher-facilitated Read-Alouds to think critically about texts, articulate and support ideas about concepts shared in books, build comprehension of fiction and non-fiction text, and hear models of fluent reading.
- **Writing Instruction:** Students engage in meaningful activities addressing the process of writing by using authentic experiences that teach students how to focus on a variety of audiences and write for many purposes.

- **Data Driven Instruction:** Teachers and campus leaders collect, analyze, and make instructional decisions based upon data including a universal screener, Running Records, classroom observations, interim common assessments, district-level assessments, and standardized testing.

In support of *Literacy By 3*, guided reading leveled texts are available to support teachers as they provide students with reading instruction that meets their individual needs.

HISD's approach for grades 4 and 5 is anchored in literature circles (or book clubs), as well as guided reading. Students experience independent reading, and read alouds to increase vocabulary, critical thinking and writing connections.

The 135-minute *Literacy By 3* block-includes instruction-in the following components.

Reading Workshop

Phonics/Word Work
Interactive Read Aloud
Mini Lesson
Guided Reading
Independent Reading

Writing Workshop

Mini Lesson
Independent Writing
Sharing

Guided Reading

Irene C. Fountas and Gay Su Pinnell define guided reading as a teaching approach designed to help individual students learn how to process a variety of increasingly challenging text with understanding and fluency. Teachers select appropriate leveled texts to support students as they read through coaching and by guiding discussions after reading. The goal of guided reading is to build independent fluent readers who comprehend what they read. In guided reading, the teacher:

- works with groups of 4 to 6 students,
- uses texts at the students' instructional level
- focuses on the reading strategies students need at that point in their development
- monitors the reader's progress regularly, and
- ensures that grouping is flexible and dynamic.

A one-time district purchase of materials to launch Literacy By 3 and guided reading in all schools was made in 2014 for grades K-3, and in 2015 for PK, grade 4 and grade 5. It is up to the school to maintain and build upon campus guided reading and literacy block instructional resources. **Materials purchased include** the following:

School Guidelines, 2018-2019
Curriculum

Scholastic Leveled Bookroom
K-5 Classroom Leveled Libraries, and
PK-3 Read Aloud Libraries
Benchmark Leveled Bookroom (Spanish)
Sistema de evaluacion de la lectura, Grados K-2, Niveles A-Z (SEL)

These resources should be used to support instruction at the small group table and the Literacy By 3 instructional block.

In addition, the following district resources may be used to supplement classroom instruction:

Pearson *Reading Street*
SRA McGraw-Hill, *Tesoros*
MyOn Online Readers

PREKINDARTEN GUIDED READING

In the spring of 2017, a one-time district purchase of Pre-A/A (English and Spanish) guided reading books was made for each Prekindergarten classroom. PK teachers are strongly encourages to use the Pre-A lesson plan that aligns to PK guidelines for small group instruction once students are able to identify a minimum of ten letters, classroom structures, and expectations are in place to support 15-20 minutes of independent work. It is recommended that teachers work with small groups of no more than four students in order to differentiate instruction and monitor individual **progress**.

In PK, guided reading consists of:

- 100-135 minute block
- Whole group – direct instruction
- Small Group – Pre-A/Emergent Instruction
- Independent Practice Workstations
- Respond to literacy through writing
- ESL block instruction – where applicable

DUAL LANGUAGE PROGRAM, LITERACY BY 3 AND CONTENT INTEGRATION

The Dual Language bilingual program in the Houston Independent School District is a well-researched approach for promoting biliteracy, bilingualism, and biculturalism for students. The underlying goal is to prepare students for the future with abilities to listen, speak, read, and write in two languages, as well as develop an appreciation for different cultures. The Dual Language bilingual program provides children with the opportunity to learn two languages while maintaining high academic standards.

- In 50/50 classrooms – Instruction is provided in both languages. Math, Science, and Social Studies are taught in the language specified by grade level and content area. For Guided Reading, teachers follow the plan of instruction from Scholastic Guided Reading program **and Benchmark Education (Spanish)**. Teacher uses leveled texts to

School Guidelines, 2018-2019 Curriculum

work with groups of students – low students every day, 3 groups of students per day. Students in 50/50 models will participate in Small Group **twice a day**, once in English and once in Spanish.

- In 80/20 classrooms:
 - 80% of the instruction is in Spanish. 20% of the instruction is in English in **PK and K**. Students in 80/20 model will participate in Small Group once a day in Spanish.
 - 70% of the instruction is in Spanish and 30% of the instruction is in English in **1st Grade**. Students in 70/30 model will participate in Small Group/**Guided Reading once a day** in Spanish, in addition to Math and Social Studies in Spanish. Science instruction in English.
 - 60% of the instruction is in Spanish, 40 percent of the instruction in English in **2nd grade**. Students in 60/40 model will participate in Small Group/**Guided Reading twice a day** once in English and once in Spanish, in addition to Science and Social Studies in Spanish. Math instruction in English.
 - 50% of the instruction is in English, 50% of the instruction in Spanish in **3rd, 4th, and 5th grade**. English instruction includes ancillary and **ESL/ELD** time. During the ELD time literacy components with content connections should be implemented. Students in 50/50 models will participate in Small Group/**Guided Reading** twice a day, once in English and once in Spanish.
- All components of Literacy by 3 will be embedded within the content throughout the instructional day, but the order may be adjusted to the daily schedule. Intensive intervention must be provided to Tier II and Tier III students based on their specific areas of need, including language and concept development and critical comprehension skills in both languages.

CURRICULUM

Research-based reading/language arts instruction is to be provided to all students in English, Spanish and ESL classes. Research-based instructional strategies are provided in the HISD Curriculum Planning Guides for:

- K-5 English Language Arts and ESL:
 - Use the K-5 Language Arts and ESL HISD Curriculum Guides for ESL students who are not in a bilingual program.
- K-5 Spanish Language Arts and K-ESL Component of the Bilingual Program:
 - Use the K- ESL Component of the Bilingual Program HISD Curriculum Guides for instruction of the ESL component of the Bilingual Program in grades K-2.
 - Use the English and ESL HISD Curriculum Guides for ESL instruction in grades 5.

School Guidelines, 2018-2019 Curriculum

All HISD curriculum resources are available through the HUB (www.houstonisd.org/hub). A parental involvement component that encourages parents to participate in the instructional lessons at home is essential. Schools must ensure parents are aware of the HUB resources (www.houstonisd.org/digitalresources) that students may access at home to support learning.

Reading/Language Arts Curriculum documents for English, Spanish and ESL recommend integrated reading and language arts instruction through genre study. Language Arts skills (spelling, grammar, writing, etc.) should be taught through mini-lessons and practiced using a variety of grouping strategies. In addition, Language Arts skills should be directly emphasized and reinforced during teacher read aloud, shared writing, and other instructional strategies as noted in the HISD Curriculum Guides.

Reading/Language Arts includes listening, speaking, writing and reading in grades K-8. Proficiency in these areas is fundamental to student academic success. Teachers must provide appropriate instructional strategies and activities to build a strong language arts foundation, giving students opportunities to practice listening, speaking, writing and reading daily not just within the literacy block but throughout the day. This will also help to ensure that all children will read on grade level by the end of the third grade, continue to read to learn for a lifetime, and have the literacy skills, necessary to support continued academic and social growth.

Common Reading Assessments

Circle – PK

The CIRCLE Progress Monitoring screening and progress monitoring tool was selected by commissioner's list of approval instruments to assess literacy development. It is administered three times a year. The results are used by teachers to guide instruction and reported to parents, the HISD board of Education, and Texas Education Agency.

Universal Screener

Beginning with the 1998-1999 school year, every Texas school district was required to implement a universal screener in reading for kindergarten, first, and second grade. The diagnostic instrument must be selected from the commissioner's adopted or district adopted list and be administered according to state guidelines. **Renaissance 360** is the instrument selected from this list for HISD for English and Spanish students. The results of these tests are reported to parents, the HISD board of trustees, and the Texas Education Agency. State funds will pay for only those reading instruments adopted by the commissioner. In addition, the High Frequency Word Evaluation is administered to students in the first and second grades.

The universal screener is also used in grades 3-12 to monitor reading growth. The assessment is administered three times per year (BOY, MOY, EOY) in grades K-8 as defined by the district assessment calendar. The program should be used between assessment windows as a progress-monitoring tool for Tier 2 and 3 students.

The currently adopted program is available in English for grades K-12 and Spanish for Grades K-5.

High Frequency Word Evaluation – Grades 1 and 2

The HFWE assesses reading ability by having a child read and then say words aloud that are shown by the teacher. The HFWE, is administered in English and Spanish depending on the language of reading instruction. For students in **English/Spanish** Dual Language classes, the passing standard includes cumulative sums of HFWs in the two languages of instruction. Because high frequency words comprise 50-60% of all texts, it is important that students are able to read these words automatically. Instructional strategies are available in the HISD Curriculum Planning Guides and in the High Frequency Word Evaluation Handbook available online and through the HISD Printing Services.

Running Records (K-5)

Running Records are administered formally three times per year based on the district defined assessment calendar. All students in grades K-5 are assessed for the purpose of identifying **the student's** independent reading levels based on accuracy, fluency, and comprehension. Student data is collected by the teacher and entered into the OnTrack system in order to track student growth over the year. Schools support the additional use of informal running records as on-going, progress monitoring of students particularly in grades K-2.

Campuses have options for the materials to use when administering these benchmark assessments.

The **Scholastic Benchmark Book Running Record and Comprehension Assessment** is a district-developed assessment in collaboration with Scholastic available in the HUB.

In addition, schools may choose to use **DRA2, EDL2, Fountas and Pinnell Benchmark Assessment** System or Next Step in Guided Reading.

Campuses serving bilingual and dual language students received through a one-time district purchase in 2015. **Sistema de evaluacion de la lectura**, a one-on-one comprehensive assessment to determine independent reading levels (A-N)—a companion to the Fountas & Pinnell Benchmark Assessment System. **Students in dual language classrooms typically demonstrate progress at different rates from students from traditional monolingual classrooms. Therefore, the benchmarks for achievement must be adjusted for students in dual language classrooms. Teachers who teach dual language should use the following charts to predict student achievement as it related to TADS.**

The following **charts** provides the grade level Fountas & Pinnell (FP) reading level goals for each administration **Running** record benchmarks are shown as “More Development Needed”, Meeting Expectations, or Advanced Development. Note that end-of-year expectation for kindergarten is Level D; accordingly, entry level for grade 1 is Level D and exit level is Level J. with entry to grade 2 set at Level J. This does not mean that a child reading at Level C at the end of kindergarten is necessarily at risk. It does mean

that we want to work toward the goal of independent reading at Level D to assure a solid foundation for entry to Grade 1.

Houston ISD Running Record Benchmarks (non-dual language)

GRADE	BOY			MOY			EOY		
	FP LEVEL	FP LEVEL	FP LEVEL	FP LEVEL	FP LEVEL	FP LEVEL	FP LEVEL	FP LEVEL	FP LEVEL
Kinder	No benchmark; diagnostic/baseline only			Pre A	B-C	D-Z	Pre A-B	C-D	E-Z
Kinder Spanish	No benchmark; diagnostic/baseline only			AA	B-C	D-Z	AA-B	C-D	E-Z
1	Pre A-C	D-E	F-Z	Pre A-D	E-G	H-Z	Pre A-H	I-J	K-Z
1 Spanish	AA-C	D-E	F-Z	AA-D	E-G	H-Z	AA-H	I-J	K-Z
2	Pre A-I	J-K	L-Z	Pre A-K	L	M-Z	Pre A-L	M-N	O-Z
2 Spanish	AA-I	J-K	L-Z	AA-K	L	M-Z	AA-L	M-N	O-Z
3	Pre A-M	N	O-Z	Pre A-N	O	P-Z	Pre A-O	P-Q	R-Z
3 Spanish	AA-M	N	O-Z	AA-N	O	P-Z	AA-O	P-Q	R-Z
4	Pre A-P	Q	R-Z	Pre A-R	S	T-Z	Pre A-R	S-T	U-Z
4 Spanish	AA-P	Q	R-Z	AA-R	S	T-Z	AA-R	S-T	U-Z
5	Pre A-T	U	V-Z	Pre A-U	V	W-Z	Pre A-U	V-W	X-Z
5 Spanish	AA-T	U	V-Z	AA-U	V	W-Z	AA-U	V-W	X-Z

KEY: **More Development Needed**

Meeting Expectations

Advanced Development

Biliterate Benchmarks by Grade Level

(adapted from *Biliteracy from the Start*, Escamilla, et al, 2014)

Native Spanish Speakers

	L1			L2		
Grade	F & P Spanish			F & P English		
	BOY	MOY	EOY	BOY	MOY	EOY
K	NA	B-C	C-D	NA	PRE-A	A-B
1	C-D	E-F	G-I	B	C-D	E-F
2	G-I	J-K	L-M	E-F	F-G	G-I
3	L-M	N	O-P	I-J	J-K	L-M
4	O-P	Q-R	S-T	M	N	O-P
5	S-T	T	U+	O-P	Q-R	S-T

Non- Spanish Speakers

	L1			L2		
Grade	F & P English			F & P Spanish		
	BOY	MOY	EOY	BOY	MOY	EOY
K	NA	B-C	C-D	NA	PRE-A	A-B
1	C-D	E-F	G-I	B	C-D	E-F
2	G-I	J-K	L-M	E-F	F-G	G-I
3	L-M	N	O-P	I-J	J-K	L-M
4	O-P	Q-R	S-T	M	N	O-P
5	S-T	T	U+	O-P	Q-R	S-T

State of Texas Assessments of Academic Readiness (STAAR) Resources for Elementary Reading and Writing

The State of Texas Assessments of Academic Readiness (STAAR) became the state's criterion-referenced assessment in 2012. To access the assessed curriculum, blueprints, released test questions, and other information for STAAR, visit <http://www.tea.state.tx.us/student.assessment/staar/>.

ESL Classrooms

Students in an ESL Program (no native language instruction) must receive instruction through the use of the ESL state-adopted materials, regular English curriculum and ESL, and other appropriate supplemental materials. In using the regular English and ESL curriculum, teachers must employ ESL methodology to address the state required English Language Proficiency Standards. Accommodations for addressing the needs of ESL students are provided in the HISD Curriculum Guides through the Literacy Routines and other instructional considerations and strategies. **Documentation of use of ESL methods as well as the ESL state-adopted system is required on teacher's lesson plans.**

In 2010-2011, the following ESL system was selected by the ESL Adoption Committee and approved by the HISD Board of Education as the district's ESL Adoption.

ESL Gr. K-5 *National Geographic Reach*

Reading Instruction for Students with Disabilities

The majority of students eligible for special education services are identified as students with learning disabilities. It is estimated that at least one-half of these students have a reading disability. Therefore, reading instruction for students with disabilities is based on the following premises:

1. Students with disabilities can learn to read provided that assessment data is utilized to identify a correct match between student needs and instructional strategies.
2. Teachers should use a variety of instructional techniques/strategies to ensure the implementation of instruction that addresses the unique needs of the diverse student population.
3. The use of research-based multisensory instructional strategies and programs should be the primary basis for instruction.
4. Special education teachers receive staff developmental training in the areas of reading remediation, alternative instructional strategies, and best practices for teaching reading by utilizing research-based reading programs in collaboration with the Curriculum Department.
5. Student progress on the Individualized Education Program (IEP) for reading must be substantiated by data obtained through frequent and annual assessment of student progress.
6. Data on student progress will be analyzed to evaluate the effectiveness of instructional services and document student achievement in reading.

Increasing student achievement in reading is a priority for the Houston Independent School District. The Office of Special Education Services likewise seeks to increase achievement in reading for students with disabilities. Special Education Services provides staff development training for general and special education staff and parents on utilizing research based instructional materials/technology, and documentation of student progress over time. Teachers must have the necessary tools to provide sound pedagogical experiences in reading to diverse learners.

The Curriculum Department provides training on instructional techniques for general education and special education teachers of reading, including teachers of students with dyslexia. The Reading instruction should be based on the Literacy by 3 block. Additional reading time is based on students' IEP goals and objectives.

LANGUAGE ARTS

Language Arts includes listening, speaking, writing, and reading in grades K-8. Proficiency in these areas is fundamental to student's academic success. It is recommended that students engage in 45 minutes of "other" language arts instruction daily (beyond the 90-minute requirement for reading). Teachers must provide appropriate instructional strategies and activities to build a strong language arts foundation, giving students' opportunities to practice listening, speaking and writing daily not just within the literacy block but throughout the day. This will also help to ensure that all children will read on grade level by the end of the first grade, continue to read learn for a lifetime, and have the literacy skills necessary to support continued academic and social growth.

In addition, general and special education reading teachers conducts—annual and benchmark assessments to monitor student progress. The special education teacher identifies appropriate IEP objectives and instructional strategies to address the individual needs of students with disabilities.

Reading Instruction in the PALS Classroom

The PALS program is uniquely adapted to meet the needs and interests of young children with disabilities. Educational support services are provided to increase preliteracy-reading readiness skills for children with disabilities from ages 3 to 5.

As children are active learners, they build meaning and understanding through full participation in their learning environments. PALS services provide a child-centered program that combines high expectations for each child with respect for individual development. Instructional objectives and strategies are customized and based on individual student information.

For young children, language development is closely related to literacy development. Exposing young children to a print-rich environment including a multitude of activities and interactions fosters early literacy skills. By creating a literacy rich environment filled with activities that are specific and integrated across the developmental domains, younger children will be able to explore, investigate, and construct language and knowledge in ways that are meaningful for them.

School Guidelines, 2018-2019 Curriculum

Preliteracy instruction in the PALS program services is based on the following premises:

- The use of research-based, multisensory instructional strategies and materials are the primary basis for instruction.
- Teachers use a variety of instructional techniques/strategies, including Frog Street, and identified supplemental materials to address the unique needs of each student. The identified supplemental materials should be used district-wide to increase preliteracy skills in the PALS classroom.
- PALS services teachers receive staff development training in ongoing assessment of student progress, phonological awareness, inclusion strategies, multisensory instructional strategies in reading and managing an early literacy classroom.
- Student progress on the Individualized Education Program (IEP) goals in preliteracy is documented through frequent, ongoing assessment of student progress.
- It is imperative that all children have access to high quality early educational experiences to help them become lifelong learners. Accessing the curriculum through general education will allow the pre-school students with disabilities to explore their environment and build foundations for learning to read and write.

Language Arts in the **Transitional** Bilingual Classroom

Reading/language arts in the **transitional** bilingual classroom must be developed in two languages. Full proficiency in listening, speaking, reading, and writing in the student's native language (i.e. Spanish, Vietnamese, etc.) is fundamental to the student's academic success. Development of these skills in the student's second language (i.e. English), although essential, should be presented holistically (listening, speaking, reading, and writing) and in incremental amounts during pre-established allotments for English instruction and commensurate with the student's ability throughout the elementary grades.

To support Spanish reading/language arts and ESL instruction in elementary bilingual classrooms, PK-5 Spanish Language Arts and K-2 ESL Component of the Bilingual Program curriculum documents are available through the Curriculum, Instruction, and Assessment Department.

Language Arts in the ESL Classroom

Language Arts in the ESL classroom include listening, speaking, and reading and writing (commensurate with student's level of English). Development of these skills in the student's second language (i.e. English), although essential, should be presented holistically (listening, speaking, reading, and writing) and in incremental amounts commensurate with the student's ability throughout the elementary grades.

To ensure that the ESL classroom instruction includes STAAR standards, the ESL teacher should use the ESL-accommodated research-based strategies in the HISD Curriculum Guides and the STAAR Information Booklets available from the Student Assessment Division of TEA.

Students with disabilities receive instructional services in general and/or special education classes. In order to facilitate achievement in writing skills for diverse learners, teachers must implement a service delivery model that is inclusive of a variety of instructional strategies at all levels.

The Curriculum Department provides training on instructional techniques for writing to general education and special education teachers. Teachers administer diagnostic and benchmark assessments to document student progress over time. They are expected to use the strategies to provide writing instruction on a daily basis for students with disabilities. The HISD Curriculum includes suggestions for instructional planning for students with disabilities in the Accommodations for Diverse Learners document which is created for each cycle of instruction.

MATHEMATICS

Mathematics education as outlined by the Texas Essential Knowledge and Skills (TEKS) statements is aimed at building a foundation of basic understandings in numerical representations and relationships, computations and Algebraic relationships, Geometry and measurement, and data analysis and personal financial literacy. Within a well-balanced mathematics curriculum, the primary focal points at each grade level are:

Process Standards K-5:

The process standards describe ways in which students are expected to engage in the math content area. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, algorithms, paper and pencil, and technology and techniques such as mental math, estimation, number sense, and generalization and abstraction to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, computer programs, and language. Students will create and use representations to organize, record, and communicate mathematical ideas. Students will use mathematical relationships to generate solutions and make connections and predictions.

Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Texas Response to Curriculum Focal Points (Revised 2013):

- The primary focal areas in **Kindergarten** are for students to:
 - count, represent, and compare quantities and collections fluently to at least 20
 - use meanings of addition and subtraction as adding to and taking from, and they explain strategies for solving problems and responding to practical situations involving addition and subtraction
 - identify and use attributes and components of two-dimensional shapes and three-dimensional solids, including measurable attributes
- The primary focal areas in **Grade 1** are for students to:
 - count, represent, compare, and order quantities and collections fluently to 120. Students use base-10 place value to interpret numbers as groups of hundreds, tens, and ones
 - recognize situations involving addition and subtraction. Students develop and use efficient, accurate, and generalizable methods to add and subtract and use this knowledge to solve problems
 - identify, name, and create basic two-dimensional shapes and three dimensional solids. Students attend to attributes to compose and decompose basic two-dimensional shapes and construct more complex shapes
 - gain familiarity with principles of length measurement. Students reason about, explain, and use the principles as they measure lengths
- The primary focal areas in **Grade 2** are for students to:
 - develop an understanding of the base-10 place value system and place value concepts up to 1,200. Students use base-10 place value to count in multiples of thousands, hundreds, tens, and ones and demonstrate number relationships in a variety of ways.
 - identify situations in which addition and subtraction are useful to solve problems. Students develop and use strategies based on place value and properties of operations to add and subtract multi-digit whole numbers
 - identify length as an attribute that can be measured and select and use appropriate units to measure it. Students understand that the value of a length measurement depends on the size of the unit
 - classify, sort, compose, and decompose two-dimensional shapes and three-dimensional solids. Students partition objects into equal parts, name the parts, and compare the sizes of parts
- The primary focal points at **Grade 3** are for students to:
 - extend their understanding of the base-10 system to numbers up to 100,000 and represent addition and subtraction of numbers within 1,000 using pictorial models, number lines, and equations. Students develop an understanding of multiplication and division of whole numbers through the use of representations
 - develop an understanding of the fraction as $\frac{A}{B}$ parts, each of size of the whole using models.
 -

School Guidelines, 2018-2019
Curriculum

- use attributes to sort, classify, and measure two- and three-dimensional figures
- The primary focal points at **Grade 4** are for students to:
 - add, subtract, multiply, and divide whole numbers fluently; justify these procedures; and use them to solve problems, including developing formulas for perimeter and area
 - understand and apply the characteristics of angles and angle measure
 - use understanding of base-10 place value and equivalent fractions to develop understanding of decimals as numbers and of procedures for adding and subtracting decimals
 - use their understanding of fractions as numbers along with their understanding of addition and subtraction to develop understanding of and procedures for adding and subtracting fractions with like denominators
- The primary focal points at **Grade 5** are for students to:
 - use and generate expressions and equations to solve problems involving the four operations
 - apply their understanding of measurement to select appropriate units for measuring perimeter, area, and volume in specific problem contexts
 - use appropriate graphic displays (e.g., table, bar graph, coordinate plane) to describe data based on the attributes of a particular data set

Throughout K-5 mathematics, students develop numerical fluency with conceptual understanding and computational accuracy. K-2 students use basic number sense to compose and decompose numbers in order to solve problems with increasing accuracy, efficiency, and flexibility. Students build on an extensive use of patterns and representations with concrete objects to express relationships and make generalizations and predictions that lead to the understanding of number and operation. Grade 3-5 students use knowledge of the base-ten place value system to compose and decompose numbers in order to solve problems requiring precision, estimation, and reasonableness.

Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Students use these processes together with technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve meaningful problems as they do mathematics.

Elementary mathematics instructional programs should incorporate the following high yield mathematics components: implementation of the HISD Curriculum; use of classroom routines that encourage students to participate in dialogue about important mathematical concepts and record their mathematical ideas; concrete and pictorial representations; problem solving; individual, pair, and share; and use of technology.

- **HISD Curriculum documents** for Mathematics – including the HISD Curriculum Planning Guides, the Mathematics PK-5 and 5-8 Vertical Alignment Matrix documents, and the yearly Scope and Sequence documents – will be used as the basis for planning instruction and can be accessed on the district's digital teaching and learning platform,

- **the HUB (www.houstonisd.org/hub)**. These documents also apply to bilingual, ESL, and special education teachers.
- **Classroom routines**, such as Number of the Day and Number Talks/Mental Math, are an essential component of each grade-level curriculum guide. Students engage in dialogue about specific mathematical concepts in whole group, small group, or partner situations, and may record their mathematical ideas in journals, problem solving mats, slates, or other appropriate media.
- **Concrete and pictorial representations** allow mathematical concepts to be developed and refined using manipulatives and drawings.
- **Problem solving is an important component** of daily instruction. With pictures, words, and symbols, students use a graphic organizer in order to understand the problem, make a plan, carry out the plan, and evaluate the solution for reasonableness. Teachers can access a variety of district-created HISD Problem Solving Boards through our digital learning platform.
- **Individual, pair, and share** strategies allow students to solve problems individually, then with a partner, and whole group.
- **Technology** is an important component of a well-balanced mathematics curriculum, and includes interactive and student-centered workstations using mathematics intervention software, monitored websites, and/or appropriate use of calculators.

Significant time must be provided for and dedicated to mathematics instruction and practice daily. Students in Kindergarten should receive 60 to 90 minutes of mathematics instruction/practice daily, while students in Grades 1-5 should receive 90 minutes of daily instruction/practice in mathematics. Additional assistance is provided through tutorials for those students needing additional instruction.

In a Dual Language classroom, mathematics is taught in Spanish in grades PK, K, 1, 4, and 5 and English in grades 2 and 3.

Houghton Mifflin Harcourt *Texas GO Math!* resources are available in English and Spanish for grades K-5. HISD teachers are able to gain access to the *Texas GO Math!* curriculum resources online at www-k6.thinkcentral.com.

State of Texas Assessments of Academic Readiness (STAAR) Resources for Elementary Mathematics

The State of Texas Assessments of Academic Readiness (STAAR) replaces the Texas Assessment of Knowledge and Skills (TAKS), the criterion-referenced assessment that had been used since 2003. To access the assessed mathematics curriculum and STAAR blueprints for grades 3-5, visit www.tea.state.tx.us/student.assessment/staar/.

Mathematics Instruction in Pre-kindergarten

Mathematics education for PK is outlined in the Texas Pre-kindergarten Guidelines adopted in 2015. The primary focal areas are:

- Counting
- Recognizing math symbols
- Adding and subtracting
- Geometry
- Measurement
- Classifying and comparing
- Patterns
- Problem-solving

Students in PK should receive 60 to 90 minutes of mathematics instruction/practice daily.

Mathematics Instruction for Students with Disabilities

Students with disabilities must have access to learning that is participatory, sequential, and research based to increase achievement in mathematics. It is necessary to provide sound instructional strategies to motivate students with disabilities to participate in the learning process and to increase achievement in mathematics skills. Students must be motivated to take an active role in assuming responsibility for their own learning and in learning how to learn.

The Curriculum Department provides training to general education and special education teachers on best practices for the implementation of instructional strategies for teaching mathematics using research based programs, technology, and systematic assessment to document student progress. In accordance with state and federal requirements, students with disabilities must receive instructional services in the Least

Restrictive Environment, (LRE). The amount of mathematics instruction is based on the campus' designated mathematics block, which varies from campus to campus. Additional mathematics time is based on students' IEP goals and objectives.

General and special education teachers must meet the challenge to successfully connect classroom experiences to the meaningful application of mathematics in the real world of home, work, recreation, and leisure activities.

SCIENCE

The Texas Essential Knowledge and Skills (TEKS) for Elementary Science requires that specified scientific processes and science concepts be taught in grades K-5. The Elementary Science STAAR, given at grade five, includes specific scientific processes and concepts from grades 3, 4, and 5. It is based on the premise that students have received a strong hands-on inquiry-based science foundation which began in prekindergarten and has continued each year through grade five. The elementary science curriculum has moved away from facts, content coverage and passive learning to an emphasis on hands-on, process oriented, inquiry-based experiences. The

elementary science curriculum should address all of the following criteria:

- Students in grades PK-5 should be provided **45 minutes of** daily instruction in science.
- In **transitional** bilingual classes, science **should** be taught in Spanish in grades PK-K. Concepts may be reinforced in English once they have been mastered in Spanish. Science instruction in grades 1-5 **should** be taught in English.
- For **EL** students in ESL classes (and those in regular classes due to the shortage of teachers), science shall be taught in English using second language teaching strategies.
- In Dual Language classrooms, science is taught in English in grades PK, K, 1, 4 and 5 and Spanish in grades 2 and 3.
- Implementation of the elementary science curriculum must focus on concepts and scientific principles taught through inquiry-based, hands-on, real-world, problem-solving approaches.
- Implementation of the elementary science curriculum must include numerous opportunities for students to develop process and inquiry skills such as observing, classifying, measuring, collecting and interpreting data, inferring, constructing reasonable explanations, identifying variables, and drawing conclusions **{through the 5E Instructional Model}**.
- The classroom teacher is responsible for using technology -- instructional strategies and models for teaching science that require students to participate in manipulating objects, making discoveries, and describing and communicating findings.
- The science curriculum should include field **investigations**, research, and visits to museums, nature centers and other informal science settings.
- The elementary science curriculum calls for the integration of science disciplines and **processes** across content areas.
- The science curriculum requires each campus to provide an annual allocation of funds for purchasing equipment and instruments specified in the Texas Essential Knowledge and Skills as well as a sufficient number of supplemental supplies needed to teach hands-on, process-oriented, inquiry-based science labs. **A grade-level materials list which includes a summary of supplies needed for each cycle and unit of instruction is available.**
- HISD Curriculum documents for Science – including the HISD Curriculum Planning Guides, the Science PK-5 and 5-8 Vertical Alignment Matrix documents, and the yearly Scope and Sequence documents – will be used as the basis for planning instruction and can be accessed on the district's digital

teaching and learning platform, [the HUB \(www.houstonisd.org/hub\)](http://www.houstonisd.org/hub). These documents also apply to bilingual, ESL, and special education teachers.

- Formative assessments are available in the HISD Curriculum Planning Guides. Other curriculum-based district assessments may be administered periodically to targeted content areas and grade levels based on the HISD Scope and Sequence. District- wide assessment plans for a given school year will be announced at the beginning of the year.
- In 2012, the district adopted Texas *Science Fusion's* science instructional materials. All K-5 grade teachers have access to both print and online science instructional materials. Access to the online materials is provided via the Digital Resources page [on the HUB \(www.houstonisd.org/digitalresources\)](http://www.houstonisd.org/digitalresources). Teachers and students who are scheduled into science classes in Chancery will automatically have single sign-on (SSO) access to the online HMH materials by clicking on the *Science Fusion* icon.
- Suggestions for accommodations are available in the respective grade-level Instructional Considerations sections in the HISD Curriculum Planning Guides.

State of Texas Assessments of Academic Readiness (STAAR) Resources for Elementary Science

The State of Texas Assessments of Academic Readiness (STAAR) is the state's criterion-referenced assessment. To access the assessed science curriculum, blueprints, released test questions, and other information for STAAR, visit <http://www.tea.state.tx.us/student.assessment/staar/>.

SOCIAL STUDIES

Social Studies **consists of eight strands intended for instructional purposes**. Within the school program, social studies provides coordinated, systematic study of history, geography, economics, government, citizenship, culture, science, technology, and critical thinking skills. Its purpose is to help young people develop the ability to make informed and reasoned decisions as citizens in a culturally diverse, democratic society and an interdependent world.

- Students in grades K-5 receive regular instruction using Chapter 113: Texas Essential Knowledge and Skills for Social Studies (TEKS) for the appropriate grade level. 19 TAC §7.102(c)(4).
- Students in PK receive social studies instruction using Texas PK Guidelines domain VII.
- Schools may add elements to social studies instruction at a grade level, but they must not delete or omit instruction in the foundation curriculum as specified in the TEKS. 19 TAC §7.102(c)(4).

School Guidelines, 2018-2019 Curriculum

- Schools must ensure that teachers have sufficient time to teach and students have sufficient opportunities to learn social studies. 19 TAC §7.102(c)(4). and 19 TAC §74.3.(a)
- At a minimum, schools should allot no less than the equivalent of 45 minutes every other day to social studies instruction. Effective social studies instruction often incorporates integrated instruction with reading/language arts and/or other content areas.
- In **transitional** bilingual classes, social studies is taught in Spanish in Grades PK-1. For students in Grades 2-5 Social Studies shall be taught in English.
- For **EL** students in ESL classes (and those in regular classes due to the shortage of teachers), social studies shall be taught in English using second language teaching strategies.
- In Dual Language classrooms, social studies is taught in English in Grades PK, 1, 4 and 5 and Spanish in Grades 2 and 3.
- Formative assessments are available in the HISD Curriculum Planning Guides. Other curriculum-based district assessments are available for targeted content areas and grade levels based on the HISD Curriculum. District-wide assessment plans are available annually.
- Social Studies instructional materials are available in both English and Spanish for Grades 1 through 5. Teachers are encouraged to use other resources to supplement and enhance learning. *Studies Weekly* has been adopted for implementation in the 2015-16 school year in all K-5 classrooms.
- HISD Curriculum documents for Social Studies – including the HISD Curriculum Planning Guides, the Social Studies PK-5 and 5-8 Vertical Alignment Matrix documents, and the yearly Scope and Sequence documents – are the basis for planning instruction and can be accessed on the district's digital teaching and learning platform, **the HUB** (www.houstonisd.org/hub). These documents also apply to bilingual, ESL, and special education teachers.
- Suggestions for accommodations for students with special needs are available in the respective grade-level Instructional Considerations sections in the HISD Curriculum Planning Guides.

FINE ARTS EDUCATION

The fine arts disciplines of art, music, theater and dance are viable and essential parts of every student's education as well as being required by TEA. Each fine arts discipline has a unique impact on student achievement when viewed as a separate field of study. Moreover, through study of the fine arts, students are engaged in a process that helps them to develop the 21st century skills of creativity, critical thinking, collaboration, and

School Guidelines, 2018-2019 Curriculum

communication. Additionally, students develop self-discipline and self-motivation necessary for attaining success in life.

A school district that offers Grades K-12 must offer an enrichment curriculum that includes fine arts. School districts must ensure that sufficient time is provided for teachers to teach and for students to learn fine arts during regular school hours, not after school (19 TAC, Chapter 74, Subchapter A, §74.1, §74.2, and §74.3). A minimum of 45 minutes twice a week is recommended. Fine arts at the elementary levels include art, music, and theatre. All elementary schools must provide TEKS-based instruction in all three fine arts subject areas of art, music, and theatre at each grade level (K-5). The fine arts disciplines of art, music, and theatre must be taught by properly certified teachers. **Elementary campuses may offer dance instruction utilizing HISD Dance standards vertically aligned to prepare students for secondary dance instruction. The recommendation for dance instruction is to be taught by Dance or PE certified teachers.**

- The fine arts shall be taught in all **P K**-5 elementary grade levels as part of the enrichment curriculum.
- The **Texas Pre-kindergarten Guidelines** and Texas Essential Knowledge and Skills (TEKS) for fine arts are mandated by TEA as part of the enrichment curriculum. TEC §28.002 requires that the Texas Essential Knowledge and Skills (TEKS) be followed when providing instruction in all enrichment subject areas, including art, music, and theatre. New Fine Arts TEKS, adopted 2013, are to be implemented in 2015-2016.
- All **EL** students (in either bilingual or ESL classes) shall receive fine arts instruction in English using second language teaching strategies. This instruction counts as part of the required daily English language development for students in bilingual classes. In accordance with TEC §29.055(c), LEP students in bilingual classes must be scheduled with their English-speaking peers for enrichment subjects such as art, music, physical education, etc.
- Sufficient time is to be provided for teachers to teach and for students to learn the Texas Essential Knowledge and Skills (TEKS) in fine arts. A minimum of 45 minutes twice a week is recommended.
- The school should provide instruction in a variety of arrangements and settings, including mixed-age groupings designed to permit flexible learning arrangements for developmentally appropriate instruction.
- The establishment of a schedule and procedures for instruction in the fine arts must consider:
 - instructional standards rather than isolated activities
 - sufficient time to complete the specified instructional standards of a lesson cycle
 - continuity of instruction

School Guidelines, 2018-2019

Curriculum

- procedures for assessing student progress
 - assigning separate grades for art, music, theater, and dance
 - designated time in the schedule for art, music, theater, and dance
 - allowance for extended time for special units or program performance preparation in art, music, theater, and dance
 - staffing patterns
 - assigned rooms, facilities, and equipment that sufficiently supports and effectively maintains all fine arts disciplines offered on a given campus.
- The primary objective of the fine arts program at the elementary level is to provide students with in-depth experiences in the arts through instruction by a specialist who is degreed and certified in the field in which (s) he is teaching.
- The fine arts objectives can be accessed on the TEA website.
- Art, music, and theater textbooks have been adopted for grades K-5.
- The fine arts teachers are responsible for providing students with learning experiences in the arts, coordinating and contributing to student achievement through utilizing a variety of instructional strategies and assessment methods.
- The art and music programs are enhanced by co-curricular contests/exhibits such as the Visual Arts Spring Showcase, Houston Livestock Show and Rodeo School Art Exhibit/Contest, Youth Art Month (YAM) Competition/Exhibition, Texas Elementary Art Meet (TEAM), HISD Elementary All-City Honor Band, HISD Elementary Band Festival, HISD Elementary All-City Honor String Orchestra, HISD Elementary String Orchestra Festival, HISD Elementary Honor Choir, HISD Elementary Choir Festival, HISD Elementary Orff Festival, Solo & Ensemble Contest, HISD Elementary Dance Festival, **HISD Dance Ensemble Competition, HISD All-City Elementary Dance Ensemble**, and HISD Dance Montage. Additionally, the district provides and schedules a field trip opportunity to the Museum of Fine Arts Houston for third graders. HISD elementary schools are encouraged to participate in field trips to fine arts venues involving additional grade levels.
- .
- Appropriate supplies, equipment, and resources should be provided to effectively and successfully implement fine arts programs. Musical instruments, sheet music, art room equipment, dance equipment/supplies, and theatre props must be of high quality and receive proper maintenance in order to withstand the demands of student use.
- Appropriate supplies, equipment, and resources should be provided to effectively and successfully implement fine arts programs. Musical instruments, art room equipment, dance equipment/supplies, and **theatre** props must be of high quality and receive proper maintenance in order to withstand the demands of student use.
- Class size should be a consideration when scheduling and staffing for the fine arts classes.

LANGUAGES OTHER THAN ENGLISH

Communication in the language and cultural understanding of the people who speak the language are the all-important goals for students in language education. Today, students learn to speak, to understand, and to use the language in "real world" situations. Through incremental practice and communication, students develop proficiency in the language.

- Students enrolled in a language other than English, Grades PK-5, shall be provided opportunities to listen to and understand the spoken language, to acquire vocabulary and skills essential for everyday communication.
- The current focus on proficiency-oriented instruction suggests that there are activities and strategies that can lead to more efficient teaching and effective learning of language.
- Instructional factors that can positively impact learning include the use of functional activities, authentic context, personalized interaction, student-centered participation and developmentally appropriate linguistic practices.
- Students are encouraged to use the language daily by asking and responding to simple questions using familiar vocabulary and previously used expressions to communicate basic needs.
- Student's language learning should be a positive, non-threatening process, similar to the way children acquire their first language.
- The primary objective of the elementary curriculum is not only to teach language skills, but also to equip students with learning strategies that will aid them as they continue their studies in later years.
- The classroom teacher is responsible for the extensive use and examples of the target language in the classroom, continual positive reinforcement, and low-stress correction of student errors through modeling and by example.
- The curriculum stresses meaningful communication through activities such as learning games, short questions and comments about everyday activities, in-class recognition of birthdays, achievements, and other events important to students positive comments on and display of student's work, etc.
- The elementary curriculum for languages other than English is included in the district's Scope and Sequence document and aligned with STARR standards and the Texas Essential Knowledge and Skills (TEKS).

HEALTH AND PHYSICAL EDUCATION

The elementary health and physical education curriculum is essential in the development and growth of the whole child. The purpose of the curriculum is to provide the student with the necessary skills to develop healthy habits for a lifetime. Health and physical education are separate and distinct instructional programs, that both emphasize the achievement of one's personal best through physical activity and health literacy.

Elementary Health Education

- Health education is part of a balanced instructional program. It is also part of the required curriculum as defined by 19TAC §74.1(a) and (b): A school district that offers kindergarten through Grade 12 must offer as a required curriculum: health, with emphasis on the importance of proper nutrition and exercise; and physical education. Therefore, students in grades PK-6 will receive weekly instruction in health education.
- The classroom teacher is responsible for teaching health; however, the physical education teacher, school nurse, or counselor may also teach health education.
- Health instruction will be included weekly; one complete lesson taught within a **20-45 minute** block of time, depending on the grade level of the students.
- Health education at the elementary level focuses on the development of wellness concepts safety practices, and challenges experienced during maturation. This comprehensive program provides age-appropriate instructional activities that promote safety and health enhancing behaviors.

Local School Health Advisory Council and Health Education Instruction

TEC §28.004 The board of the trustees of each school district shall establish a local school health advisory council to assist the district in ensuring that local community values are reflected in the district's health education instruction. A school district must consider the recommendations of the local school health advisory council before changing the District's health education curriculum or instruction.

Elementary Physical Education

19 TAC §103.1003 requires students in elementary schools to participate in moderate to vigorous physical activity for a minimum of either 30 minutes daily or 135 minutes weekly.

- The HISD Curriculum defines the district's standards for Physical Education aligned to the Texas Essential Knowledge and Skills (TEKS)
- Physical education at the elementary level must focus on movement, physical activity, health-related fitness, safety, social skill development and healthy lifestyles.

- The elementary physical education instructional programs should emphasize participation in moderate to vigorous physical activity, fundamental motor skills, cardiorespiratory endurance, muscular strength and endurance, and flexibility development, and dance instruction. The dance instruction provided must address the essential knowledge and skills specified in the PE TEKS and the HISD Dance Standards. Instructional activities should incorporate life skills such as fair play, cooperation, citizenship, leadership, sportsmanship, and teamwork. Based on this, elementary campuses may offer dance instruction utilizing HISD Dance Standards vertically aligned to prepare students for secondary dance instruction and PE TEKS.
- Physical education teachers will design experiences that provide frequent practice opportunities that are both meaningful and appropriate based on previous movement experiences and maturation; and select benchmarks to enhance the psychomotor, cognitive and affective development of all children.
- The FitnessGram is the mandated fitness assessment chosen by the State of Texas to assess all student fitness levels in grades 3-12. Schools are to report collected student data annually.
- All students PK-12 should receive instructional support that aligns with the goals of the FitnessGram assessment, and the benefits that stem from knowing one's level of fitness.
- Class size for elementary physical education must be equivalent to those of the classroom teacher, with allowance for a limited number of mainstreamed students with disabilities.
- To ensure safety and adequate supervision for mainstreamed students normally served by a teacher and teacher aide, the teacher aide must remain with the student during the entire period.
- Exercise is not punishment for misbehavior.
- Appropriate supplies and equipment are necessary to implement a quality physical education program. Physical Education equipment should be developmentally appropriate and adequate in amount to facilitate maximum student participation in the activities.
- To ensure that the teacher can maintain a safe learning environment when other classes are present, physical education classes should be held away from the "recess area."
- The following are specific minimum recommendations for elementary physical education facilities:

School Guidelines, 2018-2019
Curriculum

- Early elementary grades (PK-2)
 - Indoor: 2500 square feet, 20 foot ceilings, no windows-per teacher
 - Outdoor: 50 by 50 yards of grass field space and a hard surface
- Upper elementary grades (3-5)
 - Indoor: 4200 square feet, 20 foot ceilings, no windows-per teacher
 - Outdoor: 100 by 50 yards of grass field space and a hard surface
- The physical education teacher will provide a safe and orderly environment when facilitating indoor and outdoor physical activities.
- Exposure to extreme heat or cold conditions may cause serious illness or be harmful to students. Therefore, careful consideration should be given to weather conditions whenever classes are held outside. Good judgment must be used when temperatures are above 95 degrees or below 35 degrees. Additionally, special precautions should be taken whenever the smog and ozone levels are extremely high. See HISD's Emergency Preparedness Plan for further clarification.
- All Limited English Proficiency (LEP) students (in either bilingual or ESL classes) shall receive physical education instruction in English using second language teaching strategies. This instruction counts as part of the required daily English language development for students in bilingual classes. In accordance with TEC §29.055(c), LEP students in bilingual classes must be scheduled with their English-speaking peers for enrichment subjects such as art, music, physical education, etc.
- A restricted physical education program must be in accordance with a physician's recommendation. Students with disabilities, upon recommendation of a private physician, and by action of the ARD/IEP committee may:
 - remain in general education
 - be referred for evaluation
 - have physical education requirements waived through physician's recommendation

RECESS

Senate Bill 530 and Texas Education Code 28.02 state that a school district shall require students enrolled in kindergarten or a grade level below sixth grade to participate in moderate or vigorous daily physical activity for at least 30 minutes throughout the school year as part of the district's physical education curriculum or through structured activity during a school campus's daily recess. If a school district determines, for any particular grade level below sixth, that this requirement is impractical due to scheduling concerns or other factors, students in that grade level may participate in moderate or vigorous physical activity for at least 135 minutes during each school week.

Senate Bill 530 further requires the local school health advisory council (SHAC) to consider and make policy recommendations to the district concerning the importance of daily recess for elementary school students. The council must consider research regarding unstructured and undirected play, academic and social development, and the health benefits of daily recess in making the recommendations. The council shall ensure that local community values are reflected in any policy recommendation made to the district under this subsection."

Therefore, the Houston Independent School District recess guidelines are:

- All elementary schools will provide 30 minutes of unstructured recess for grades PK-5.
- The withholding of recess will not be used as punishment, nor for students to complete classwork or attend tutorials.
- Each school should determine what time of day the recess should be scheduled and collaborate with the Physical Education teacher to develop building-level guidelines to ensure adequate supervision and safety precautions.
- A certified educator must be responsible for monitoring students to prevent accidents.
- Recess will be held outside if weather permits. In the case of inclement weather, each school will develop an alternative plan for recess.
- Building principals will ensure that recess will be separate from the Physical Education program.
- The building principal will ensure that both recess and physical education will be part of in the daily program and scheduled as separate activities. Recess will not replace the structured physical activity provided through physical education.

Definitions

- **Physical Education:** A physical fitness lesson that adheres to the Texas Essential Knowledge and Skills (TEKS) objectives that is planned, monitored and assessed by a certified educator.
- **Structured Physical Activity:** Supporting lessons, recess and other fitness opportunities that adhere to the Physical Education guidelines stipulated by the state of Texas, to ensure that students receive a minimum allotment of 135 minutes of weekly exercise.
- **Structured Recess:** A physical fitness recess where students are to participate in independent activity that is guided by a certified educator.
- **Unstructured Recess:** “Free Recess” where students are allowed the opportunity to use time for instructional reflection, peer interaction and activity of choice that is monitored by a certified educator.

RECESS DOES NOT REPLACE PHYSICAL EDUCATION.

EXTRACURRICULAR ACTIVITIES

Extracurricular activities include, but are not limited to, public performances, contests, demonstrations, displays, and club activities, with the exception of public performances specified in the second bullet below.

- In addition, an activity shall be subjected to the provisions for an extracurricular activity if any one of the following criteria apply:
 - the activity is competitive;
 - the activity is held in conjunction with another activity that is considered to be extracurricular;
 - the activity is held off campus except in a case in which adequate facilities do not exist on campus;
 - the general public is invited; or
 - an admission is charged.

Students and their parents may be charged a fee for student activities in compliance with Texas Education Code 11.158; however, the District has adopted reasonable procedures for waiving a deposit or fee if a student or the student's parent or guardian is unable to pay it. The principal is responsible for posting a notice of such waiver in a central location in his or her school facility and in the student handbook. [See FP(LEGAL), (LOCAL), and (REGULATION)]

A student ineligible to participate in an extracurricular activity, but who is enrolled in a state-approved course that requires demonstration of the mastery of the Texas Essential Knowledge and Skills (TEKS) in a public performance, may participate in the performance subject to the following requirements and limitations:

- the general public is invited; and
- The requirements for student participation in public are stated in the TEKS of the course.

The school week is defined as beginning at 12:01 a.m. on the first instructional day of the calendar week and ending at the close of instruction on the last instructional day of the calendar week, excluding holidays.

A school district may not schedule or permit a student to participate in an extracurricular activity or a public performance that would require, permit, or allow the student to be absent from a class more than ten times during the school year. A school district may adopt policies that permit distribution of the ten absences during the school year for the purpose of participation in extracurricular activities.

Limitations on practice, rehearsal, and student participation in extracurricular activities during the school week shall be as follows:

School Guidelines, 2018-2019
Curriculum

- For any given extracurricular activity, a student may not participate in more than one activity per school week, excluding holidays, except as provided in the next bullet.
- In addition to the limit of one extracurricular activity permitted per school week, a student may also participate in a tournament or post-district contest, as well as a contest postponed by weather or public disaster that may determine advancement to a post-district level of competition.
- For each extracurricular activity, a school district must limit students to a maximum of eight hours of practice and rehearsal outside the school day per school week.
- A school may not schedule an extracurricular activity or a public performance to occur on the day or evening immediately preceding the day on which the administration of STAAR is scheduled for Grades 3-8 and 10.
- Limitations on practice and rehearsal for extracurricular activities during the school day shall be as follows:
 - A school district must limit a student to one period of practice during the regularly scheduled school day for extracurricular activities, such as athletics,
 - A student may not be permitted to miss a scheduled academic class to practice for an unrelated extracurricular activity.
 - A school district must limit extracurricular practice during the school day to ensure that class periods for extracurricular practice do not exceed the time allotted for other class periods.
- TEC §33.086 requires a district employee who serves as the head coach or chief sponsor for an extracurricular athletic activity, including cheerleading, sponsored or sanctioned by a district or the UIL, to maintain and submit to the district proof of current certification in first aid and cardiopulmonary resuscitation issued by the American Red Cross, the American Heart Association, or another organization that provides equivalent training and certification.

These provisions apply to any UIL activity. Any other organization requiring student participation that causes a student to miss a class may request sanction from the school district board of trustees. If the organization is sanctioned by resolution of the board of trustees, student participation in the organization's activities shall be subject to all provisions of this section and statute. Any absence incurred by a student while participating with an organization that has not received sanction from the school district board of trustees shall be subject to provisions of the Texas Education Code related to student attendance.

EDUCATIONAL TECHNOLOGY

21st Century skills are imperative for students pursuing post-secondary education, which demands a high level of knowledge and skills and a high degree of technology competency. To equip our students with the skills necessary to compete in a global digital society, students need to be given opportunities to access, evaluate, manage, and use information in a variety of media formats from a wide array of sources and communicate those results to diverse audiences.

- The Technology Application TEKS provide technology literacy standards that are to be integrated throughout the curriculum in grades K-8 and expanded through specialized, focused courses in Grades 9 – 12. The Technology Applications TEKS are divided into four strands for all grade levels:
 - ▶ **Technology Foundations** – Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions about technologies and their applications.
 - ▶ **Information Acquisition** – The efficient acquisition of information includes the identification of task requirements; the planning for the use of search strategies; and the uses of technology to access, analyze, and evaluate the acquired information.
 - ▶ **Work in Solving Problems** – By using technology as a tool that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution and evaluate the results.
 - ▶ **Communication** – Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results.
- The Technology Application TEKS describe what students should know and be able to do using technology and defines the teaching, learning and integration of digital technology knowledge and skills across the curriculum. The goal of the Technology Application TEKS is for students to gain technology-based knowledge and skills and to apply and integrate them in to all curriculum areas at all grade levels to support learning and promote student achievement. The Technology Application TEKS are not to be taught in isolation but as an integral part of every classroom's use of technology.
 - ▶ Grades K-2 – Students gain basic skills such as inputting information, beginning touch keyboarding and becoming familiar with the computer. Using technology, students can access information that can include text, audio, video and graphics. They use computers and related technology to make presentations and prepare projects for foundation curriculum areas.

School Guidelines, 2018-2019
Curriculum

- ▶ Grades 3-5 – Students use proper keyboarding techniques and acquire information by selecting the most appropriate search strategies. Students use word processing, graphics, databases, spreadsheets, simulations, multimedia, and telecommunications. They solve problems, communicate information in various formats and to a variety of audiences, and evaluate their results.
- As of 2003, TEC 28.002 requires school districts to use the TEKS when teaching all of the required curriculum (foundation and enrichment content areas). Prior to 2003, the enrichment TEKS were used as “guidelines”. Districts must ensure that sufficient time is provided for teachers to teach and students to learn the essential knowledge and skills in Technology Applications for Grades K-12. The State Board of Education adopted Technology Applications instructional materials in November 2013. For the 2014-2015 school year, HISD adopted learning.com as the instructional materials for grades K-8.
- HISD Curriculum documents for Elementary Technology Applications - including the HISD Curriculum Guides, the Vertical Alignment Matrix, the annual Scope and Sequence documents, the Year-at-a-Glance, and the Assessment TEKS/TAKS Correlations - should be used as the basis for instructional planning. The district-developed HISD Curriculum provides teachers with a scope and sequence, instructional guidelines, instructional strategies, assessments, and resources to ensure the state-mandated standards and district initiatives are being implemented in technology labs and classrooms. The documents also apply to bilingual and ESL instructional planning.
- In addition to technology applications curriculum documents, activities and projects are integrated into the core content area curriculum documents to support the utilization of technology applications skills through the core content objectives. Providing opportunities in the classroom for students to use and apply the technology skills learned in a computer lab setting enhances the teaching and learning experiences and adds that additional rigor and relevance to the classroom landscape.

SUPPORT PROGRAMS

MAGNET SCHOOL PROGRAM

In addition to the regular educational program, HISD offers a variety of other program options to its elementary students. Attendance at a Magnet school is an exception to the requirement that a student attend the school within his or her attendance zone. Magnet schools are specialized curriculum programs available to students through Magnet transfers. Each Magnet program is developed with a strong basic academic program in addition to an attractive enrichment specialty. Because the specialties are extensive and varied, it is possible to meet the needs, interests, and talents of most students. Students are accepted into Magnet programs according to each program's particular requirements. Generally, entrance into an elementary Magnet program is based on the student's interest in the program and available space.

CHARACTER EDUCATION PROGRAM

TEC §29.906 allows school districts to implement character education programs after consulting with educators, parents, and other members of the community, including community leaders:

1. Stress positive traits such as:
 - ◆ Courage
 - ◆ Trustworthiness, including honesty, reliability, punctuality, and loyalty
 - ◆ Integrity
 - ◆ Respect and courtesy
 - ◆ Responsibility, including accountability, diligence, perseverance, and self-control
 - ◆ Fairness, including justice and freedom from prejudice
 - ◆ Caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity
 - ◆ Good citizenship including patriotism, concern for the common good and the community, and respect for authority and the law
 - ◆ School pride
2. Use integrated teaching strategies
3. Must be age appropriate

The legislation requires TEA to maintain a list of character education programs and to review and evaluate the impact of character education programs on student discipline and academic achievement. The legislation also allows TEA to accept money from federal government and private sources to use in assisting school districts in implementing character education programs that meet the criteria prescribed.

HISDs character education plan, adopted by the Board of Education in March 1989, calls for all schools to implement a K-12 values program with instruction provided weekly and reinforced throughout the school on a daily basis. HISD's Character Education Program is the largest program in the nation and received the first ever national award for large urban school districts, the Character Education Partnership (CEP) National Lighthouse Award, 2004.

Rationale

The latest brain-based research confirms emotional intelligence versus academic intelligence is a better indicator of student success. Character building involves nurturing self-esteem/self-concept, which instills in students the concept that they can learn. This is a critical component in a student's ability to achieve and be successful. Teaching students the value of being honest, self-disciplined, self-reliant, trustworthy and responsible reflects high expectations of behavior and provides a school climate that is safe, supportive, and caring. Addressing issues of building healthy relationships and respecting others provide students an opportunity to learn problem-solving skills and conflict resolution skills.

Purpose and Scope

To be effective, instruction in character education is consistently implemented and appropriate to the developmental level of the students. At the elementary level, students are introduced to different concepts of personal and social responsibility each month. The program focuses on active involvement and demonstration of these concepts so that children learn that these concepts are essential to academic success, as well as lifelong success. The next level of the character education program includes the involvement in school and community projects and work with role models from the community.

This program enlists the support of the entire community. Parents must be informed and encouraged to support their children's involvement and be reassured that the program focuses on character traits and civic values, not on religious concepts. The program is multi-faceted in response to the diverse needs of the learning community. The components of HISD's Character Education program include the following trainings and workshops.

- ◆ A three-hour workshop designed to demonstrate the concepts of character education and the implementation process. Participants are provided an opportunity to experience and internalize strategies and techniques applicable to the classroom and the learning community.
- ◆ A three-hour workshop where content specialists guide teachers through the process of learning how to utilize a six-step process to infuse their curriculum with the nine core values.
- ◆ 40 Developmental Assets training, a three-hour highly interactive workshop designed to support teachers in creating supportive classroom conditions that help young people thrive.

School Guidelines, 2018-2019
Curriculum

- ◆ Campus Climate Transformation, a three-hour workshop where participants learn tools specifically focused on teaching students the value of being honest, self-disciplined, self-reliant, trustworthy and responsible. This reflects high expectations of behavior and provides a school climate that is safe, supportive, and caring. Teachers develop an action plan designed to transform their campus.
- ◆ Project Reconnect Program facilitates the extension of character development from school to the home and the community through training, activities and resource centers for parents.
- ◆ The awarding of grants to Middle Schools that attend the No Place for Hate Summit, sponsored by the Anti-Defamation League, facilitates the ability of students to plan activities for their school to address prejudice. The Character Education Department offers a \$100 scholarship to schools that develop and implement activities that involve the entire student body.
- ◆ A website that presents a description of the value of the month, helps integrate each core value with the district's philosophy of education, and communicates successful applications of character education employed within HISD. The website offers reading recommendations for administrators, teachers, and parents.

DISTRICTWIDE ADOPTED VALUES

September	Self-Esteem
October	Honesty
November	Respect
December	Trust
January	Loyalty
February	Justice
March	Commitment
April	Self-Discipline
May	Self-Reliance

Resources

- Trainings and Workshops
- Model Character Infused Lessons
- Random Acts of Kindness Program
- Rachel's Challenge – Student Leadership Summit (Fall and Spring)
- Adults Relating to Kids
- Kids at Hope
- Best Friends
- Best Men

SECONDARY

Texas state standards, the Texas Essential Knowledge and Skills (TEKS), are divided into a Core Foundation Curriculum and a Core Enrichment Curriculum. School districts are required to provide instruction of all the TEKS and student expectations for each course. TEC §28.002 states that the TEKS be followed when providing instruction in all enrichment subject areas, including art, dance, music, and theatre.

The **Foundation Curriculum** includes:

- ◆ English Language Arts and Reading: English I, II, III, and IV
- ◆ Mathematics: Algebra I, Geometry, Mathematical Models with Applications, Algebra II, Precalculus, Statistics, Algebraic Reasoning, and Advanced Quantitative Reasoning
- ◆ Science: IPC, Biology, Chemistry, and Physics
- ◆ Social Studies: US History Studies Since Reconstruction, World History, World Geography, and US Government
- ◆ Economics with Emphasis on the Free Enterprise System and its Benefits

TAC §74.3(b)(1) provides that “the district must ensure that sufficient time is provided for teachers to teach and students to learn the subjects in the required curriculum.” A school must offer all courses specifically stated as a graduation requirement. These courses are presented in TAC §74.3(b)(2) and must be offered each year. The school district or individual campus must teach a course that ten or more students indicate they will participate in or that is required for the student to graduate. Courses for which there are TEKS but that are not required for graduation may be offered as electives. Credit can be awarded only for courses for which TEKS have been approved or those approved as innovative courses.

The **Enrichment Curriculum** includes:

- ◆ Languages Other Than English: Levels I, II, and III
- ◆ Health Education
- ◆ Physical Education (PE)
- ◆ Fine Arts
- ◆ Career and Technical Education (CTE)
- ◆ Technology Applications

In all secondary courses and grades for which HISD curriculum documents have been developed, classroom teachers are expected to use the district curriculum to guide their lesson planning. At a minimum, teachers should follow the district scope and sequence documents in developing units of instruction and establishing an instructional schedule. Schools that wish to use a curriculum other than the district’s curriculum to guide instruction on their campus must have their alternative plans and the rationale for using those plans incorporated into their approved school improvement plan (SIP).

English Language Proficiency Standards (ELPS)

Chapter 19 TAC §74.4, Subchapter A, English Language Proficiency Standards (ELPS) were adopted December 2007 to comply with No Child Left Behind (NCLB) Title III requirements. School districts must provide instruction to English **Learners** in order for them to have the full opportunity to learn English and to succeed academically through the content areas. The rule also clarifies that the ELPS are to be implemented as an integral part of the required curriculum in each foundation and enrichment subject of the TEKS for students who are **English Learners**.

The HISD Curriculum embeds these cross-curricular second language acquisition knowledge and skills in the HISD Curriculum Guides located online in the portal.

Integrated Instruction

Integrated instruction is the process by which two separate independent courses can be taught by the same teacher during the same class period. This is permissible under the following conditions only:

- ◆ The teacher has appropriate certification in each subject taught as verified by the HISD Human Resources Department and/or TEA's SBEC website.
- ◆ Adequate time is provided for the teacher to teach and students to learn all prescribed TEKS for each course and final exams are given for each subject.
- ◆ The teacher maintains documentation that all prescribed TEKS have been taught.
- ◆ Grades for each subject are maintained in separate documentation (grade book or computer file).
- ◆ Each course is listed in the school's master schedule as an individual course with independent grade sheets produced for each course.
- ◆ Appropriate course titles and grades are listed for each course on an individual student's schedule and report card.
- ◆ Students enrolled in both courses must complete all assignments and grading requirements for each subject and be given a separate grade in each subject.

PowerUp in High School

All high schools in Houston ISD are part of the PowerUp program, which ensures that every high school student receives a laptop computer and access to digital instructional materials and resources. The intention is for every student to have the opportunity to use technology both at home and at school. (Note: Parents may decide in very select circumstances to have their children participate in the program in a modified way, checking a device out at school each morning and turning in the device each afternoon. This type of arrangement should only be used where there is a serious issue that prohibits the student from full participation in the program.)

The primary goals of Power Up are to personalize instruction and increase equity of access to all students. This has several implications for the school practice-

Laptop Distribution:

- Schools should ensure that all students are issued their laptops in a timely manner, and no later than two weeks after the start of school. Ideally, students should receive laptops upon enrollment and schools are highly encouraged to begin laptop distribution prior to the start of school each fall.
- All students and parents must sign the Student Laptop Loan Agreement each year.
- As with all instructional materials and technology, students who damage or lose their assigned laptop and related equipment may be required to pay for repairs and/or a replacement.
- Laptop insurance does not cover intentional damage and all laptops must be carried and used within the provided laptop cases at all times.

Curriculum and Instruction:

- The district points to the Technology Integration Matrix – <https://fcit.usf.edu/matrix/> -- as a guide for transforming classroom instruction through technology integration, emphasizing instruction that is active, collaborative, constructive, authentic, and goal directed.
- It is the expectation of the district that instructional technology is used to provide increased personalization and equity of access to all students, including increased opportunities for student voice and choice, student-directed learning, inquiry, exposure to leveled text, and alignment with principles of Universal Design for Learning.
- Campus Instructional Technologists (CIT's) and Secondary Curriculum provide support for instructional transformation and technology integration.

Digital Citizenship:

Schools are responsible for ensuring that students encounter digital citizenship lessons on a regular basis, as appropriate, and no less than once per year. Resources for these lessons can be found at www.houstonisd.org/edtech.

Literacy – *Literacy in the Middle* and *Literacy Empowered*

The goal of the Houston Independent School District is for all students to read **on** or above grade level by the end of third grade. *Literacy in the Middle* continues that work with middle school students so that by 2020 all students in middle school will read on or above grade level. *Literacy Empowered* extends this work to high school and combines it with the district's *PowerUp* program to ensure that all high school students can engage in personalized learning experiences and become global graduates.

Instructional programs for grades 6-12 include time for students to read authentic, self-selected, and assigned text daily for at least 120 minutes within their four core foundation classes. *Literacy in the Middle* and *Literacy Empowered* transform learning by harnessing technology for literacy instruction so that all students gain the knowledge and skills needed for meaningful college and career options. Students receive standards-based models of thinking and processes in whole-group, small-group, or conference settings based on need, and have time to read, write, and discuss authentically at their own instructional level.

HISD's Literacy in the Middle approach for grades 6 through 8 focuses on the following key components:

- **Read Aloud / Modeled Thinking:** Students engage in teacher-facilitated models of thinking and reading to think critically about texts, articulate and support ideas around concepts, and build comprehension of fiction and expository texts.
- **Independent Reading:** Students engage in reading self-selected and assigned texts at their level to expand their systems of strategic actions, thus meeting the demands of increasingly complex texts.
- **Small-Group Instruction:** Students engage in daily small-group instruction using grade-level and personalized texts with the goal of both rapidly advancing students in their literacy skills while also engaging deeply in disciplinary content.
- **Writing Instruction:** Students engage in authentic writing tasks in each discipline to extend their understanding of that discipline and provide evidence of that understanding.

In support of *Literacy in the Middle*, district purchases of materials have made for students and teachers. The resources included:

- Classroom libraries in the four core foundation classes
- Book Club libraries in ELA
- Read Aloud libraries
- Comprehension toolkits for large- and small-group lesson support
- Paper and electronic magazines for all four core classes
- DBQ kits for all social studies classes to support comprehension, analysis, and writing

It is the school's responsibility to maintain and build upon campus resources.

As district and statewide data indicate, strong skills in reading, writing, communication, and thinking are foundational to high school, college, and career success. The next-level literacy approach, *Literacy Empowered*, consists of supporting all district high schools in expanding **personalized instruction** through deeper use of *Power Up* tools and **authentic literacy practices** across all core foundation classes to truly empower students for their post-secondary education and careers. To transform tier-one instruction in our high schools, teachers and leaders must have the pedagogy and tools to support the learning of a 21st-century student. The deployment of 1:1 devices from 2013-2016 and the creation of core content-area master courses have ensured that every student has the tools necessary to personalize his or her learning path within our state standards. The addition of literacy principles – reading, writing, and discourse – both in written and delivered instruction will further support individual learners in strengthening their literacy skills and filling any gaps. This “just in time” support will occur in multiple avenues such as whole group, small group, independent practice, and conferring. HISD's *Literacy Empowered* approach for grade 9 through 12 focuses on the following key components:

- **Reading.** Students engage in reading self-selected and assigned texts at their levels to expand their systems of strategic actions thus meeting the demands of increasingly complex texts.
- **Writing.** Students engage in authentic writing tasks in each discipline to extend their understanding and provide evidence of understanding.
- **Discourse.** Students engage in daily in academic discourse around grade-level and personalized texts, inquiry, and authentic writing opportunities.

In support of *Literacy Empowered*, district purchases of materials were made for students and teachers. The resources included:

- Classroom libraries with texts at a wide range of Lexile levels
- Digital libraries of personalized texts in all four core foundation disciplines
- Comprehension toolkits for large- and small-group lesson support
- DBQ kits for all social studies classes to support comprehension, analysis, and writing

It is the school's responsibility to maintain and build upon campus resources.

FINE ARTS

Fine Arts Requirements

The Texas Education Code and the Texas Administrative Code require that Fine Arts be offered in grades K–12.

Middle School

The current TAC Chapter 74 states:

All middle schools must offer **fine arts courses**, taught by teachers certified in the fine arts discipline of their teaching assignment. For the 2015-2016 school year, dance has been added to the fine arts offerings as a TEKS-based course. Schools are required to offer a minimum of three of the four fine arts **disciplines: dance, music, theatre and visual arts**. Schools must ensure that sufficient time is provided for teachers to teach and students to learn the TEKS in the required curriculum, **including fine arts**. The school district may provide instruction in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade level standards. (TAC §74.3(a) Description of a Required Secondary Curriculum)

All middle school students must complete one credit of fine arts (art, dance, music, theatre **and visual arts**) at the middle school level. This requirement can only be met by one full credit in the same discipline. One credit means two full semesters of one course. Students may not combine ½ credits of different disciplines to equal a full course credit.

The new Middle School Fine Arts TEKS, adopted 2013 and implemented in 2015-2016, are designated by Performance Levels (Level 1, Level 2, Level 3), not designated by grade numbers 6, 7, 8.

♦ §117.202. Art, Middle School 1, Adopted 2013.

General requirements. Students in Grades 6, 7, or 8 enrolled in the first year of art may select Art, Middle School 1.

***Note: Middle School students can earn Visual Arts High School 1 in Middle School Once §117.302. Art, Level I (One Credit). Adopted 2013 (Beg.) and §117.303. Art Level II (One Credit). Adopted 2013 (Adv.) are completed consecutively and successfully. Middle Schools offering High School Art I must consider the following criterion: Art Certified Teachers, 2 years of teaching experience before course is offered. 4+ media approach (drawing, painting, clay, non-clay sculpture, etc.) and presentation possibilities for students in the following areas: local and/or national competition, regularly scheduled portfolio critiques, and presentation opportunities.**

◆ **§117.205. Dance, Middle School 1, Adopted 2013.**

General requirements. Students in Grades 6, 7, or 8 enrolled in the first year of dance may select Dance, Middle School 1.

◆ **§117.206. Music, Middle School 1, Adopted 2013.**

General requirements. Students in Grades 6, 7, or 8 enrolled in the second year of dance may select Dance, Middle School 2.

◆ **§117.207. Music, Middle School 1, Adopted 2013.**

General requirements. Students in Grades 6, 7, or 8 enrolled in the first year of dance may select Dance, Middle School 3.

*Note: A student who takes dance, Middle School 1-3 may meet the Fine Arts course requirement as well as fulfill the Physical Education (PE) curriculum requirement, if the student receives instruction and demonstrates mastery in all of the TEKS for both content areas. Middle School Dance 1-3 are state approved courses directly related to dance 6-8 Dance TEKS. Per TEA amendment: Middle School Dance 1-3 courses may be considered as part of the four-semester moderate or vigorous daily physical activity requirement (TEC §28.002 (I)).

Teacher Certification

Dance instructors using this arrangement should be appropriately certified in Physical Education and Dance, therefore, dance instructors will have two school years beginning August 2018 to obtain additional required certification.

◆ **§117.208. Music, Middle School 1, Adopted 2013.**

General requirements. Students in Grades 6, 7, or 8 enrolled in the first year of music may select from the following courses: General Music 6, Middle School 1 Band, Middle School 1 Choir, Middle School 1 Orchestra, Middle School 1 Instrumental Ensemble, or Middle School 1 Vocal Ensemble.

◆ **§117.209. Music, Middle School 2, Adopted 2013.**

General requirements. Students enrolled in the second year of music may select from the following courses: Middle School 2 Band, Middle School 2 Choir, Middle School 2 Orchestra, Middle School 2 Jazz Ensemble, Middle School 2 Instrumental Ensemble, or Middle School 2 Vocal Ensemble.

◆ **§117.210. Music, Middle School 3, Adopted 2013.**

General requirements. Students enrolled in the third year of music may select from the following courses: Middle School 3 Band, Middle School 3 Choir, Middle School 3 Orchestra, Middle School 3 Jazz Ensemble, Middle School 3 Instrumental Ensemble, or Middle School 3 Vocal Ensemble.

◆ **§117.211. Theatre, Middle School 1, Adopted 2013.**

General requirements. When Theatre, Middle School 1 is part of a departmentalized middle school, students may select the following theatre course: Theatre, Middle School 1.

◆ **§117.212. Theatre, Middle School 2, Adopted 2013.**

General requirements. Students in Grades 7, or 8 enrolled in the second year of theatre may select Theatre, Middle School 2.

◆ **§117.213. Theatre, Middle School 3, Adopted 2013.**

General requirements. Students in Grade 8 enrolled in the third year of theatre may select Theatre, Middle School 3.

*Note: Middle School students in Grade 8 can earn High School Theatre Production I (THR7371A, THR7371B) in Middle School once Theatre Middle School 1 and Advanced Theatre Middle School 2 have been completed. Middle Schools offering Theatre Production I must consider the following criterion: Theatre certified Teacher, 2 years of teaching experience before course is offered. Per HISD School Guidelines: only 8th graders who have completed an advanced Level 2 Fine Arts course is the same discipline will be eligible to take a high school fine Arts course. Beginning in 2018-2019, Middle Schools will no longer offer High School Theatre I (THR7331A, THR7331B).

- ◆ Fine arts courses that can be offered on the middle school level are band, orchestra, choral music, piano, guitar, dance, art, theater arts, instrumental ensemble, and choral ensemble. Middle school bands are not to participate in any marching band activities (football games, parades) but may play in the bleachers at sports events.
- ◆ TEKS and HISD Objectives for art, music, theater, and dance courses are available online at the HISD Curriculum, Instruction, and Assessment portal.
- ◆ Fine arts courses are listed as a requirement for grade 6. (See Secondary Guidelines — Suggested Grade Placements for Required Courses.)
- ◆ Students in Grades 7 and 8 may choose to take fine arts as an elective to continue the training received in Grade 6 to prepare for high school level courses in fine arts. (See Secondary Guidelines — Suggested Grade Placements for Required Courses.)

High School

The school district must offer the courses listed in TAC §74.3(2)(H) and maintain evidence that students in grades 9-12 have the opportunity to study fine arts by taking courses selected from two of the four fine arts areas (art, music, theater, dance).

All high school students must complete one credit of fine arts (art, dance, music, theatre). This requirement can only be met by one full credit in the same discipline. One credit means two full **consecutive** semesters of one course. Students may not combine ½ credits of different disciplines to equal a full course credit.

New Fine Arts TEKS, adopted 2013, are to be implemented in 2015-2016.

- ♦ **Art I-IV** courses may be taught in Grades 9-12. However, the courses **must be taken in sequence**.

Art I is the prerequisite, basic course that provides a foundation for Art II-IV. The course is primarily devoted to deliberate and systematic presentations of various art processes. The approach to art experiences during this time is experimental in terms of materials but structured in terms of providing a strong foundation in two and three-dimensional design, composition and vocabulary, as well as cultural aspects. Students will begin to evaluate their artwork and the works of others. Therefore, a student must complete Art I before advancing to a level II Art course.

Art II: Drawing II, Painting II, Printmaking II, Fibers II, Ceramics II, Sculpture II, Jewelry II, Photography II, and Electronic Media II (one credit per course). The prerequisite for each Level II art course is one credit of Art I.

Art III: Drawing III, Painting III, Printmaking III, Fibers III, Ceramics III, Sculpture III, Jewelry III, Photography III, Art History III, Graphic Design III, and Electronic Media III, (one credit per course). The prerequisite for all Level III art courses is one credit of Art II in the corresponding discipline.

Art IV: Drawing IV, Painting IV, Printmaking IV, Fibers IV, Ceramics IV, Sculpture IV, Jewelry IV, Photography IV, Graphic Design IV, and Electronic Media IV (one credit per course). The prerequisite for all Level IV art courses is one credit of Art III in the corresponding discipline.

AP and IB Art Courses: AP Drawing Portfolio, AP Two-Dimensional Design Portfolio, AP Three-Dimensional Design Portfolio, AP History of Art, IB Art/Design SL Option A, IB Art/Design SL Option B, IB Art/Design HL, IB Art/Film SL, and IB Art/Film HL (one credit per course). Studio courses require a prerequisite of one credit of any Art I course. There is no prerequisite for AP Art History or IB Art History. The prerequisite for IB Art/Design courses is Art I and Pre-IB Art 2.

- ♦ **Music** courses listed below may be taught in Grades 9-12. However, the courses **must be taken in sequence** even when offered in combined grade levels/class periods.

Band I - IV provides study of band music literature and applies knowledge and skills to developing proficiency on a chosen instrument in a group performance setting.

Jazz Band I – IV provides study of specific styles of jazz idioms such as blues, Dixieland, swing, and rock that are learned and used in performance

Orchestra I - IV provides study of orchestra music literature and applies knowledge and skills to developing proficiency on a chosen instrument in a group performance setting.

Choral Music I - IV provides study of choral music literature and applies knowledge and skills to developing proficiency in singing and group performance in a choral setting.

Music Theory I - II enables students to develop an understanding of the theoretical elements of music and their relevance to music composition.

Instrumental Ensemble I-IV includes a variety of instrumental combinations including string quartet or other chamber group, clarinet choir, wind trios and quartets, percussion ensemble, brass band, mariachi and other combinations.

Vocal Ensemble I-IV includes a variety of vocal combinations to study the methods and styles specific to madrigals, jazz choir, show choir, trios, quartets, quintets, sextets, and septets.

Music History and Literature includes an in-depth analysis and understanding of music to provide intensive study in musical characteristics that relate to composer style, historical period, and musical form.

Applied Music enables the student to advance in the development of vocal or instrumental performance proficiency. The course addresses the individual needs of the student and provides individualized instruction in challenging literature for study and performance.

AP and IB Music Courses: AP Music Theory, IB Music SL and IB Music HL. There is no specific prerequisite for AP Music Theory although it is recommended that students have prior training in music either through private lessons, participation in an ensemble, or introductory rudiments/theory course. IB Music recommends music experience during the IB Middle Years Programme or instructor permission. The prerequisite for IB Music is Pre-IB Music 2 or past music experience that includes some music theory.

♦ **Dance courses offered at the high school level**

All HS dance courses may be offered in Grades 9-12. However, the courses must be taken in sequence, even when offered in combined grade levels/class periods.

- Principles of Dance I-IV
- Ballet I-IV
- Modern/Contemporary I-IV
- Jazz I-IV
- Tap I-IV
- World Dance Forms I-IV
- Dance Composition/Improvisation I-IV
- Dance Theory I-IV
- Dance Performance/Ensemble I-IV (*Note: This fine Arts Dance course is a new course for Dance Drill Teams)
- Dance Production I-IV
- Dance Wellness I-IV
- Dance I, Dance and Media Communications I-II
- Dance III, Dance History IV

*Note: A student who successfully completes a state-approved, TEKS-based fine arts course, such as Dance I-IV or Band I-IV receives a fine arts credit. If a student participates in an approved substitution activity as a component of a fine arts course, the student may receive the fine arts credit and up to one physical education credit for participation in the approved activity/course. Please note that all substitution activities/course must meet the moderate to vigorous physical activity requirement. (TAC, chapter 74, Subchapters F and G). Therefore, it is HISD decision that a student who takes any high school Dance I level may meet the physical education (PE) course requirement and will fulfill the physical education (PE) curriculum requirement, if the student receives instruction and demonstrates mastery in all of the TEKS for both content areas.

Teacher Certification

Dance instructors using this arrangement should be appropriately certified in PE and Dance; therefore, dance instructors will have two years beginning August 2018 to obtain additional required certification.

♦ **Theatre** courses that may be offered at the high school level:

Theatre Arts I-IV provides study of the role of the actor, literature, performance theory and techniques, historical evolution and cultural contributions of theatre, etc.

Technical Theatre I-IV combines theories of design and stagecraft techniques with construction and operation of the various technical theater elements including scenery, properties, lighting, sound, costumes, makeup, and public relations.

Theatre Production I-IV provides practical hands-on experiences in acting and stagecraft through the preparation and public performances of plays.

Musical Theatre I-IV exposes students to a wide range of on-stage performance disciplines, including acting performance, vocal performance, and dance performance. The course will also provide an atmosphere in which students benefit from teaching and learning experience in these performance disciplines of musical theatre. Students will receive comprehensive and rigorous instruction so that they may make informed choices about the craft, college, and the profession. The course will enhance and cultivate the creative gifts of each student while encouraging a sense of self-confidence. The course will enable students to study and perform the varied styles of musical theatre with special attention to the principles of stage movement, stage vocal technique, stage choreography, acting, characterization, and other aspects of a musical production.

Diploma Programme IB Theatre Courses: IB Theatre Arts SL and IB Theatre Arts HL. The prerequisite is completion of Theatre II, Theatre Production II, or Technical Theatre II.

TEA-approved innovative courses in Theatre:

- Acting Methods develops proficiency in acting by promoting an understanding of the methods, principals, practices and vocabulary common for all acting styles from Greek through modern texts.
- Acting Styles: Classical/Commedia gives student the opportunity to study the acting style of Greek Theatre, the Commedia dell'Arte, Shakespearian plays, the Restoration, and Melodrama.
- Acting styles: Realism/Post-War allows students to study texts from the 1890's to the present. The students learn the acting elements required in theatrical realism, theatre of the Absurd, and the modern theatre.
- Acting Styles: Improvisation/Monologue gives students the basic elements of improvisational acting and improvisational theatre. In addition, the students study ways of preparing modern and classical monologues. The courses challenge the students to use a process of character development and expand their creative processes.
- Movement for the Actor gives students the knowledge and skills for movement and how to apply these skills effectively to stage acting and performing. It is designed to employ stage movement to express thoughts, feeling, and actions, and to analyze and describe the interdependence of all physical elements used on the stage.

- Physical Theatre I is a one-year course of study encompassing abstract movement, corporal and illusionary mime, neutral and 3-d mask work, and Commedia dell'Arte. This course also is now a degree course in many colleges.
- Physical Theatre II now a BFA degree course in many colleges, is part of a four-year course of study encompassing abstract movement, corporal and illusionary mime, neutral and 3-D mask work, Commedia Dell'Arte, and full-length silent theatre productions.
- Theatre Management affords students the opportunity to acquire and develop administrative skills that are commonly used in the management of theatre spaces and productions. Students apply a myriad of technical theatre concepts and skills along with developing knowledge and skills associated with production responsibilities, arts administration, theatre management, and applications of previously acquired theatre arts studies.

Performing Groups, Band Uniforms, Concert Attire, Instruments, and Equipment

TEC §33.086(a) and §22.902(c) requires that the head director of a marching band or chief sponsor for an extracurricular athletic activity maintain certification in first aid and cardiopulmonary resuscitation and use of an automated external defibrillator (AED).

HISD recommends that dance instructors and drill team coaches maintain certification in first aid, cardiopulmonary resuscitation, and use of an automated external defibrillator (AED).

High schools are responsible for acquiring uniforms, instruments, and equipment based on their budget requests.

Eligibility requirements for students participating in UIL-sponsored fine arts events can be found in the section on UIL/Extracurricular activities.

ENGLISH/LANGUAGE ARTS

- ◆ For scheduling purposes only, English **Language Arts and Reading** in middle schools may be scheduled as a two-period block with **one teacher**. **See the Literacy Block sample below.**

{See chart from pp. VIII 62 – VIII 63}

- ◆ A student's previous year's STAAR reading score will be used to default students into Grade 6, 7, and 8 Pre-AP English. All Grade 5, 6, and 7 students with a total reading STAAR scaled score that meets the state standard will automatically default into Pre-AP English.
- ◆ Middle School students in Pre-AP courses, who are currently LEP or former LEP and are in the monitoring phase, must be reviewed each grading period to determine if Pre-AP English enrollment is the appropriate placement. If a student is currently LEP or former LEP in the monitoring phase and is struggling with the Pre-AP coursework, he/she should be allowed to select a regular English course (if former LEP), an ESL course, or an additional supplemental Reading course (if currently LEP) at Grades 6, 7, and 8.
- ◆ Reading **elective** courses may be offered to students in Grades 6 – 12. Every school should offer reading to students whose diagnostic assessment and teacher/counselor review indicates need. It is strongly recommended that students who fail to meet performance standards on the reading portion of the STAAR test **be enrolled in a reading elective course**. In Grades 6-10, this course is the **Strategic Reading and Writing** course (SRW).
- ◆ Three total units of state credit toward graduation may be earned in reading. Reading IV is still a local credit course and will require final examinations.
- ◆ English courses for credit are independent in content; and a student who fails a course may go on to the next course and make up the failure later. Options for credit recovery include summer school, trailer courses, and online coursework.
- ◆ For students under the Minimum High School Program (MHSP), substitutions for English IV do not have to be taken in the semester that the student would be eligible to take English IV. For example: If a student is substituting *Creative/Imaginative Writing* for *English IV*, it does **not** have to be taken in the year he/she would normally be eligible to take *English IV*. If a student had completed *Creative/Imaginative Writing* at Grade 10, and later in Grade 12 decided not to take *English IV*, the substitution would be allowed. However, it is **strongly recommended** that all substitutions be scheduled in the semester that the student would be eligible to take the course for which he/she is substituting.
- ◆ Substitutions for English IV in the above paragraph may not be used for students on the Recommended (RHSP), the Distinguished Achievement Programs (DAP), or for the Foundation graduation plans under HB5.

School Guidelines, 2018-2019
Curriculum

- ♦ English I for Speakers of Other Languages (ESOL 1) and English II for Speakers of Other Languages (ESOL II) may be substituted for English I and II for **immigrant** students with limited English proficiency **only**.
- ♦ High school immigrant students enrolling in HISD for the first year in a U.S. school may be enrolled in the Newcomer programming if the campus offers the newcomer program setting. When an immigrant student enrolls in high school with no incoming completed courses for credit, placement will be in the ninth grade. Every high school immigrant student must have transcripts and report card documents from the native country reviewed for course completion and possible credit accrual.
- ♦ Beginning and Intermediate ESL students should be placed in ESL Reading classes in order to ensure that they receive literacy development at the appropriate language proficiency level. For further guidance, refer to information on the Multilingual Programs Department Guidelines website.
- ♦ The **Secondary English Language Arts team strongly urges** that college-bound students do **not** substitute **other courses** for English IV, **unless the student is enrolling in an AP, dual-credit, or college-prep English course. English IV integrates** literature and composition for a comprehensive approach to English.
- ♦ AP or IB English courses may be substituted for English III and English IV. AP English Language and Composition usually substitutes for English III whereas AP English Literature and Composition usually substitutes for English IV. IB English III (Language Studies A1 Standard Level) usually substitutes for English III while IB English IV (Language Studies A1 Higher Level) usually substitutes for English IV.

College Prep English (one credit – Foundation Graduation Plans only; TSI exemption)

College Prep English may be used as a fourth-year English credit under the Foundation Graduation Plan. The course prepares students for the rigors and expectations of college English. This course is taught in partnership with Houston Community College, and students must follow the provided curriculum and take the spring semester final exam provided by HCC. Eligible participants include 12th-grade students identified by the Department of College Readiness as being under-prepared for college English. Campuses are notified of qualified students via an Academic Services memo during the spring semester. These students are identified using the following criteria:

- PSAT evidenced-based reading score below 460.
- Did not pass the English II EOC

Students who successfully complete the course earn TSI exemption and may enroll in college English at HCC within two years of course completion.

HCC Dual Credit English may be substituted for English III or English IV. If dual credit English is earned in the 11th grade, then an English 2300 series course can be substituted for English IV (Creative Writing, Technical Business Writing; British Literature).

School Guidelines, 2018-2019
Curriculum

	HISD Course	Credit	HCC course	Title	Credit hours
ENG135DA	English 3A (DC)	0.50	ENG 1301	Composition I	3.0
ENG135DB	English 3B (DC)	0.50	ENG 1302	Composition II	3.0
ENG 145DA	English 4A (DC)	0.50	ENG 1301	Composition I	3.0
ENG 145DB	English 4B (DC)	0.50	ENG 1302	Composition II	3.0
ELA 1539D	Literary Genres (DC)	0.50	ENG 2300 Series: 2307, 2308, 2311, 2314, 2315, 2321, 2322, 2323, 2326, 2327, 2328, 2331, 2332, 2333, 2341, 2342, 2343, 2351, 2389	Creative Writing; Technical Business Writing; British Literature; American Literature; World Literature; Forms of Literature; Mexican-American Literature.	3.0

- Students under the Minimum High School Program are required to take **Communication Applications or Professional Communications (CTE)** to meet the graduation requirement in speech.
- Students under the Foundation High School Program are not required to take a speech course as the state-mandated learning outcomes are embedded in the district curriculum for English I, English II, English III, and English IV.

Strategic Reading and Writing (SRW)

Reading proficiency is a critical component for student success, and HISD is committed to the goal that all students read at or above grade-level. As an intercession, HISD provides a reading intervention class for all students Grades 6 through 10 who fall **in the intervention and urgent intervention categories on the District's universal screener**. This class will be in addition to the ELA core instruction time requirement. Reading intervention classes will be taught by certified and trained teachers. Decisions about adding and exiting students are made by the Intervention Assistance Team (IAT) on each campus. The Secondary Curriculum and Development team provides monthly training and support.

Placement

The final determination of placement into a reading intervention class is made by the Intervention Assistance Team (IAT) on each campus. Data used to determine placement include **the universal screener** and STAAR Reading assessments. Students who failed STAAR Reading and **are reading below grade level** are targeted for placement.

Scheduling

The recommended class caps for the Strategic Reading and Writing elective course are 20 students or less. The intervention classes are not intended for **EL** students classified with the ESL Instructional level as “preliterate,” “beginner,” or “intermediate”. These students should be scheduled into an ESL reading course or other ESL elective course. **EL** students classified as advanced or advanced high scoring below **level on the universal screener** should be scheduled into a SRW reading intervention class.

LANGUAGES OTHER THAN ENGLISH (LOTE) (Formerly Foreign Language)

Students Entering Grade 9 Before 2014-2015 School Year

- All Languages Other than English courses should be taken in consecutive sequence at least through Level 3 for modern languages and Level 2 for Latin. LOTE graduation credits consist of any two levels of the same language.
- American Sign Language (ASL) is considered to be a Language Other than English.
- The one-semester high school courses **Exploratory Latin** and **Exploratory Modern Languages** may be taken concurrently with other language courses as schedules permit. However, they cannot be used to partially fulfill the two-credit Languages Other than English requirement of the Recommended High School Program nor the three-credit Languages Other than English requirement of the Distinguished Achievement Program.

School Guidelines, 2018-2019
Curriculum

- Two or more credits in the same language are recommended as a sequence of study for each student rather than a sampling of languages. This is especially important for the student planning for college and needing to meet admission/program language requirements.
- If a student takes one credit of a Language Other than English and one credit in a different Language Other than English, that student may receive credit for each language but **does not** fulfill the two- or three-credit LOTE requirement for the Recommended High School Program nor the Distinguished Achievement Program.
- By HISD Board policy, beginning with students entering Grade 9 in 1995-96, one credit of the 24-credit graduation requirements for the Minimum High School Program will be in Language Other than English proficiency. This credit must be in the same language (both semesters).

Students Entering Grade 9 in 2014-2015 and beyond

A student must earn at least 2 credits in Languages Other than English (LOTE) to complete the Foundation High School program requirements for LOTE

- A** The credits may be selected from the following:
- (i) any two levels in the same language; or
 - (ii) two credits in computer programming languages selected from Computer Science I, **Computer Science II, and Computer Science III, AP Computer Science Principles, AP Computer Science A, and IB computer Science.**
- B** If a student, in completing the first credit of LOTE, demonstrates that the student is unlikely to be able to complete the second credit, the student may substitute another appropriate course as follows:
- (i) Special Topics in Language and Culture; [or]
 - (ii) World History Studies or World Geography Studies for a student who is not required to complete both by the local district;
 - (iii) another credit selected from another language Chapter 114 of this title (relating to Texas Essential Knowledge and Skills for Languages Other Than English); or
 - (iv) computer science I, II, or III
- C** The determination regarding a student's ability to complete the second credit of LOTE must be agreed to by:
- (i)) the teacher of the first LOTE credit course, the principal or designee, and the student's parent or person standing in parental relation;
 - (ii) the student's admission, review, and dismissal (ARD) committee if the student receives special education services under the TEC, Chapter 29, Subchapter A; or
 - (iii) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, Section 794) if the

(iv) student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973.

D A student, who due to a disability, is unable to complete two credits in the same language in a language other than English, may substitute a combination of two credits from English language arts, mathematics, science, or social studies or two credits in career and technical education or technology applications for the LOTE credit requirements. The determination regarding a student's ability to complete the LOTE credit requirements will be made by:

- (i) the student's ARD committee if the student receives special education services under the TEC, Chapter 29, Subchapter A; or
- (ii) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code (USC), §794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973.

Spanish for Spanish Speakers Courses

Spanish-speaking students who demonstrate a strong proficiency in the language may be screened and considered for placement in Spanish for Spanish Speakers courses. Spanish for Spanish Speakers courses are intended to inspire Spanish speakers to maintain and expand their knowledge of Spanish, and to continue the study of the language beyond the high school level.

- **Testing:** School campuses will **use a placement test – to place students** in the appropriate Spanish for Spanish Speakers Course.
- **AP Spanish Language in Middle School:** **Middle school** students who are identified as highly proficient speakers of Spanish through the administration of a placement test, or the successful completion of Spanish I Native Speakers may be enrolled in the AP Spanish Language program in Middle School.

The students who pass the Spanish-language Advanced Placement (AP) course and who score a 3 or higher in the AP Language Exam should receive **four** graduation credits of Spanish.

Levels I, II & III	regular credit with a P for Pass on the transcript.
Level IV	AP credit with the numerical grade earned in the AP course.

Award of Credit to Native Speakers of Languages Other Than English

- Credit by Examination should be used to award credit to fluent speakers of languages other than English.
-

Guidance for LOTE Credit for Newcomer **EL** Students

Newcomer students who enroll after completing sixth grade or higher in native language educational system and other students with high level knowledge of a foreign language shall be awarded 2-3 LOTE credits. Students in grade six do not receive credit for foreign language. Upon passing a Level 2 exam, students will be awarded credit for Levels 1 and 2. Upon passing a Level 3 exam, students will be awarded credit for levels 1, 2 and 3.

Credentialing

Credentialing provides an opportunity for students to receive credit based on the student's demonstrated proficiency in any Language Other Than English Texas Essential Knowledge and Skills for a higher level. Because the LOTE TEKS are proficiency based, each level after LOTE Level 1 subsumes the TEKS of the previous level. The intent of credentialing is not to schedule a student in a higher level of LOTE if its course succession does not appear on the academic achievement record. If a student has been academically successful on a higher level LOTE and academically unsuccessful on the lower level, credentialing may apply; thus affording the student (on the AAR) the LOTE course, course grade of "P" and course credit of 0.5 for the lower level course.

Example: Student A

Spanish 2A	85	0.5
Spanish 2B	86	0.5
Spanish 1A	76	0.5
Spanish 1B	60	0.0
Spanish 1B	P	0.5 (Credentialing applies here)

Alternative Crediting Methods for Immigrant and Heritage Language Speakers

Language	Type of Exam or Evaluation	Pass/Fail or Grade	Credit
Spanish	APEX Credit by Exam Level 3	Grade	HISD Catalog: SPN
Chinese (SIMPLIFIED)	Credit by Exam	Grade	HISD Catalog: CHN
French	APEX	Grade	HISD Catalog: FRN
Japanese	Credit by Exam	Grade	HISD Catalog: JPN
Korean	Credit by Exam	Grade Pass/Fail	State Catalog: KOREAN 1-3 11402900- 11403100

LOTE Course Offerings with the Texas Virtual School Network Course Catalog

The TxVSN Statewide Course catalog offers 90+ TEKS-based courses that are approved by the Texas Education Agency and taught by Texas-certified teachers trained in best practices for online instruction. LOTE courses available through the TxVSN catalog include American Sign Language I and II, Chinese I–III, French I–III, German I–III, Latin I–IV, Spanish I–IV, and Computer Science I and II. All TxVSN courses are highly interactive and have undergone a rigorous course review process to ensure alignment with the TEKS, national standards for quality online courses, and accessibility standards for students with special needs. For more information, including course fees and bulk pricing options, see the TxVSN website at www.txvsn.org. For assistance, contact the TxVSN Help Desk at 866-938-9876 or email txvsncentral@txvsn.org.

HEALTH AND PHYSICAL EDUCATION (PE)

Health and Physical Education (PE) classes in grades 6-12 must be coeducational. The same educational programs and participation opportunities must be offered to all students.

TEC §33.086(a) and §22.902(c) require that the following district employees maintain certification in first aid and cardiopulmonary resuscitation and the use of an automated external defibrillator: each school nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, JROTC instructor, and any other school employee specified by the commissioner and each student who serves as an athletic trainer. These persons must maintain and submit to the district proof of certification from the American Heart Association, the American Red Cross, or a similar nationally recognized association that provides equivalent training and certification.

TEC §38.011 prohibits school employees from selling or distributing dietary supplements containing performance-enhancing compounds to students. It also prohibits school employees from endorsing or suggesting the use of such supplements by students.

Each school must post a notice on the dangers of steroids in the dressing rooms, gym areas, or wherever physical education and athletic classes are conducted.

HEALTH EDUCATION

State Requirements (Texas Education Code TEC Section 28.004)

Texas Education Code TEC§28.004 addresses the state requirements related to health instruction and human sexuality instruction, including HIV/AIDS prevention education. The district's Health Education programs are in compliance with those state guidelines by ensuring that instruction:

School Guidelines, 2018-2019
Curriculum

- ◆ Presents abstinence from sexual activity as the preferred choice of behavior in relationship to all activity for unmarried persons of school age;
- ◆ Devotes more attention to abstinence from sexual activity than to any other behavior;
- ◆ Emphasizes that abstinence from sexual activity, if used consistently and correctly, is the only method that is 100% effective in preventing pregnancy, STDs, infection with HIV/AIDS, and the emotional trauma associated with adolescent sexual activity.
- ◆ Directs students to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy, STDs, and infection with HIV/AIDS;
- ◆ Teaches contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, if instruction on contraception and condoms is included in curriculum content.
- ◆ The district may not distribute condoms in connection with instruction relating to human sexuality. (Texas Education Code Section 28.004(f))

The Education Code also requires school districts to establish a School Health Advisory Council (SHAC). The council's duties are to submit recommendations to the school board regarding:

- ◆ The number of hours of instruction to be provided in health education.
- ◆ Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease and Type 2 diabetes through coordination of:
 - ▶ Health education
 - ▶ Physical education and physical activity
 - ▶ Nutrition services
 - ▶ Parental involvement
 - ▶ Instruction to prevent the use of tobacco
- ◆ Appropriate grade levels and methods of instruction for human sexuality instruction.
- ◆ Health education instructional materials for students in grades PK – 12.
- ◆ Strategies for integrating curriculum components with the following elements in a coordinated school health program for the district.
 - ▶ School health services
 - ▶ Counseling and guidance services
 - ▶ Safe and healthy school environment
 - ▶ School employee wellness

The District's SHAC meets on a regular basis and is composed of persons representing diverse views. Membership must represent a majority of parents whose children are enrolled in HISD, as well as teachers, administrators, health care professionals, students and other interested parties. Members are appointed by the HISD Board of Education.

Outside Presenters

- ◆ To enhance instructional programs, district-approved outside presenters are encouraged; however, they should not take the place of teachers' assigned classroom instruction. Outside presenters who have met the district requirement must adhere to HISD Curriculum standards and procedures as listed below.

Procedure for Outside Presenters

Community groups and organizations wanting to introduce health-related supplemental programs to the district must:

1. Present materials to the Health and Physical Education Department (HPED) for review.
2. Schedule a presentation time during the next available School Health Advisory Council (SHAC) program review meeting.
3. Present and display materials to the SHAC program review committee for their review and recommendation.

Upon approval:

1. Submit an application to the Speakers Bureau for each individual presenter.
2. Register as a Volunteer in Public School (VIPS) via the HISD website.
3. Receive a security clearance from HISD's Human Resources Department.

After a complete review of programs, materials, and resources, the SHAC and HPED will:

1. Recommend approval of the proposed program to the Superintendent of Schools and Board of Education in the form of a board item. (Note: A Board item must be prepared one-month prior to the scheduled Board meeting.)
2. Receive a vote of approval by the Board of Education to place the items on the district-wide approved supplemental programs, materials, and resources list for school use.
3. Submit a letter signed by the co-chairs of the SHAC to the appropriate community group and/or organization, indicating that they have met all requirements and have district approval to enter the schools. **This letter must be presented to school personnel prior to program implementation.**

If approved, community groups or organizations must submit a program evaluation summary report to HPED by June of each year. The report will be utilized by the SHAC to determine program effectiveness and whether to submit the program for continued approval.

Programs that do not obtain the approval recommendation from the SHAC will receive a letter indicating comments and concerns regarding the proposed program. SHAC members will also include suggested recommendations in order to assist the program in

meeting district and community goals and values related to health issues that impact our student population.

All programmatic recommendations will be submitted to the HISD Board of Education by July of each year to become effective August of that school year. The entire review and approval process can take up to 4 months to complete.

Upon approval, listed below are the responsibilities for school contact and the outside presenter:

- ▶ School contact person (teachers/nurse/counselor) responsibilities:
 - ❖ Upon scheduling district-approved presenters, teachers are instructed to set the tone by reviewing guidelines related to human sexuality issues, to remind presenters of the district and school's expectation, and to stay focused on the designated topics. (Keep the lines of communication open.)
 - ❖ Review all resource materials prior to presentation.
 - ❖ Submit a presenter evaluation report to the Health and Physical Education central office.
- ▶ Presenter's Responsibilities:
 - ❖ All district-approved outside presenters must be familiar with and adhere to TEC §38.058 guidelines regarding health-related issues including human sexuality and HIV/STDs.
 - ❖ Prior to presenting, meet with the health/physical education teacher, nurse, or counselor to discuss and/or clarify district and school guidelines. Keep the lines of communication open.
 - ❖ Resource materials (pamphlets, brochures, etc.) must be age-appropriate and approved by the SHAC prior to distribution.
 - ❖ Refer all disclosures regarding health-related issues (substance abuse, suicide, violence, abuse, sexuality, etc.) to the school nurse or counselor. It is important that the school is informed of issues that impact student learning.

Selecting Supplemental Programs, Materials, and Resources

Although schools teach the comprehensive health education curriculum developed by HISD, they may select supplemental materials to enhance teaching and learning. Supplemental programs, materials, and resources to enhance the district's curriculum can be purchased by schools; however, such materials must appear on the approved supplemental programs, materials, and resources list. All human sexuality-based supplemental programs must be reviewed and approved by the SHAC for recommendation prior to implementation.

Parent Notification

- ◆ Teachers must notify parents of the basic content and resource materials used in the human sexuality unit. A sample letter is included in the curriculum guide and is on file in the HPE central office.
- ◆ By law, parents have the option of removing their children from the human sexuality instruction, which includes HIV/AIDS and sexually transmitted diseases. This request must be made in writing and kept on file at the school.
- ◆ Procedures must be developed by the school staff and followed accordingly to award credit when a student is removed or exempted from a specific instructional unit.
- ◆ The Health Education teacher will assign alternative lessons or activities and arrange a place for the student to complete the work outside of the room in which human sexuality instruction occurs. A student will not be subject to any disciplinary action, academic penalty or any other sanction as a result of this action.
- ◆ As in all areas, parents/guardians are the child's first and most influential teacher; therefore, the school district can provide opt-out packet/lessons for human sexuality instruction for the parent and child to complete together.

Middle School Health Education

- ◆ Students in 6th, 7th, and 8th grades must receive at least six weeks of health instruction each school year. It is recommended that health education be offered as a six-week pullout while the student is enrolled in physical education.
Note: The six weeks of instruction must run consecutively.
- ◆ Class size for middle school health education must be equivalent to those of the classroom teacher with allowance for a limited number of mainstreamed students with special needs. To ensure safety and adequate supervision, teacher aides must remain with the students the entire period.
- ◆ Health education curriculum is aligned with the District's goals and objectives, TEKS, assessment correlations, and the national health education standards.
 - ◆ To assist with instructional planning, grade-level Health and Physical Education curriculum documents are available through the District's digital teaching and learning platform, **the HUB (www.houstonisd.org/hub)**.
 - ◆ The following textbooks were adopted for middle school health education. *Decisions for Health* (Holt Rinehart/Winston): Grade 6-Level Red; Grade 7-Level Green; & Grade 8-Level Blue.
 - ◆ Teachers are encouraged to visit the Health and Physical Education (HPE) **web page and the HUB (www.houstonisd.org/hub)** for curriculum updates, program initiatives, and professional development opportunities.

- ◆ Basic first aid must be taught in the middle school health classes. Teachers are encouraged to maintain Basic Instructor's Certification.
- ◆ In addition, all students in Grades 7 through 12 are required to have Cardiopulmonary Resuscitation (CPR) instruction and psychomotor skill development to support cognitive learning prior to graduation. Schools must maintain a record of students who have met the requirements.
- ◆ To ensure age- and developmentally-appropriate instruction of sensitive content and topics, high school health education is not an approved course for middle school students.

High School Health Education

- ◆ Although Health Education is not a state requirement for graduation, the HISD Board of Trustees has maintained the one semester of health education as a high school graduation requirement.
- ◆ The health education graduation requirement may be satisfied by one-half credit in Health 1 or Advanced Health, or one credit in Introduction to Health Science Technology, Health Science Technology I, or Health Science Technology II. TAC §74.42(a)(8). According to the TEKS, Health 1 is to be offered in grades 9-10 while Advanced Health is to be offered in grades 11-12. Health 1 is the recommended prerequisite for Advanced Health.
- ◆ If Principles of Health Science is substituted for the one-half credit Health graduation requirement, **both semesters** (one credit) must be successfully completed. If only one semester of Principles of Health Science is completed, that will not substitute for Health, but the one-half credit will still count for state elective credit.
- ◆ Specific parenting awareness instruction, using the Parenting and Paternity Awareness (p.a.p.a.) program developed with the Office of the Attorney General of Texas (OAG), shall be offered in all public schools and incorporated into any course meeting the requirement for health education credit. HISD has chosen to incorporate the p.a.p.a. program into the required one- semester Health course offered in grades 9 to 12. TEC §28.002
- ◆ Health education curriculum is aligned with the district's goals and objectives, scope and sequence, TEKS, assessment correlations, and the national health education standards.
- ◆ To assist with instructional planning, grade level Health and Physical Education Curriculum documents are available through the district's digital teaching and learning platform, the HUB (www.houstonisd.org/hub).
- ◆ The following textbooks were adopted for middle school health education. Decisions for Health (Holt Rinehart/Winston): Grade 6-Level Red; Grade 7-Level Green: & Grade 8-Level Blue.

- ◆ Teachers are encouraged to visit the Health and Physical Education (HPE) [web page and the HUB \(www.houstonisd.org/hub\)](http://www.houstonisd.org/hub) for curriculum updates, program initiatives, and professional development opportunities.
- ◆ Health education should be offered as a stand-alone course and not combined with other [courses](#).
- ◆ As an integral part of the health education curriculum, all students in grades 7 through 12 are required to have Cardiopulmonary Resuscitation (CPR) instruction and psychomotor skill development to support cognitive learning prior to graduation. Schools must maintain a record of students who have met the requirement per TEC §28.0023.

Physical Education

- ◆ By TAC §74.31 *Health Classifications for Physical Education*, for physical education, a district must classify each student, on the basis of health, into one of the following categories.

(1) Unrestricted (not limited in activities)

(2) Restricted (excludes the more rigorous activities)

(A) Permanent. A member of the healing arts licensed to practice in Texas must provide the school written documentation concerning the nature of the impairment and the expectations for physical activity for the student.

(B) Temporary. The student may be restricted from physical activity of the physical education class. A member of the healing arts licensed to practice in Texas must provide the school written documentation concerning the nature of the temporary impairment and the expected amount of time for recovery. During recovery time, the student must continue to learn the concepts of the lessons but may not actively participate in the skill demonstration.

(3) Adapted and remedial (specific activities prescribed or prohibited, as directed by a member of the healing arts licensed to practice in Texas).

- ◆ Ensure student/teacher ratios that are small enough to enable schools to:
 - (1) carry out the purposes of and requirements for the physical education curriculum as provided under Section 28.002(d); and
 - (2) ensure the safety of students participating in physical education.
- ◆ Establish safety guidance for teacher/pupil ratios greater than 45 to 1 to ensure the safety of students during instruction and supervision.
- ◆ To ensure safety and adequate supervision of mainstreamed students with disabilities, allow for a limited number of students. Teacher aides must remain with

School Guidelines, 2018-2019
Curriculum

the students during the entire period to assist the physical education teacher as needed.

- ◆ To assist with instructional planning, grade level Houston ISD Health and Physical Education Curriculum documents are available online on the HUB (www.houstonisd.org/hub).
- ◆ Physical Education curriculum is aligned with the district's goals and objectives, scope and sequence, TEKS, assessment correlations, and national physical education standards.
- ◆ Teachers are encouraged to visit the HPE web page and the HUB (www.houstonisd.org/hub) for curriculum updates, program initiatives, and professional development opportunities.
- ◆ **Physical fitness testing** is a district and state mandate. HISD teachers will administer the state mandated Fitness-Gram. This criterion-referenced testing program allows teacher, student, and parent to monitor fitness development in order to best meet the physical needs of students.
 - Students in Grades 6-12 should be tested at least once a year. Annual testing should be completed by March of each school year.
 - HPE teachers are encouraged to work with the building principal to develop a fitness testing plan for all students enrolled in a physical activity class e.g., physical education, athletics, marching band, JROTC, etc.
 - To demonstrate student growth and monitor program development, teachers are encouraged to administer a pre and post-test annually.
 - The pretest should be administered early October and scores entered online by the first Monday in December.
 - Student post-fitness scores should be entered online by the first Monday in May.
 - HPED will be responsible for submitting district fitness data (post scores) to TEA at the end of each school year.
- ◆ Appropriate supplies and equipment should be provided to implement quality physical activity programs. Physical Education supplies and equipment must be maintained to ensure indoor and outdoor safety.
- ◆ Swimming instructional programs should be provided for students in grades 6-12 when swimming pools are available or accessible. Teachers and swim coaches must maintain a current Water Safety Instructor's Certification. Parent permission letters must be on file prior to instruction. A sample letter is on file in the HPE central office.
- ◆ Exposure to extreme heat or cold conditions may cause serious illness or be harmful to students. Therefore, careful consideration should be given to weather conditions whenever classes are held outside. Good judgment must be used when temperatures are above 95 degrees or below 35 degrees. Additionally, special precautions should be taken whenever the smog and ozone levels are extremely

high. See HISD's Emergency Preparedness Plan for further clarification.

- ◆ In both middle and high schools, intramural programs should be scheduled to ensure maximum student participation in co-curricular activities that build fitness skills and reinforce classroom instruction.
- ◆ **Each school must post a notice on the dangers of steroids in the dressing rooms, gym areas, or wherever Physical Education and/or athletic classes are conducted.**
- ◆ Although Physical Education and Athletics often share the same equipment, facilities, and staff members, instruction in Physical Education is required while participation in athletics is considered an optional or extracurricular event.

Middle School Physical Education

- ◆ It is strongly recommended that Physical Education be scheduled for two semesters each school year in grades 6, 7, and 8. However, Physical Education must be scheduled for no less than four semesters during the combined 6th, 7th, and 8th grades. To comply with these state Physical Education requirements the HISD Health/Physical Education Department recommends the following schedule:

Grade 6	2 Semesters
Grade 7	1 Semester
Grade 8	1 Semester
- ◆ Physical Education at the middle school level should focus on maximum participation in physical fitness and skill development daily. The program should, therefore, be designed to promote fitness concepts, self-reliance, interpersonal skills, and positive attitudes toward active/social lifestyles. Students should also participate in laboratory experiences that stress skill-building techniques.

High School Physical Education

Physical Education at the high school level should provide opportunities for students to engage in personal fitness, body conditioning, and recreational/lifetime activities. The program should, therefore, be designed to empower students to understand that total fitness and active participation is an individual responsibility.

- ◆ Physical Education must be offered in Grades 9-12 during all semesters. Students must complete one credit in Physical Education for graduation.
- ◆ Each school may offer the following physical education courses:
 - ▶ Foundations of Personal Fitness (**recommended prerequisite for other courses**)
 - ▶ Adventure/Outdoor Education;
 - ▶ Aerobic Activities;
 - ▶ Individual Sports; and
 - ▶ Team Sports.

- ◆ By TAC §74.31 *Health Classifications for Physical Education*, a **student may not be exempted from fulfilling the requirement for graduation credits in Physical Education.**
- ◆ **A student enrolling in a Physical Education course for the first time at the high school level must enroll in Foundations of Personal Fitness before enrolling in any other Physical Education course.**
- ◆ A student may earn credit for a specific TEKS-based PE course one time. Since there are a limited number of TEKS-based PE courses, the total credits a student may earn for successful completion of PE courses is limited to the number of courses available (i.e. no more than four credits total).
- ◆ Physical Education credit will not be accepted from any Physical Education course taken by correspondence or **credit by exam (CBE).**

Physical Education Equivalents and Physical Education Waivers (For courses completed prior to school year 2010-2011)

- ◆ These substitutions are recorded on the AAR as PE substitution activities, for which PE grades and PE credits are awarded, or as PE waivers, for which academic grades and academic credits are awarded according to the chart below:

School Guidelines, 2018-2019
Curriculum

Activity and or Course	Semester	PE Grade	PE Credit	Total Academic Course Credit
PE Equivalent Activities:				
Athletics PE Substitution Athletics 1 PE Substitution Athletics 2 PE Substitution Athletics 3 PE Substitution Athletics 4	Fall and Spring	Grade is awarded	.5/semester	.5 - 4
Level I and Level II Off-campus physical education PE Substitution Non-District Program 1 PE Substitution Non-District Program 2 PE Substitution Non-District Program 3 PE Substitution Non-District Program 4	Fall and Spring	Grade is awarded	.5/semester	.5 - 4
Cheerleading PE Substitution Cheerleading 1A PE Substitution Cheerleading 1F PE Substitution Cheerleading 2A	Fall only	Grade is awarded	.5/semester	.5 - 1
Drill Team/PE Dance PE Substitution Drill Team 1A PE Substitution Drill Team 1F PE Substitution Drill Team 2A	Fall only	Grade is awarded	.5/semester	.5 - 1
Marching Band/PE EQ PE Substitution Marching Band 1A PE Substitution Marching Band 1F PE Substitution Marching Band 2A	Fall only	Grade is awarded	.5/semester	.5 - 1
JROTC	Fall and Spring	Grade is awarded	.5/semester Waiver of .5 PE credit per semester	.5 – 1 .5/semester

Physical Education (PE) Substitutions

- ◆ The allowable physical education substitutions are to be implemented beginning with the 2010-11 school year for all students. However, if a student completed the physical education requirement prior to the 2010-11 school year through a substitution that was allowed at that time, the student has satisfied the requirement. For example, if a student satisfied the P.E. requirement through a two- or three-credit work-based training course prior to the 2010-11 school year the student has completed one credit of the requirement and must take only one other P.E. course to complete the HISD requirement for students entering high school prior to school year 2010-11.
- ◆ No more than four substitutions may be earned through any combination of allowable substitutions. The substitution activities of athletics, JROTC, and private or commercially-sponsored physical activity programs may be awarded up to four P.E. credits toward graduation, one for the required physical education credit and three additional P.E. credits as electives.
- ◆ The substitution activities of drill team, cheerleading, and marching band may be awarded one P.E. credit toward graduation that may satisfy the physical education credit requirement.
- ◆ If a student participates in a combination of activities, the student may earn no more than the four available P.E. credits toward graduation for participation in those activities.
- ◆ Marching band may be taken for either Physical Education credit or music credit, and may be mixed over one school year. For instance, a student may take one semester of marching band in the fall for Physical Education credit and one for music or academic credit in the spring.
- ◆ Army JROTC, Navy JROTC, Air Force JROTC (Air Force) and Marine Corps JROTC, may be taken for either elective academic credit or Physical Education credit.

The following rules apply to PE Substitutes that were approved for students who entered grade 9 prior to 2010-2011:

- ◆ If a student took a career and technology course approved as a PE substitute and failed, he will receive no credit (PE or elective) and will have to continue in Physical Education or an approved substitute until he passes two semesters.

Off Campus Physical Education Program

Requesting Approval of Off-campus Physical Activity Programs

In accordance with local district policy, a school district may award physical education credit for appropriate private or commercially sponsored physical activity programs conducted on or off campus. **The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in physical education as per Texas Administrative Code (TAC), Chapter 74, Subchapter F.**

Instructions for district personnel requesting off-campus physical activity for physical education credit:

1. Select and evaluate the programs as Category I programs or Category II programs as defined in the Texas Administrative Code (TAC) Chapter 74, Subchapter F.
2. Obtain approval of the superintendent of the school district for all off-campus physical activity programs prior to submission of the approval request to the Texas Education Agency (TEA).
3. Complete the "Off-campus Physical Activity Programs Approval Request."
4. Submit the application electronically as an email addressed to curriculum@tea.state.tx.us. The subject line should read "Off-campus Physical Activity Programs Approval Request." You will receive an electronic reply within five working days and subsequent correspondence addressed to the superintendent with information regarding approval or denial of your request. Off-campus physical activity programs are approved for three years.
5. Conduct annual evaluations to determine the continued need for and effectiveness of all off-campus physical activity programs. Do not submit the evaluation to TEA.

TEA does not approve or recommend procedures for evaluation of programs.

HISD Evaluation Procedure

The following off-campus private or commercially sponsored physical-activity programs may be approved for secondary students (Grades 6-12) on an individual basis:

Level 1 - Included in this category are private or commercially sponsored activity programs that lead to Olympic level participation and/or competition. These highly skilled programs should involve a minimum of 15 hours per week of intensive, professional, supervised training. The training facilities, instructors, and the activities involved must be endorsed and certified by the Superintendent or his/her designee to be of exceptional quality. All programs must be approved by the commissioner of education.

School Guidelines, 2018-2019
Curriculum

- ◆ High school students participating at this level may receive a maximum of one-half credit per semester. A total of four credits may be earned toward state high school graduation requirements. Students who enter grade 9 in fall 2010 and thereafter will be required to complete one credit in Physical Education.
- ◆ Middle school students participating at this level may utilize this program to substitute for their physical education requirement.
- ◆ Students qualifying and participating at this level may be dismissed from school one period per day for participation. Students dismissed may not be permitted to miss any other academic class.
- ◆ It is anticipated that a limited number of students will qualify for this exceptional level of participation.

Level 2 - Included in this category are private or commercially sponsored activity programs that involve a minimum of five hours per week of intensive, professional, supervised training. The training facilities, instructors, and the activities involved must be endorsed and certified by the Superintendent or his/her designee to be of exceptional quality.

- ◆ High school students participating at this level may receive a maximum of one-half credit per semester. A total of four credits may be earned toward state high school graduation requirements. Students who enter grade 9 in Fall 2010 and thereafter will be required to complete one credit in Physical Education.
- ◆ Middle school students participating at this level may utilize this program to substitute for their physical education requirement.
- ◆ Students certified to participate at this level **may not** be dismissed from any part of the school day.

Steps to Complete for Level 1 or Level 2 Physical Education (PE) Substitution

The family of a student desiring to substitute a private or commercially-sponsored physical activity program for Physical Education credit (as described in Level 1 and Level 2) may obtain an application packet from the Health/Physical Education Department, school counselor or HISD website under the Health and Physical Education Department.

Send the completed application packet on or before the third Monday in May of the current year for participation during the fall and spring semester of the following school year to:

Houston Independent School District
Attention: Health/Physical Education Manager
4400 W 18th St
Houston, TX 77092

Deadlines will be strictly enforced.

1. Verify that the student and agency meet all HISD requirements.
2. Verify that the Agency is on the district's approval list at www.houstonisd.org
3. Complete the online application, save a copy for your records, print to obtain all required signatures (Parents, students, counselor, principal (or designee), and approved Agency Instructor must sign.)
4. Parents/student must submit the completed application to the Health/Physical Education Department on or before the third Monday in May of the current year for participation during the fall and spring semesters of the following school year.
5. Parents and students will be notified, via email from the manager of Secondary Health and Physical Education to confirm the approval status of the Off Campus Physical Education request.
6. School counselors and registrars will be notified, via email from the manager of Secondary Health and Physical Education Department, to confirm student approval status in order to begin the process for schedule changes.
7. Agency instructor/coach must submit **Attendance/Grade Report to the school registrar and /or student's counselor at the end of each semester.**

Junior Reserve Officers Training Corps (JROTC)

- ◆ AJROTC, NJROTC, and AFJROTC courses may be taken for either elective academic credit or Physical Education credit. These JROTC courses may be taken as PE substitutions or as elective courses for students participating in the one-, two-, three-, or four-year JROTC program.
- ◆ The maximum number of elective credits that may be earned in any of the JROTC programs is four credits.
- ◆ In 1997-1998, courses titled JROTC Drill 1A, 1B, 2A, 2B, 3A, and 3B were approved as **local credit** elective courses. Local credit elective courses may not apply to the 26-state graduation credits for the Recommended or the Advanced Programs.

The JROTC Drill courses were developed to enable JROTC students on accelerated block schedules to remain in the program throughout their high school years.

In accordance with standards articulated in Texas House of Representatives Bill 5, those students participating in JROTC for four years will may earn an endorsement

on the student's diploma and transcript by successfully completing curriculum requirements for that endorsement adopted by the State Board of Education by rule.

**Leadership/Citizenship Development Corps (LCDC)
(JROTC – Like Program at Middle Schools)**

- ◆ In 1996 the Leadership/Citizenship Development Corps program was approved for implementation in 1997 at HISD middle schools at the grade 8 level. This program was designed to develop leadership and citizenship skills, strengthen self-esteem, improve self-discipline and physical fitness, reduce dropouts, and provide incentives to live drug free. The LCDC program is not cost-shared as with the high school JROTC program; however, the JROTC department provides oversight for implementation and staffing assistance to principals electing to establish this program.
- ◆ The LCDC program was approved for expansion in June 1998 to include grade 7. The program is not approved for grade 6 at this time.
- ◆ Course numbers for the yearlong LCDC courses for grade 7 and grade 8 are found in the HISD Middle School Master Course Catalog.
- ◆ LCDC does not substitute for or waive the middle school PE/Health requirements. LCDC is strictly an elective or enrichment course.

MATHEMATICS

- ◆ A student may take any course for which he or she has the prerequisite except when restricted by local policy.
- ◆ It is the District's recommendation that students on the RHSP and DAP complete the full year credit in the same advanced mathematics course (Semester A and Semester B) for the fourth year credit.
- ◆ A student entering grade 9 in the 2014-15 school year and thereafter must complete the requirements of the Foundation High School Program (FHSP) under 19 Administrative Code 74.12, which includes three, credits in mathematics consisting of Algebra I, Geometry, and Algebra II. To earn an endorsement, a student must also earn at least a fourth credit in mathematics.

Algebra and Pre-AP Algebra

- ◆ One credit in Algebra I is the prerequisite for Geometry, Algebra II, Mathematical Models with Applications and Algebraic Reasoning and Statistics.
- ◆ Students who meet HISD requirements may take Algebra I or Pre-AP Algebra I in middle school. Guidelines for placing middle school students in Pre-AP courses must be followed. Additionally, Pre-AP Algebra I must meet requirements for Pre-AP course offerings. Either Algebra I course (regular or Pre-AP) will satisfy the Algebra I requirement for graduation. See Section VI of these *Guidelines* – Suggested Grade Placements for Required Courses for the Parent Acknowledgement Form that must be signed for students taking Algebra I in middle school.
- ◆ Middle schools offering Algebra I must ensure that: 1) the TEKS and course objectives for Algebra I / Pre-AP Algebra I are taught; 2) a final exam is administered, scored, and the score recorded on the student's report card at the end of each semester of the course; and 3) students take the STAAR Algebra I End-of-Course (EOC) assessment. Successful completion of the Algebra I STAAR EOC is a requirement for graduation. For students entering ninth grade with one year of Algebra credit, **it is essential that both parents and students understand that the district strongly recommends that students earn at least three additional credits in mathematics in high school.**
- ◆ Students entering ninth grade in 2015-2016 and after cannot take Mathematical Models with Applications (MMA) and Algebra II concurrently, but they may take MMA and Geometry concurrently.
- ◆ Students must take MMA before Algebra II to receive graduation credit under the Recommended (RHSP) and Foundation (FHSP) graduation programs. However, MMA cannot count as one of the four mathematics credits under the DAP.

- ◆ Successful completion of a course means that full course credit has been earned through a passing average in the whole course (whether by original coursework, credit recovery, summer school, credit-by-exam, or composite grading). A passing score on the STAAR Algebra 1 EOC does **not** provide students course credit for Algebra I nor signify successful completion of the course.
- ◆ Students must receive credit for Algebra II prior to enrolling in Precalculus, Advanced Quantitative Reasoning (AQR), Independent Studies, AP Calculus, AP Statistics, Discrete Mathematics for Problem Solving, College Preparatory Mathematics, or any dual credit mathematics courses.

MATHEMATICS 9 - 12

RECOMMENDED GUIDELINES FOR COURSE SEQUENCING

SUMMARY OF HIGH SCHOOL MATHEMATICS COURSES

The descriptions below are intended to give an overview of key features of each high school mathematics course. "What next?" lists the most appropriate next course for students to take. A student should take both semesters of any course marked one unit.

Foundations of Mathematics

(one unit – local elective credit only – NO MATHEMATICS CREDIT AWARDED)

Purpose:	To provide a foundation for higher-level mathematics courses for students who have not met expectations in grade 8.
Population:	Local elective credit course for students enrolled in Algebra I who have not passed Grade 8 STAAR and have a final grade in Grade 8 mathematics below 70.
Prerequisite:	Any student who has failed the mathematics section of the Grade 8 STAAR and has a final grade below 70 in eighth-grade mathematics should be scheduled into Foundations of Mathematics concurrently with Algebra I so they have a mathematics class each day on block scheduling.
What next?	Students should be scheduled into Foundations of Mathematics concurrently with Algebra I and should take Geometry or Mathematics Models with Applications (MMA) after successful completion of these courses.

Strategic Learning for High School Mathematics

(one unit- state elective credit only – NO MATHEMATICS CREDIT AWARDED)

Purpose:	To create strategic mathematical learners from underprepared mathematical students.
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Population:	State elective credit course for 9th- or 10th-grade students who struggle in their approach to mathematical learning. This course may be taken concurrently with Algebra I.
Prerequisite:	Any student who has been identified by their campus as struggling with basic understandings such as identifying errors in the teaching and learning process, input errors, physiological concerns, and key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. Use of personal data and statistical analysis will establish relevance and aid in creation of individual learning plans.
What next:	Students should be scheduled into Strategic Learning in High School Mathematics concurrently with Algebra I and should take Geometry or Mathematics Models with Applications (MMA) after successful completion of these courses.

Algebra I (one credit)

Purpose:	To provide a foundation for higher-level mathematics courses.
Population:	Standard course for the ninth-grade student functioning on grade level. Required for graduation under all graduation plans along with a passing score on the STAAR Algebra 1 End of Course Assessment.
Prerequisite:	<p>Any student who has passed the mathematics section of the eighth-grade STAAR and has a final grade above 75 in eighth-grade mathematics. Students who have not met standard on Grade 8 Mathematics STAAR and have a final grade in Grade 8 mathematics below 70 should be scheduled into Foundations of Mathematics and Algebra I concurrently so they have a mathematics class each day on block scheduling.</p> <p>See Mathematics section of "Suggested Grade Placements for Required Courses" for placement of eighth graders in Algebra 1 or Pre-AP Algebra I.</p>
What next?	Students may take Geometry or Mathematical Models with Applications (MMA) or Algebra II).

Geometry (one credit)

Purpose:	To provide a foundation for higher-level mathematics courses.
Population:	Next mathematics course required for graduation for students who have completed Algebra I. Required course for all students entering ninth grade in 2001-2002 and after.

School Guidelines, 2018-2019
Curriculum

Prerequisite: A full credit of Algebra I is a prerequisite.

What next? Students may take Algebra II or Mathematical Models with Applications (MMA).

Mathematical Models with Applications (one-half to one credit)

Purpose: To build on Algebra I foundations by expanding student understanding through other mathematical experiences.

Population: Students who have completed Algebra I.

For students under the Foundation High School Program, MMA may be counted as a third mathematics credit under the FHSP's Advanced Courses as long as it is taken after Algebra I.

Prerequisite: A full credit of Algebra I is a prerequisite. MMA may be taken concurrently with Geometry.

What next? Students may take Geometry if not yet taken or Algebra II if Geometry is completed.

Algebra II (one-half to one credit)

Purpose: To provide a foundation for higher-level mathematics courses.

Population: Students who have completed Algebra I.

Prerequisite: A full credit of Algebra I is a prerequisite for Algebra II.

What next? Students may take Precalculus, Discrete Mathematics for Problem Solving, Statistics, Algebraic Reasoning, AP Computer Science (Recommended Program only), AP Statistics, AP Calculus, Advanced Quantitative Reasoning, Independent Studies, College Preparatory Mathematics, or a dual-credit mathematics course.

Precalculus (one-half to one credit)

Purpose: To provide a foundation for higher-level mathematics courses.

Population: College-prep course for students who have completed three mathematics credits.

Prerequisite: A full credit of Algebra I plus Geometry and Algebra II.

What next? Students may take Discrete Mathematics for Problem Solving, Statistics, Algebraic Reasoning, AP Statistics, Independent Studies, College Preparatory Mathematics (Foundation High School

Program only), AP Calculus, Advanced Quantitative Reasoning, or a dual-credit mathematics course.

AP Computer Science (one credit)

Purpose:	To apply higher-level mathematics skills in computer science applications.
Population:	Any student with appropriate prerequisite. May only be used as a mathematics credit by students in the Recommended (RHSP) and Foundation (FHSP) programs.
Prerequisite:	A full credit of Algebra I.
What next?	Students may take Discrete Mathematics for Problem Solving, Statistics, Algebraic Reasoning, AP Statistics, Independent Studies, College Preparatory Mathematics (Foundation High School Program only), AP Calculus, Advanced Quantitative Reasoning, or a dual-credit mathematics course.

Independent Study in Mathematics Course (one-half to one credit; to count as a fourth year of mathematics, the student must receive one full credit for Independent Study)

Purpose:	To apply higher-level mathematics skills in varied applications.
Population:	Any student with appropriate prerequisite. If this course is being used to satisfy requirements for the Distinguished Achievement Program (DAP), a student's research/products must be presented before a panel of professionals or approved by the student's mentor.
Prerequisite:	A full credit of Algebra I plus Geometry and Algebra II
What next?	Students may repeat this course with different course content for a second credit.

Advanced Quantitative Reasoning (one-half to one credit)

Purpose:	To apply higher-level mathematics skills in applied situations that include numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling with algebra, geometry, trigonometry, and discrete mathematics.
Population:	Any student with appropriate prerequisites. This course may be counted as a third Foundation Advanced mathematics course as well as an Endorsement Advanced Course under the Foundation

High School Program.

Prerequisite: A full credit of Algebra I plus Geometry and Algebra II

What next? Students may take Discrete Mathematics for Problem Solving, Statistics, Algebraic Reasoning, AP Statistics, Independent Studies, College Preparatory Mathematics (Foundation High School Program only), AP Calculus, or a dual-credit mathematics course.

Statistics (one credit)

Purpose: To broaden mathematical knowledge and skills about variability and statistical processes from middle school and Algebra I. Students will connect data and statistical processes to real-world situations.

Population: Any student with appropriate prerequisites. This course may be counted as a third Foundation High School Program (FHSP) advanced mathematics course as well as an advanced course for an FHSP endorsement.

Prerequisite: A full credit of Algebra I.

What next? Students may take Discrete Mathematics for Problem Solving, Algebraic Reasoning, AP Statistics, Independent Studies, College Preparatory Mathematics (Foundation High School Program only), AP Calculus, Advanced Quantitative Reasoning, or a dual-credit mathematics course.

Discrete Mathematics for Problem Solving (one-half to one credit)

Purpose: To introduce students to the improved efficiency of mathematical analysis and quantitative techniques involving organization, scheduling, project planning, strategy, and decision making.

Population: Any student with appropriate prerequisites. This course may be counted as a third Foundation High School Program (FHSP) advanced mathematics course as well as an advanced course for an FHSP endorsement.

Prerequisite: A full credit of Algebra I plus Algebra II.

What next? Students may take Algebraic Reasoning, Statistics, AP Statistics, Independent Studies, College Preparatory Mathematics (Foundation High School Program only), AP Calculus, Advanced Quantitative Reasoning, or a dual-credit mathematics course.

AP Calculus AB or BC (one-half to one credit)

Purpose:	To provide a college-level calculus course.
Population:	College-bound students who have completed appropriate prerequisites and who plan to enter a college program requiring a strong mathematics background.
Prerequisite:	A full credit of Algebra I plus Precalculus.
What next?	Students may take AP Statistics, Independent Studies, Advanced Quantitative Reasoning, College Preparatory Mathematics (Foundation High School Program <u>only</u>), or a dual-credit mathematics course.

AP Statistics (one-half to one credit)

Purpose:	To apply higher-level mathematics skills in probability and statistics applications.
Population:	Any student with appropriate prerequisite.
Prerequisite:	Geometry and Algebra II
What next?	Students may take Precalculus, Independent Studies, Advanced Quantitative Reasoning, College Preparatory Mathematics (Foundation High School Program <u>only</u>), or a dual-credit mathematics course.

Multivariable Calculus (one-half to one credit)

Purpose:	To apply higher-level mathematics skills in calculus applications.
Population:	Any student with appropriate prerequisite.
Prerequisite:	AP Calculus AB or BC
What next?	Multivariable Calculus is an elective credit and takes the concepts learned in a single variable calculus course and extends them to multiple dimensions. Thus, students enrolling in this course must have successfully completed AP Calculus. The course syllabus and instruction align to similar courses offered to students at the collegiate level and requires that the instructor has appropriate credentials.

College Prep Mathematics (one credit – Foundation Graduation Plans only; TSI exemption)

Purpose:	To prepare students for the rigors and expectations of college algebra. This course is taught in partnership with Houston Community College, and students must follow the curriculum and take the fall and spring semester finals provided by HCC.
Population:	<p>Any 12th-grade student identified by the Department of College Readiness as being under-prepared for college algebra. Campuses are notified of qualified students via an Academic Services memo during the spring semester.</p> <p>Students who have passed or are enrolled in algebra II as well as meeting at least one of the following criteria:</p> <ul style="list-style-type: none">▪ PSAT mathematics score below 510.▪ Did not pass the Algebra 1 EOC
What next?	Students who successfully complete the course earn a TSI exemption and may enroll in college algebra at HCC within two years of course completion.

Foundation High School Program (FHSP) Requirements

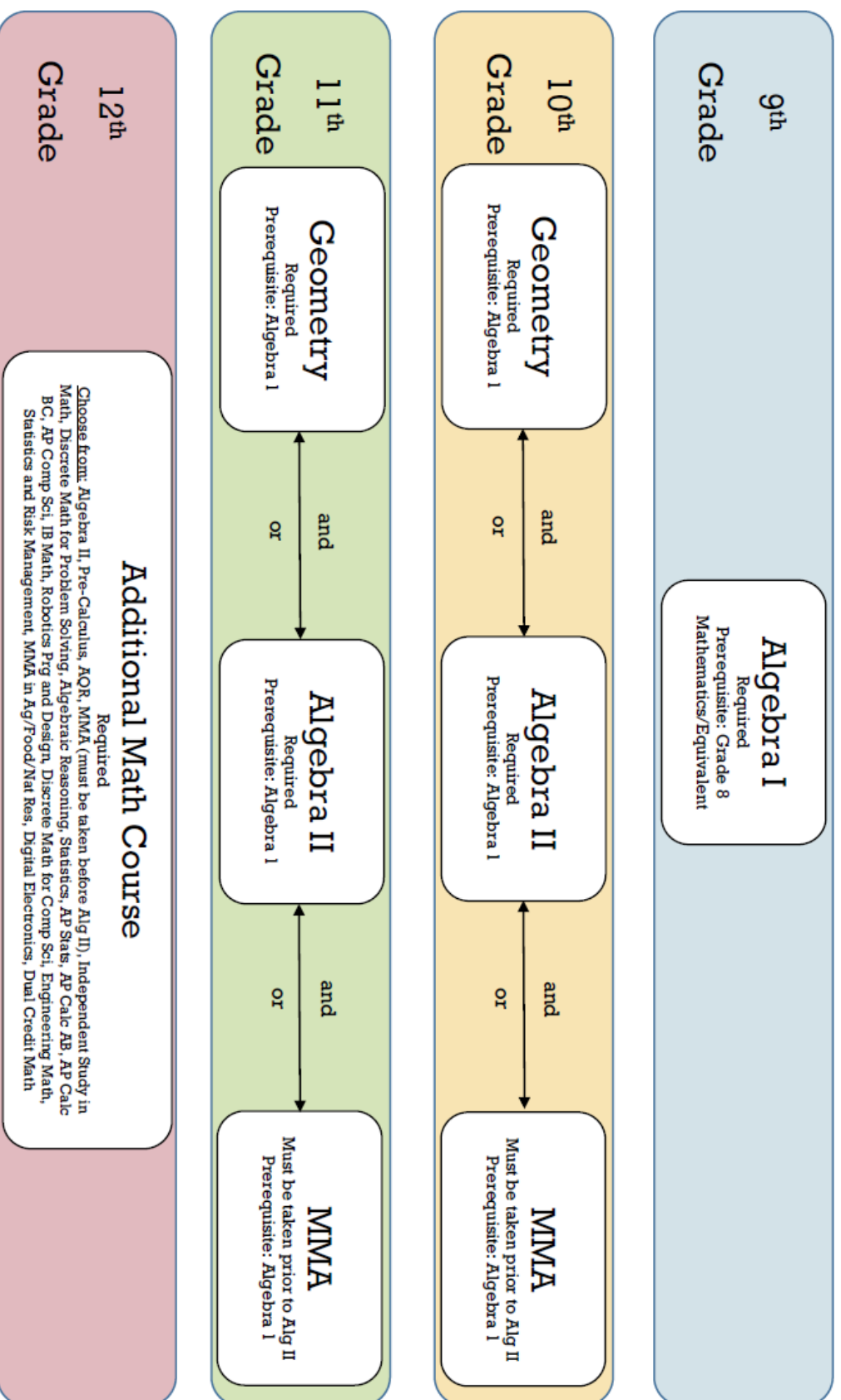
For students who enter 9th grade in 2014 and beyond (and for other students who opted in to the Foundation High School Program before the close of the 2014-2015 school year), the HISD Board has determined that the default graduation plan will be the 26-credit Distinguished Level of Achievement plan that includes an endorsement and successful completion of Algebra II as part of four credits of mathematics. Under this arrangement, most students will take Algebra I, Geometry, Algebra II, and an advanced mathematics course.

Under the new Foundation High School Plan, students may select from the following advanced high school mathematics courses (once any course-specific prerequisites have been satisfied): Math Models with Applications (MMA); Math Applications in Agriculture, Food, and Natural Resources; Digital Electronics; Robotics Programming and Design; Algebra II; Precalculus; Advanced Quantitative Reasoning (AQR); Independent Study in Math; Discrete Mathematics for Problem Solving; Algebraic Reasoning; Statistics; AP Statistics; AP Calculus AB; AP Calculus BC; AP Computer Science; IB Math Studies SL; IB Math SL; IB Math HL; IB Further Math HL; Engineering Math; Statistics and Risk Management; Discrete Math for Computer Science; advanced dual credit course; a locally developed math course (with apprenticeship and certification); or a locally developed college preparatory math course.

CHARTS ON THE NEXT **NINE PAGES ARE INTENDED FOR SCHOOL YEAR **2018-2019**. PRINT THESE CHARTS FOR CONVENIENT VIEWING.**

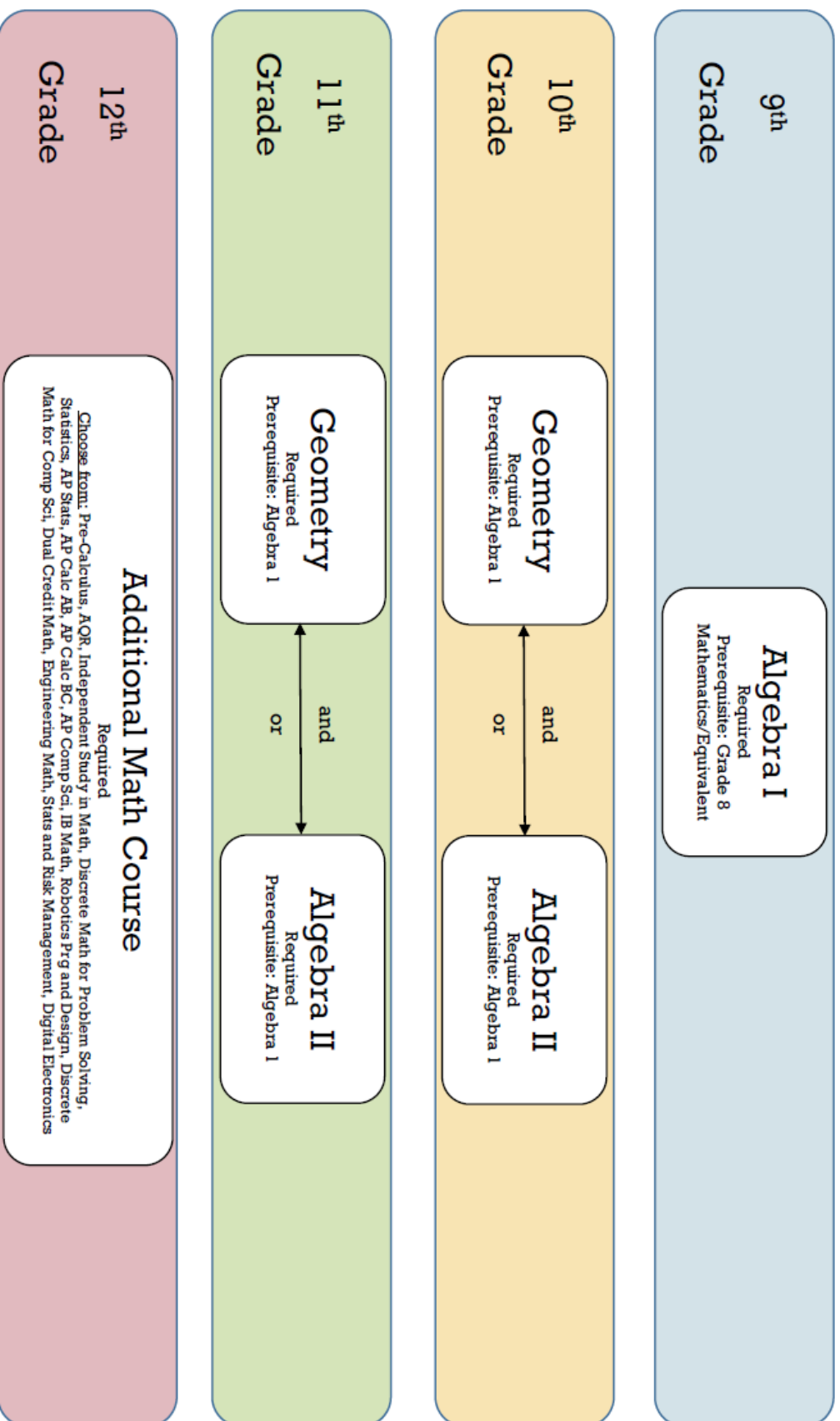
HISD Mathematics Courses

Suggested Sequencing for SY 2017-2018
Recommended High School Program

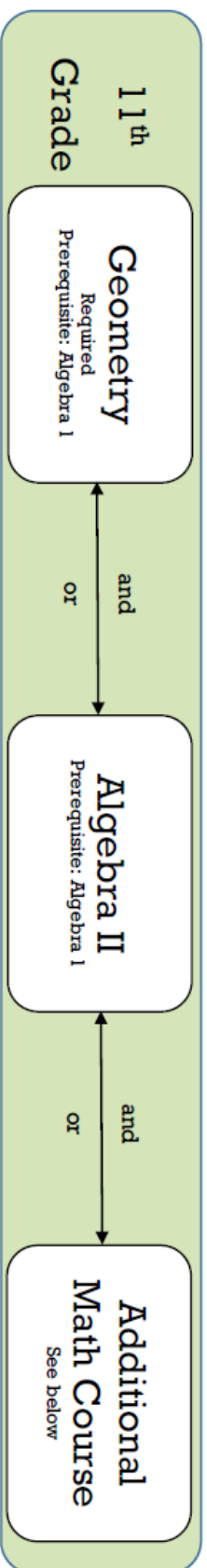
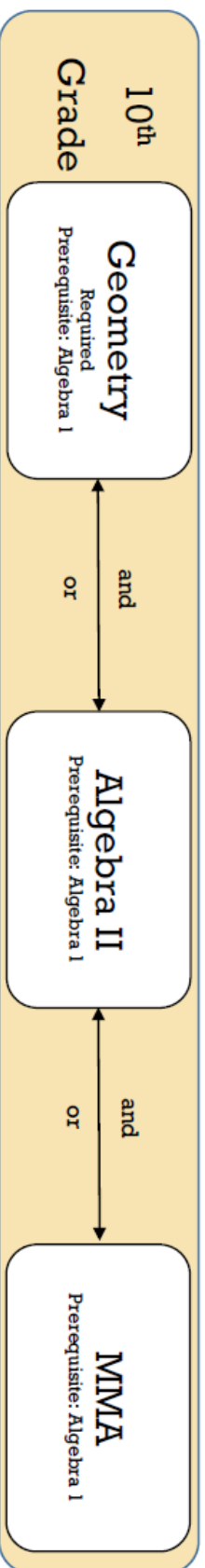


HISD Mathematics Course Options

Suggested Sequencing for SY 2017-2018
Distinguished Achievement – Advanced High School Program

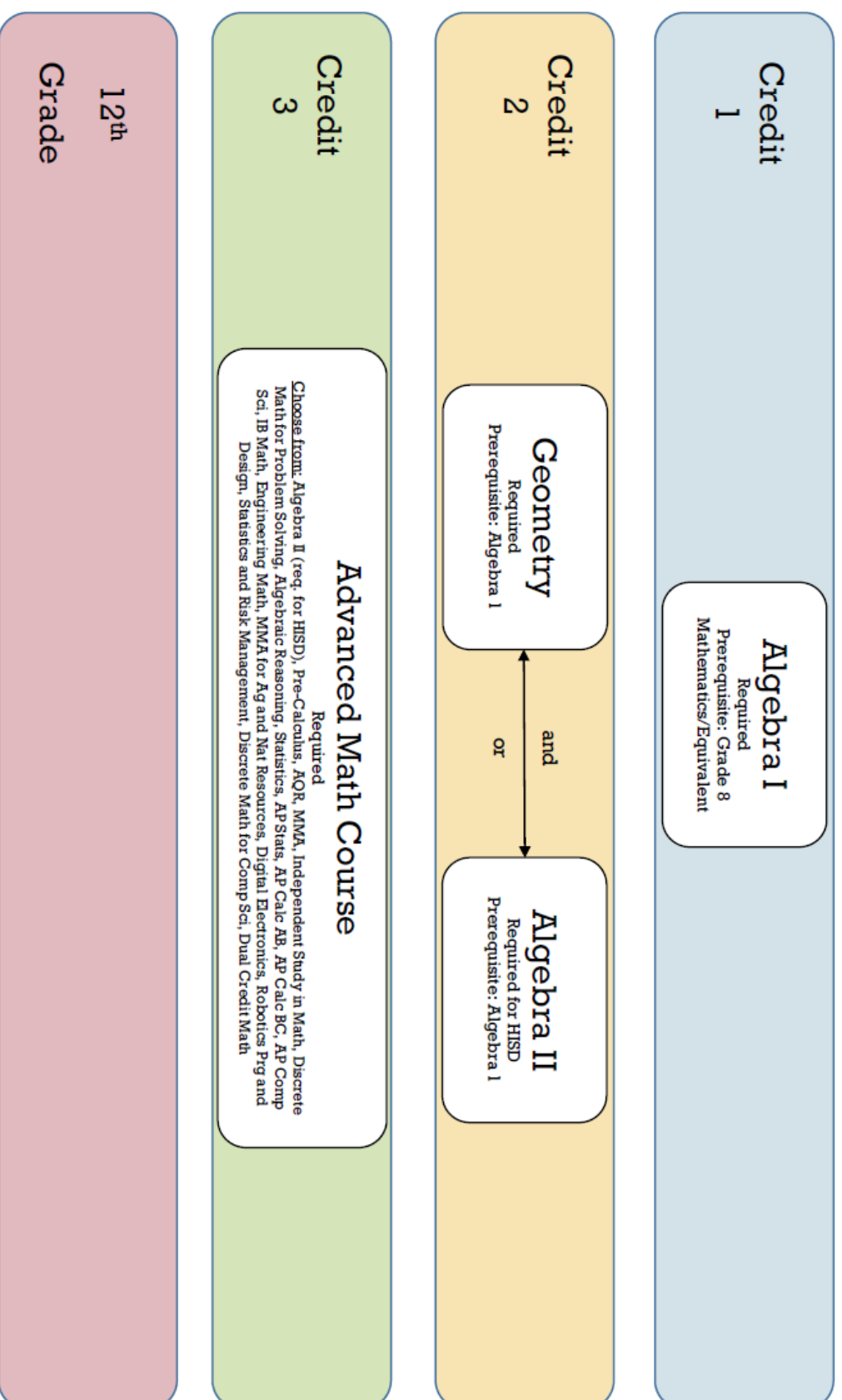


HISD Mathematics Course Options Suggested Sequencing for SY 2017-2018 Minimum High School Program



HISD Mathematics Course Options

Suggested Sequencing for SY 2017-2018
HISD Foundation High School Program



HISD Mathematics Course Options

Suggested Sequencing for SY 2017-2018

HISD Foundation High School Program + Arts and Humanities Endorsement

Credit
1

Algebra I
Required
Prerequisite: Grade 8
Mathematics/Equivalent

Credit
2

Geometry
Required
Prerequisite: Algebra I

Credit
3

Algebra II
Required for HISD
Prerequisite: Algebra I

and
OR

Advanced Math Course
Required
Choose from: Pre-Calculus, AOR, MMA, Independent Study in Math, Discrete Math for Problem Solving, Algebraic Reasoning, Statistics, AP Stats, AP Calc AB, AP Calc BC, IB Math, Engineering Math, MMA for Ag and Nat Resources, Digital Electronics, Robotics Prg and Design, Statistics and Risk Management, Discrete Math for Comp Sci, Dual Credit Math

Credit
4

Endorsement Math Course

Required
Choose from: Pre-Calculus, AOR, Independent Study in Math, Discrete Math for Problem Solving, Algebraic Reasoning, Statistics, AP Stats, AP Calc AB, AP Calc BC, AP Comp Sci, IB Math, Engineering Math, Statistics and Risk Management, Discrete Math for Comp Sci, Dual Credit Math, College Prep Math

HISD Mathematics Course Options

Suggested Sequencing for SY 2017-2018
HISD Foundation High School Program + STEM Endorsement

Credit
1

Algebra I
Required
Prerequisite: Grade 8
Mathematics/Equivalent

Credit
2

Geometry
Required
Prerequisite: Algebra I

Credit
3

Algebra II
Required
Prerequisite: Algebra I

Credits
4 and 5

Endorsement Math Course
² Required for which Alg II is a prerequisite
Choose from: Pre-Calculus, AQR, Independent Study in Math, Discrete Math for Problem Solving,
AP Stats, AP Calc AB, AP Calc BC, IB Math, Engineering Math, Statistics and Risk Management,
Discrete Math for Comp Sci, Dual Credit Math

School Guidelines, 2018-2019
Curriculum

TTEA states that a specific sequence is not required for the Foundation HSP. However, schools **MUST** pay close attention to **prerequisite requirements** when scheduling students in math courses.
Required: 3 credits in mathematics including Algebra I, Algebra II, and Geometry
Endorsements impact 3rd, 4th and 5th credit options

HISD Mathematics Course Options

Suggested Sequencing for SY 2017-2018

HISD Foundation High School Program + Public Services Endorsement

Credit
1

Algebra I
Required
Prerequisite: Grade 8
Mathematics/Equivalent

Credit
2

Geometry
Required
Prerequisite: Algebra I

Credit
3

Algebra II
Required for HISD
Prerequisite: Algebra I

and
OR

Advanced Math Course
Required
Choose from: Pre-Calculus, AOR, MMA, Independent Study in Math, Discrete Math for Problem Solving, Algebraic Reasoning, Statistics, AP Stats, AP Calc AB, AP Calc BC, IB Math, Engineering Math, MMA for Ag and Nat Resources, Digital Electronics, Robotics Prg and Design, Statistics and Risk Management, Discrete Math for Comp Sci, Dual Credit Math

Credit
4

Endorsement Math Course

Required
Choose from: Pre-Calculus, AOR, Independent Study in Math, Discrete Math for Problem Solving, Algebraic Reasoning, Statistics, AP Stats, AP Calc AB, AP Calc BC, AP Comp Sci, IB Math, Engineering Math, Statistics and Risk Management, Discrete Math for Comp Sci, Dual Credit Math, College Prep Math

School Guidelines, 2018-2019
Curriculum

TEA states that a specific sequence is not required for the Foundation HSP. However, schools **MUST** pay close attention to **prerequisite requirements** when scheduling students in math courses.
Required: 4 credits in mathematics including Algebra I, Algebra II (req. for HISD), and Geometry
Endorsements impact 3rd and 4th credit options

HISD Mathematics Course Options

Suggested Sequencing for SY 2017-2018

HISD Foundation High School Program + Business and Industry Endorsement

Credit
1

Algebra I
Required
Prerequisite: Grade 8
Mathematics/Equivalent

Credit
2

Geometry
Required
Prerequisite: Algebra I

Credit
3

Algebra II
Required for HISD
Prerequisite: Algebra I

and
OR

Advanced Math Course
Required
Choose from: Pre-Calculus, AQR, MMA, Independent Study in Math, Discrete Math for Problem Solving, Algebraic Reasoning, Statistics, AP Stats, AP Calc AB, AP Calc BC, IB Math, Engineering Math, MMA for Ag and Nat Resources, Digital Electronics, Robotics Prg and Design, Statistics and Risk Management, Discrete Math for Comp Sci, Dual Credit Math

Credit
4

Endorsement Math Course

Required
Choose from: Pre-Calculus, AQR, Independent Study in Math, Discrete Math for Problem Solving, Algebraic Reasoning, Statistics, AP Stats, AP Calc AB, AP Calc BC, AP Comp Sci, IB Math, Engineering Math, Statistics and Risk Management, Discrete Math for Comp Sci, Dual Credit Math, College Prep Math

HISD Mathematics Course Options

Suggested Sequencing for SY 2017-2018

HISD Foundation High School Program + Multi-disciplinary Studies Endorsement

Credit
1

Algebra I
Required
Prerequisite: Grade 8
Mathematics/Equivalent

Credit
2

Geometry
Required
Prerequisite: Algebra I

Credit
3

Algebra II
Required for HISD
Prerequisite: Algebra I

and
or

Advanced Math Course
Required
Choose from: Pre-Calculus, AOR, MMA, Independent Study in Math, Discrete Math for Problem Solving, Algebraic Reasoning, Statistics, AP Stats, AP Calc AB, AP Calc BC, IB Math, Engineering Math, MMA for Ag and Nat Resources, Digital Electronics, Robotics Prg and Design, Statistics and Risk Management, Discrete Math for Comp Sci, Dual Credit Math

Credit
4

Endorsement Math Course

Required
Choose from: Pre-Calculus, AOR, Independent Study in Math, Discrete Math for Problem Solving, Algebraic Reasoning, Statistics, AP Stats, AP Calc AB, AP Calc BC, AP Comp Sci, IB Math, Engineering Math, Statistics and Risk Management, Discrete Math for Comp Sci, Dual Credit Math, College Prep Math

School Guidelines, 2018-2019 Curriculum

TFA states that a specific sequence is not required for the Foundation HSP. However, schools **MUST** pay close attention to prerequisite requirements when scheduling students in math courses. Required: 4 credits in mathematics including Algebra I, Algebra II (req. for HISD), and Geometry

Endorsements impact 3rd and 4th credit options

SCIENCE

Middle School

Middle school students must be enrolled in a science course in grades 6, 7, and 8.

- ◆ Middle schools should use the Accelerated Science Sequence matrix to identify students to be placed in Accelerated Science in sixth grade in preparation for enrolling in IPC in eighth grade.

Accelerated Science Sequence

- ◆ Middle school students may be eligible for Pre-AP Science 6, 7, and 8, or Pre-AP Integrated Physics and Chemistry (IPC) if the student meets the criteria specified on the IPC and Biology matrix. Students who show interest, motivation, and/or ability in science can begin an accelerated science sequence in the 6th grade as long as the student meets the criteria on the Middle School Grade 6 Accelerated Science Sequence Identification for IPC and Biology Placement Matrix. All early accelerated science sequence courses must be Pre-AP courses.
- ◆ The accelerated science sequence requires the student to complete Pre-AP Accelerated Science 6 and Pre-AP Accelerated Science 7 to be eligible for Pre-AP Integrated Physics and Chemistry in grade 8.
- ◆ To be eligible to enroll in Pre-AP IPC in the 8th grade, students must meet specified criteria on the Grade 8 IPC and Biology matrix.
- ◆ If the student chooses to abandon the Accelerated Science Sequence in grade 7 or is counseled out due to poor grade performance, the student should be scheduled into the corresponding grade level of science.
- ◆ If the student chooses to not continue in the accelerated science sequence track in the 8th grade or is counseled out due to poor performance, the student should be scheduled for Pre-AP Science 8. Pre-AP Science 8 will satisfy the 8th grade science requirement. No high school graduation credit is awarded for Pre-AP Science 8.
- ◆ All 8th grade students who do not qualify for enrollment in Pre-AP IPC or Pre-AP Science 8, or choose not to take either course, enroll in Science 8.
- ◆ Only Pre-AP Integrated Physics and Chemistry (IPC) is approved as a middle school science course for an accelerated science program. Middle schools should not offer Biology without prior approval from both the Secondary Curriculum and Development Office and the Schools Office. Applications to offer Biology should be submitted to the Secondary Science **Director** in Curriculum and Development for review.

High School

For students who entered 9th Grade (in Fall 2013 and before)

- ◆ Three science credits are required for graduation for students in the Minimum High School Program, and four science credits are required for all other students.
- ◆ Biology is a state graduation requirement for ***all*** students regardless of their graduation plan.
- ◆ For students entering 9th grade prior to the 2014-2015 school year HISD Board policy states that three state-approved credits in science must be successfully completed in grades 9-12. Therefore, a student who completes Pre-AP IPC or Biology in the eighth grade must complete three (3) additional science credits in grades 9-12.
- ◆ The science credits required for graduation include Biology and Integrated Physics and Chemistry (IPC) or Biology, Chemistry, and Physics. If IPC is not taken, the student must take both Chemistry and Physics. If IPC is successfully completed, the student may select a third science course from the list of state-approved science offerings.
- ◆ Students are encouraged to successfully complete IPC, Biology, and either Chemistry or Physics to fulfill the requirements of the Recommended High School Program. The one credit per content area stipulation required for science graduation credit does not apply to state-approved science elective credit. For example, a student may take Biology, and also take an AP or IB version of the same course for science elective credit but not to fulfill requirements of the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP).
- ◆ IPC cannot serve as the final or fourth year of science but may be successfully completed in an earlier grade level. IPC can only be successfully completed as an elective credit as part of the Distinguished Achievement Program (DAP); it does not count as one of the four high school core science credits. IPC can serve as a science credit for the Recommended and Minimum High School Programs if successfully completed before Chemistry and Physics.
- ◆ Four years of science are required for students graduating under the Distinguished Achievement Program (DAP). Not more than one credit may be chosen from each of the areas to satisfy this requirement:
 - i) Biology, AP Biology, or IB Biology
 - ii) Chemistry, AP Chemistry, or IB Chemistry
 - iii) Physics, AP Physics, or IB Physics

- ◆ Health Science Technology Education courses that may be taken for **science elective credit**:

- Anatomy and Physiology of Human System
- Medical Microbiology
- Pathophysiology
- Scientific Research and Design I, II, and III
- Engineering Design and Problem Solving
- Advanced Animal Science
- Advanced Biotechnology
- Advanced Plant and Soil Science
- Food Science
- Forensic Science

- ◆ Technology Education courses that may be taken for science elective credit are Principles of Technology I and II.
- ◆ Elective science credits may be selected from Astronomy, Environmental Systems, Aquatic Science; Earth and Space Science, and AP/IB Biology, Chemistry, and Physics if not taken as one of the three credits for the Core Program diploma.
- ◆ A science course taken for elective credit may not be used to satisfy the three science credits needed for the Recommended High School Program nor the Distinguished Achievement Program.

For students who entered 9th Grade (in Fall 2014 and after)

- ◆ Students entering ninth grade for the first time in 2014-2015 are required to have four years of science to graduate under the district's 26-credit Distinguished Level of Achievement with Endorsement Foundation (FHSP) graduation plan. Students who elect to move to the 22-credit HISD Foundation High School Program after their sophomore year must complete three years of science. One credit of Biology along with a passing score on the STAAR Biology End-of-Course (EOC) assessment are required in both cases. Students must choose one credit from the following courses:
 - i) Integrated Physics and Chemistry (IPC)
 - ii) Chemistry, AP Chemistry, or IB Chemistry
 - iii) Physics, Principles of Technology, AP Physics 1, or IB Physics
- ◆ Students must choose an additional credit or two from the following courses:
 - i) Chemistry, AP Chemistry, or IB Chemistry
 - ii) Physics; Principles of Technology; AP Physics 1, 2, or C; or IB Physics
 - iii) Environmental Systems, AP Environmental Science, IB Environmental Systems, AP Biology, or IB Biology

- iv) Other approved advanced science electives including Aquatic Science, Astronomy, Earth and Space Science, Advanced Animal Science, Advanced Plant and Soil Science, Anatomy and Physiology, Medical Microbiology, Pathophysiology, Food Science, Forensic Science, Advanced Biotechnology, Principals of Technology, Scientific Research and Design, Engineering Design and Problem Solving, Principals of Engineering, an advanced dual credit course, or a locally developed science course (with apprenticeship and certification)

General Comments

- ◆ If students take IPC, it is recommended that they successfully complete IPC before Chemistry. They should be encouraged to take Algebra II before or concurrently with Chemistry.
- ◆ It is recommended that students successfully complete IPC, if taken, and Chemistry before Physics. Students should be encouraged to take Precalculus before or concurrently with Physics.
- ◆ Credit may not be earned for both Physics and Principles of Technology to satisfy the science requirements.
- ◆ Students working towards an Arts and Humanities endorsement may substitute an advanced ELA, Social Studies, LOTE, or Fine Arts course for the fourth-year advanced Science course with parental and counselor approval.
- ◆ A minimum of 40 percent of the instructional time of any secondary science course, grades 6-12, must be devoted to laboratory and field work.
- ◆ **Summary of IPC Crediting:**

<i>Student entered 9th Grade:</i>	<i>Prior to 2012</i>	<i>2012-2014</i>	<i>2014 and after</i>
Diploma Program –			
<i>Minimum</i>	Science credit	Science credit	N/A
<i>Recommended</i>	Science credit*	Elective credit	N/A
<i>Distinguished</i>	Elective credit	Elective credit	N/A
<i>Foundation</i>	N/A	N/A	Science credit

* If successfully completed before Chemistry and Physics.

Science Required Prerequisites

- ◆ Successful completion of Algebra I and one unit of high school science is the prerequisite to enroll in Chemistry.
- ◆ Successful completion of Algebra I and one unit of high school biology is the prerequisite to enrollment in Aquatic Science.
- ◆ To enroll in Earth and Space Science a student should have met the following required prerequisites: three units of science, one of which may be taken concurrently, and three unit of mathematics, one of which may be taken concurrently.
- ◆ For Forensic Science to receive science credit, a student should meet the following required prerequisites: completed biology and chemistry. Students also must meet the 40% laboratory and fieldwork requirement in title §74.3 (b)(2)(C).

SOCIAL STUDIES

Middle school students must be enrolled in social studies courses in grades 6, 7, and 8. Grade 6 Social Studies focuses on contemporary world cultures, Grade 7 Social Studies focuses on Texas history, and Grade 8 Social Studies focuses on US History through Reconstruction (1876).

- ◆ The TEKS call for a full content load for US History through Reconstruction in the eighth grade.

High school students must complete four credits for graduation.

- ◆ The recommended sequence of required social studies courses is:
 - Grade 9 – World Geography
 - Grade 10 – World History
 - Grade 11 – U.S. History Since 1877
 - Grade 12 – one semester (0.5 credit) each of
 - U.S. Government
 - Economics with an Emphasis on the Free Enterprise System

Based on the Texas Administrative Code, Title 19, Part II, Subchapter D, AP Human Geography is approved as either as a one-half credit elective course or as a one-credit course that can substitute for World Geography Studies. This subchapter also states that AP World History may substitute for World History Studies, and AP United States History may substitute for the required U.S. History Since 1877 course.

With one exception, a student cannot receive credit for **two courses with essentially the same content** even if one of the courses is an AP or IB course. The exception is US History Since 1877 and AP US History. AP US History can be taken for state **elective** credit after a student takes US History Since 1877 for graduation credit. As stated above, AP US History can substitute for US History Since 1877 for state graduation credit.

Approved dual-credit may be substituted for state graduation credit in the corresponding high school courses of US History Since 1877, US Government, and Economics. In addition, students may take dual-credit Psychology or Sociology as state elective credit courses.

If the course content in a general course and an AP or IB course is essentially the same, a student can earn only one graduation credit; **either** in the regular course **or** the AP or IB version of that course content.

- ◆ For example, a student could earn social studies graduation credit for US Government but could not earn **any credit**, either required social studies or elective credit, for an AP US Government and Politics course taken after the high school US Government course. These two are essentially the same course.

- ◆ In addition, AP Comparative Government and Politics may only be used as an **elective** state credit. **It cannot** substitute for the required US Government course.

SPECIAL EDUCATION

The Texas Education Agency (TEA) permits students with disabilities to be enrolled in Modified or Alternate high school courses. The names of the courses are the same as are the general education courses. Each Modified or Alternate course has a Public Education Information Management System (PEIMS) course number that indicates the coursework is modified or that the coursework is accessed through prerequisite skills (Alternate).

The ARD/IEP Committee identifies the appropriate courses for students with disabilities according to the students' Individualized Educational Program. These courses meet state graduation requirements and count for credit toward completion of requirements for the Foundation Program. The Admission Departments of most colleges do not accept modified or alternate high school courses.

TECHNOLOGY APPLICATIONS

Technology Applications is a required enrichment curriculum for K-12 as specified in the Texas Education Code, Section 28.002. This curriculum focuses on the teaching, learning and the integration of digital technology knowledge and skills across the curriculum, especially in the core curriculum areas, to support learning and promote student achievement.

Course Requirements, Grades 6-8

The technology applications curriculum for grades 6-8 has four strands: foundations, information acquisition, work in solving problems, and communication. Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies; students learn to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements; plans for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results.

Districts have the flexibility of offering technology applications in a variety of settings, including a specific class or integrated into other subject areas (such as English Language Arts and Reading, Mathematics, Social Studies, and Science). In HISD it is preferred that Technology Applications be offered as a separate class.

If the TEKS for Technology Applications are taught as an integrated course, the course number for the integrated course must be added to the student's schedule in order for the course and grade to print on the end-of-year grade report and permanent record card.

Completion of the course must be recorded on the permanent record since it is a prerequisite for several CTE and Technology Applications high school courses.

Graduation Requirement

Students who entered grade nine for the first time prior to school year 2010-2011 are required to complete one credit in Technology Applications. Beginning with students entering grade nine for the first time in 2010-2011, all high school students who did not demonstrate mastery on the eighth grade Technology Literacy Assessment are required to earn one technology graduation credit under all graduation plans. Students have a variety of options from the adopted courses that allow for growth, specialization, integration into other curriculum areas, and preparation for the technological world. Students who take any of the eight courses in Technology Applications, Chapter 126, receive this credit. Students entering grade nine for the first time in 2012-2013 or later are no longer required to earn a credit in Technology Applications to graduate.

In addition, there are courses under Career and Technical Education that students can take to earn this required graduation credit. Districts must offer at least four of the Technology Applications courses in Chapter 126.

AP Computer Science may be used to satisfy a 4th year mathematics graduation credit requirement for the Recommended Program. An AP Computer Science course taken for mathematics credit may not then be used to satisfy the Technology Application graduation credit requirement.

The one-credit Technology Applications courses (Chapter 126) include:

- ◆ Fundamentals of Computer Science (Prerequisite: Technology Applications, Grades 6-8)
- ◆ Computer Science I (Required prerequisite: Technology Applications, Grades 6-8, Algebra 1 is a recommended prerequisite)
- ◆ Computer Science II (Requires prerequisite: Algebra 1 and either Fundamentals of Computer Science or Computer Science I)

School Guidelines, 2018-2019
Curriculum

◆ AP Computer Science A	(Recommended prerequisites: Computer Science I, Algebra II, or a student should be comfortable with functions and the concepts found in the use of functional notations such as $f(x) = x+2$ and $f(x) - g(h(x))$)
◆ IB Computer Science Standard Level	(Recommended prerequisite: Computer Science I, Algebra II)
◆ IB Computer Science Higher Level	(Recommended prerequisite: Computer Science I, Algebra II)
◆ Computer Science III	(Required prerequisites: Computer Science II, AP or IB Computer Science)
◆ Digital Forensics	(Prerequisite: Technology Applications, Grades 6-8)
◆ Discrete Mathematics	(Required prerequisite: Algebra II)
◆ Game Programming and Design	(Required prerequisite: Algebra I)
◆ Mobile Application Development	(Prerequisite: Technology Applications, Grades 6-8, and Algebra I)
◆ Robotics Programming and Design	(Prerequisite: Technology Applications, Grades 6-8)
◆ Digital Design and Media Production	(Prerequisite: Technology Applications, Grades 6-8)
◆ Digital Art and Animation	(Prerequisite: Technology Applications, Grades 6-8, and Art, Level I is the recommended prerequisite)
◆ 3-D Modeling and Animation	(Prerequisite: Technology Applications, Grades 6-8, and Art, Level I is the recommended prerequisite)
◆ Digital Communications in the 21 st Century	(Prerequisite: Technology Applications, Grades 6-8)
◆ Digital Video and Audio Design	Successful completion of the course

School Guidelines, 2018-2019
Curriculum

- | | |
|---|--|
| ◆ Web Communications | Successful completion of the course |
| ◆ Web Design | Successful completion of the course |
| ◆ Web Game Development Design) | (Recommended prerequisite: Web |
| ◆ Independent Study in Technology Applications | (Prerequisite: Completion of a high school Technology Applications course and instructor permission) |
| ◆ Independent Study in Evolving/Emerging Technologies | (Prerequisite: Completion of a high school Technology Applications course and instructor permission) |

Technology Applications Course Sequence Option

Students may also satisfy their technology applications proficiency through the completion of three credits (for students participating in a coherent sequence of career and technical education courses or who are enrolled in the Tech Prep high school plan of study) consisting of two or more state-approved career and technical courses in TAC Chapters 127 or 130. Districts shall ensure that career and technical courses, including innovative courses, in a coherent sequence used to meet the technology applications credit are appropriate to collectively teach knowledge and skills found in any of the approved technology applications courses. Students pursuing the technology applications option described in this subparagraph must demonstrate proficiency in technology applications prior to the beginning of Grade 11.

STAAR REVIEW COURSES

Students may receive local credits for STAAR review courses in mathematics, English, science and social studies. Local credits do not apply to the requirements of the Recommended High School Program, but up to two local credits may be applied to the requirements of the Minimum High School Program.

The STAAR review courses may **not** be substituted for, nor incorporated into, the state-required credit courses in mathematics, English, science or social studies.

The ARD/IEP Committee Report must indicate the schedule of STAAR intervention for students with disabilities who take STAAR and fail to pass. The ARD/IEP Committee must develop a plan for the provision of accelerated instruction when a student fails to meet standards on the state assessment.

Tutorial Program Guidelines

Tutorial intervention is a small group environment (ideally 2:1 ratio), allowing the instructor to target specific needs and foster student learning. Large group settings (>10:1), greatly diminish the learning process and impedes the individualization of instruction in the tutorial environment. Key elements of student learning in tutorials are the relationship and connection that are built due to the individual attention provided to students, strong engagement in the learning and teaching process, and a creation of a safe place for students to ask for and readily receive help. In addition, the tutee should experience a different instructional approach than they experience in the classroom. Tutorial needs to supplement classroom learning, but to increase the learning potential, new and creative methodologies should be implemented. The purpose of intervention is continuous, measurable student improvement.

Transparent communication with students and their caregivers is essential. The aforementioned should know why the student is attending tutorials, what the expectations and established goals are, and identify and explain desired outcomes. Moreover, tutors should regularly communicate student progress; this not only bolsters a positive relationship with students, but also with their guardians.

An effective tutorial program must have effective tutors who are adequately vetted with a proven skill set or a strong aptitude to implement intervention strategies that ensures student learning. Tutorials must be structured and organized, and implemented with consistent fidelity.

A campus's tutorial program must function with specific goals in mind, be data driven, and targeted to identify students. Goals may range from closing an achievement gap, spiraling grade level curriculum, or pushing high achievers to new levels. Strategic planning, alignment with campus/district mission, and accountability are a must.

Research has shown that tutors who possess a bachelor's degree or higher tend to be of greater quality, have lower attrition rates, and are more effective tutors than those without a four-year degree. It is not recommended to hire tutors with less than a two-year degree or 60 college credit hours.

Tutors should be provided high quality, orientation and pre-service training, comprehensive professional development, and on-going instructional coaching; recommended topics include: tutoring best practices, content knowledge, cultural sensitivity and understanding, data evaluation and analysis, and professionalism in the workplace. Training topics should focus on tutor needs, rather than a broad, generic approach. Walk-throughs, observations, and evaluations ensure tutor effectiveness; feedback helps tutors grow and supports desired student outcomes. In addition, tutors must be supported and guided in building positive relationships with students; rapport is essential for greatest student achievement, especially for the secondary student. Positive culture and climate, strong management, and a focused, solution based approach are essential for student success.

Collaboration with content-area teachers, instructional specialists, and campus leadership is vital to effective tutorials and achieving desired student outcomes. Ideally, the program should be facilitated by an experienced, certified educator with proven instructional expertise.

The effectiveness of a tutorial program is contingent upon the duration and frequency of the intervention as well as alignment with classroom instruction. Haphazard implementation will not produce desired, student achievement outcomes. Session structure should be data-driven, based on individual student need. Data from previous years' state assessments, historical and current classroom performance, universal screeners, and progress monitoring of student achievement are all tools to help the tutor tailor lessons.

Tutorial Structure and Execution - recommended model for a 60 minute session

[Adapted from MATCH teacher training.]

PHASE	COMPONENT	PURPOSE
Beginning	I. The Do Now (5 minutes)	<u>Purpose:</u> As much about the culture of the tutorial as the content, the Do Now functions as a bridge to other components of the tutorial. The Do Now will cover basic skills or material from previous tutorial.
Middle	II. Foundation Skills (30 minutes)	<u>Purpose:</u> To provide students with support around foundational math skills and vocabulary to fill in gaps in learning. During this time, the tutor will review and drill basic skills, individualized based on student need.
	III. Grade Level Material (20 minutes)	<u>Purpose:</u> To provide students with high dosages of support and clarification as they begin to practice and engage with new material.
End	IV. Ticket To Leave (5 minutes)	<u>Purpose:</u> Serves as a formative assessment by checking independent practice, revisiting the tutorial objectives, and/or summarizing key ideas.

7th and 8th Grade students receiving instruction in Foundations High School Program

An act relating to measure and support public school student's academic achievement in high school, college, and career preparation. Section 28.016 states each school district shall provide instruction to students in grade seven or eight in preparing for high school, college and a career. The instruction must include information regarding the creation of a high school personal graduation plan, the distinguished level of achievement, each endorsement, college readiness standards, potential career choices and the education needed to enter those careers. A school district may provide the instruction as part of an existing course in the required curriculum, provide the instruction as part of an existing career and technology course designated by the State Board of Education (SBOE) as appropriate for that purpose, and establish a new elective course through which to provide the instruction. Middle school campuses must maintain documentation or evidence of this instruction provided to the seventh or eighth grader via the personal graduation plan, Naviance, HUB, group sessions in advocacy, homeroom or guidance. The District recommends instruction to seventh **and** eighth graders once in the fall and once in the spring semester. The District shall collect data in Chancery from all schools the status of 7th and 8th graders receiving instruction in the Foundations High School Program.

IX. CREDIT STRUCTURE

TEC §74.26. The award of credit for a course by a school district affirms that a student has satisfactorily met all state and local requirements. Any course for which credit is awarded must be provided according to this subsection.

- ◆ Credit earned toward state graduation requirements by a student in an accredited school district shall be transferable and must be accepted by any other school district in the state. A district may not prohibit a new student from attending school pending receipt of transcripts or records from the school district the student previously attended. Credit earned in a **local-credit** course may be transferred only with the consent of the receiving school district.
- ◆ A school district must ensure that the records or transcripts of an out-of-state or out-of-country transfer student or from a Texas nonpublic school are evaluated and that the student is placed in appropriate classes promptly. The district may use a variety of methods to verify the content for which a transfer student has earned credit.

According to TEA guidelines, when a student transfers after a semester or full year is completed, the receiving district must honor credits already awarded by the sending Texas district/charter.

UNIT AND CREDIT DEFINITIONS

The words “unit” and “credit” are used interchangeably. For a half-unit or one unit course, the student receives 0.5 credit or 1.0 credit upon satisfactory completion of a course. For some courses a student may receive 2-3 credits for a two-semester course. TSDS PEIMS Code Table C022 in the *PEIMS Data Standards* identifies the allowable number of credits awarded for courses. A school may not expand the credit value of a course for which there are approved TEKS by increasing the instructional time scheduled for the course.

TEC §74.3(b)(1) provides that a school district that offers grades 9-12 must provide instruction in the required curriculum as specified in TEC §74.1 (relating to Essential Knowledge and Skills). The district must ensure that sufficient time is provided for teachers to teach and for students to learn the subjects in the required curriculum. The school district may provide instruction in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade level standards.

Although award of credit is no longer tied to specific periods of time in class, generally, one-half (0.5) unit of credit is the equivalent of one class period per day for one semester. This is true for the 55-minute classes taught in schools following a conventional 18-week semester system, for the 90-minute classes taught in schools following a conventional 9-week accelerated block system, or an alternate day block system. Under either semester system, the “credit” is the standard unit of measurement for achievement.

- ◆ All courses for which state or local credit is awarded shall receive one-half (0.5) credit for each class period taught per semester.
- ◆ Career Preparation or Practicum courses shall be considered either a two-period class for which 1.0 credits will be awarded per semester or a three-period class for which 1.5 credits will be awarded per semester.
- ◆ Schools may not divide classes in such a manner that credit is awarded in 0.25 or 0.75 units.

CREDIT FOR STUDENTS ENROLLING IN COURSES AFTER 15 CLASS DAYS

If a student enters a school on a conventional 18-week semester schedule anytime after the first 15 days or enters a school on a 9-week accelerated block schedule anytime after the first six days, the student might not receive credit for a course in which the student has not been previously enrolled for the current semester. At whatever time the student enrolls, the principal will determine what is required for the student to receive credit in a course in which the student has not been previously enrolled.

- ◆ The teacher(s) involved may be required to make a recommendation to the principal regarding mastery of the TEKS of the course.
- ◆ The student may be required to make up all work missed during the time the student was not enrolled.
- ◆ The student may be entered on a conditional basis that if the student does passing work from the point of entry on, the student may receive credit in the course.
- ◆ The student may choose to audit the course for the remainder of the semester and take the Credit by Exam (CBE) to obtain credit.
- ◆ The student may be required to attend Title I summer school to recover credit for the course.

The principal/designee and parent/guardian or student (if 18 years old) must verify the option chosen in writing.

Students transferring into a HISD school who are enrolled for one week or less in any six-week period at a school on a conventional system or two weeks or less in any nine-week period at a school on an accelerated block schedule will be given the grade of the previous school for that grading period.

This section does NOT prohibit admitting a student to school after the 15th day of school nor does it prohibit changes to a student's schedule which alter the period or teacher for a course in which the student was previously enrolled in that semester.

TRANSFER OF CREDIT

The grade-level placement of a course varies from one school district to another. For example, the HISD recommends Government in the twelfth grade while many other districts require it in the tenth or eleventh grade.

A student transferring into a HISD school may have completed courses required for graduation at a grade level other than the one designated by the HISD.

If a student has completed the course in question within the grade-level placements acceptable to TEA, that course satisfies the HISD graduation requirements and will not have to be taken again in the grade level designated by the HISD to satisfy graduation requirements.

Students may also transfer credit for courses not approved by the TEA for graduation credit into HISD schools. These students were awarded credit for the courses by their previous district. If the students have attended an accredited out-of-state public school, the students should receive elective credit for these courses (e.g. Archeology, Earth Science, etc.). These electives would be counted toward the required graduation elective credits, but the student would still have to complete the TEA/HISD requirements in the core academic courses.

Students from accredited private schools or charter schools with credits in courses such as Theology, Bible Study, etc. will be awarded local credit for these courses. Local credit courses are counted when computing a student's GPA, but do not meet credit requirements for graduation for the Recommended High School Program or the Distinguished Achievement Program.

HISD schools shall not give credit or accept transfer credit for tutoring or instruction provided by an individual acting privately. (see *Enrolling from Home Schooling* in this section)

Students who move into HISD during the school year from a school outside the district may need to be counseled to seek enrollment at a school nearest their residence that offers a schedule that most closely parallels the one they have left. A transfer could be arranged at least until the beginning of a new semester (for example, January) which would make it possible for the student to enroll at his zoned school without jeopardizing his ability to complete courses in progress.

It would be impossible to establish definite rules regarding each separate problem that might arise. In resolving these problems, each individual situation will have to be evaluated and specific decisions made by the principal involved. **In all cases, the student should be given every possible benefit or advantage.**

Any unique credit evaluations not covered above shall be made by the registrar in consultation with the Manager, Student Records in the Federal and State Compliance Department. Additional guidance in award of credit is available in the document "Revised Minimum Standards for the Academic Achievement Record" available on the TEA website at: <http://www.tea.state.tx.us/curriculum/aar.html>.

CREDIT CONVERSION FROM QUARTER SYSTEMS

There may be instances where a student attending a quarter-system school from out of the state transfers into a HISD school with quarter units on his transcript. In this situation, quarter units must be converted to credits. Registrars will have to check separately the accumulated credits and the courses required for graduation.

- ◆ If a student has completed two quarters of a course, he will be required to take one additional semester of that course to satisfy the yearly requirements for the course.
- ◆ If a student has completed only one quarter of a course, he will be required to take both semesters of that course to satisfy yearly requirements of that course.

A student who has had only one quarter of Government must take an additional semester of Government to satisfy graduation requirements. He would also have to complete one semester of Economics if he has not completed Economics under the Quarter Unit Plan. A student who has only one quarter of Economics must take an additional semester of Economics to satisfy graduation requirements. The completion of two quarters of Government or Economics would satisfy graduation requirements in that area.

A student who has completed one quarter of Health under the Quarter Unit Plan will be considered to have satisfied Health requirements for graduation under the semester system.

OFF-SITE COURSES

Students taking “off-site” courses such as summer school, night school, correspondence, etc., should have prior approval from the home school administrator or counselor if credit is to be accepted. This is to ensure that the student has not previously taken and been awarded credit for the course. Students should not be approved for night school or correspondence courses in which they are enrolled during the regular school term. This provision applies to Credit by Exam courses taken through the University of Texas at Austin or Texas Tech University, but is not applicable to Credit by Exam courses taken through the HISD Student Assessment Department. This “off-site” provision also applies to dual credit courses taken through an approved college program and to charter schools that offer after-school or night school programs for students other than those officially enrolled in the state-approved charter school.

If a student does take “off-site” courses with prior approval and credit is accepted, all courses and grades must be recorded on the transcript and the grades used in determining the student’s GPA and class rank. These rules should be spelled out in the school’s *Student Handbook*, if one is produced, or distributed to parents and students by whatever method is used by the school at the beginning of the school year. The school principal has the authority to rule on all issues or disputes related to the approval process but must document rationale for any decision involving any variance from this policy.

CORRESPONDENCE COURSES

There is no limit on the number of courses that may be taken by correspondence which are accepted as a part of high school graduation requirements for accredited schools in Texas, with *the exception of physical education courses* as described below. **The courses must be taken from one of the two centers that offer secondary level correspondence courses that have been approved by the Texas Education Agency (TEA).**

The sources of acceptable correspondence courses are (1) the Extension Division of The University of Texas at Austin and (2) the Extension Division of Texas Tech University.

The Houston Independent School District (HISD) allows resident students, out-of-school youths and adults, and students residing abroad to earn units of credit toward a high school diploma through correspondence courses.

The following guidelines apply:

- ◆ **Approval.** The school district, not the university, grants any credit a student earns by correspondence. Therefore, students must receive approval from their counselor or principal before enrolling in a correspondence course.
- ◆ **Supervision.** A staff member should be provided to supervise correspondence courses.
- ◆ **Extension.** Courses must be completed within a reasonable time, usually within six months from the date of registration. Extension may be considered on the basis of individual merit.
- ◆ **Out-of-School Youths and Adults.** Eligibility is limited to individuals who are not enrolled in a day school. If an individual is under 18 years of age, verification of permanent withdrawal must be made by the principal of the last school the student attended.
- ◆ **Students Residing Abroad.** Students residing abroad must earn a minimum of 12 state-required units of credit in residence and observe all policies and procedures governing correspondence courses.
- ◆ **No PE credit** will be accepted from any course taken by correspondence or distance learning.

APPROVED HIGH SCHOOL CORRESPONDENCE PROGRAMS

The Texas Tech University Independent Study by Correspondence High School Program and the University of Texas High School Diploma Program, approved by the State Board of Education (SBOE) and accredited by TEA, provide opportunities for students to continue their formal education at their own pace in order to obtain a high school diploma. These programs allow students to enroll at any time and work on courses at their own pace. All SBOE rules for curriculum are applicable. Requirements for a high school diploma are consistent with the state graduation requirements and with the (State Assessment) exit-level assessment requirements.

The Texas Tech University Independent Study by Correspondence High School Program

The address and toll-free number are as follows:

Texas Tech University
Independent Study by Correspondence
Division of Continuing Education
P. O. Box 42191
Lubbock, Texas 79409-2191
1-800-692-6877 Fax: 1-806-742-7288
<http://www.depts.ttu.edu/distancelearning/>

The University of Texas High School Diploma Program

The address and toll-free number is as follows:

The University of Texas at Austin
High School Diploma Program
Independent and Distance Learning
P. O. Box 7700
Austin, Texas 78713-7700
1-888-232-4723
<http://www.utexas.edu/conted/>

OTHER CREDIT LIMITATIONS

- ◆ Under no circumstance shall credit be awarded for work done with a private tutor employed by the student even if the tutor is certified in the subject area.
- ◆ No state or local credits in Physical Education (PE) may be awarded for out-of-school activities such as bowling clubs, tennis clubs, swimming teams, skating teams, gymnastics, or any other activities sponsored by community agencies unless approved by the Health/Physical Education Curriculum Manager as part of the Off-Campus Physical Education Program.

- ◆ An individual may be given a maximum of 2 credits toward high school graduation from the HISD based upon armed forces service schools attended. The individual may be issued an HISD diploma if, by earning these credits, he can complete graduation requirements.
- ◆ Under no circumstance may graduation requirements be waived.

Credit by Examination (CBE)

The Houston Independent School District (HISD) shall develop procedures for CBE for secondary school academic subjects according to TEC §28.023.

The district shall develop or select criterion-referenced examinations that thoroughly test the Texas Essential Knowledge and Skills (TEKS), and the HISD Board of Trustees must approve the examinations. The district is required to provide for students who have not had prior instruction to advance in grades or courses by taking CBE.

Examination Dates

According to TAC §74.24, the Student Assessment Department will annually designate three days of testing between January 1 and June 30 and three days between July 1 and December 31 for the administration of the criterion-referenced test for acceleration. The CBE testing windows are: September 12-16; November 7-11; February 13-17 and June 5-8.

Middle School Administration for Grades 6-8

The Student Assessment Department will designate three days in June and three days in July for the administration of the criterion-referenced CBE for students in grades 6-8. Teachers, counselors, or administrators who hold valid Texas certificates will administer the exams in June on the middle school campus.

The Student Assessment Department will administer the exams in July at the Student Assessment Test Materials Center or at another location to be selected.

The parent or legal guardian is responsible for providing transportation to the test sites.

High School Administration for Grades 9-12

The Student Assessment Department will designate **three days in November and three days in June** for the administration of the criterion-referenced CBE for students in grades 9-12. Teachers, counselors or administrators who hold valid Texas certificates will administer the exams in November and June on the high school campus.

Notification

The Student Assessment Department will select and announce administration dates for CBE. Dates will be published on the Student Assessment Testing Calendar and other HISD publications including *Back to School*, *HISD Today*, and *For Your Information*.

Application

All CBE testing is coordinated through the Student Assessment Department. The Student Assessment Department will provide to each high school and middle school campus four a year CBE guidelines, application, and exam order forms.

Parents and students interested in CBE should contact the school principal or counselor to arrange a conference to discuss the CBE process and complete the application form. The application form must be completed, signed by the student's parent or legal guardian or by the student, if age 18 or over, and returned to the school. The principal or principal's designee must also sign the application form and submit it with the exam order form to the Student Assessment Department by the specified date.

Upon receipt of the completed application and exam order form from the school, the Student Assessment Department will obtain the CBE for the requested subject(s) from the state-approved list approved by the HISD Board of Trustees. Currently there are no approved vendors who offer CBEs for courses which have attached STAAR End of Course (EOC) assessments.

Eligibility

Students who are currently enrolled in HISD in grades 6-12 may apply to receive credit for a subject(s) (except for PE) through CBE with or without prior instruction. **Prior instruction** includes previous formal instruction in the subject(s) in a public, private, foreign, or home school.

An examinee not currently enrolled in HISD, but whose last school attended was in HISD may arrange to take CBE with prior instruction to complete graduation requirements.

Students currently enrolled in a course at an HISD campus are not considered to have had prior instruction in the specific course and may not take CBE with prior instruction until the semester is completed.

There is no limit to the number of credits (except for PE) a student may earn through CBE with or without prior instruction.

Students are not permitted to take a Credit by Exam for PE.

Credit by Exam will apply **only** to general education courses. No "Honors" or quality point designation will be granted on CBE.

Middle or high school students may take the CBE tests to advance in a grade or subject(s) (except for PE). The criteria for grade acceleration must meet the promotion standard requirement as outlined in the section on *Student Classification*.

With Prior Instruction

A student will be awarded credit for a subject(s) (except for PE) if the student scores a minimum of 70 percent on a criterion-referenced test for which the decision is to be made.

- ◆ All scores of 70 and above will be recorded on the AAR. No score below 70 will be recorded.

Without Prior Instruction

A student will be awarded credit for a subject(s) (except for PE) if the following conditions are met:

- ◆ The student scores a minimum of 80 percent on a criterion-referenced test for which the CBE decision is to be made. No score below 80 will be posted on the AAR.
- ◆ The student's parent or legal guardian gives written approval for the acceleration or
- ◆ A three (3) or higher on a College Board advanced placement examination that has been approved by the school board of trustees for the applicable course or
- ◆ A scaled score of 60 or higher on an examination administered through the College-Level Examination Program and approved by the school district board of trustees for the applicable course.

Study Guides

It is the responsibility of the school staff to provide the parent and or student with a copy of the study guide for the subject(s) requested.

Study guides for grades 6-12 subjects are online at the Texas Tech website: <http://www.depts.ttu.edu/distancelearning/>.

Study guides for grades 6-12 subjects are available from the University of Texas at Austin by dialing their toll-free number (1-800-252-3461) for students who order credit by exam and pay their own fees.

- ◆ Scoring of an approved CBE is conducted **exclusively** by the vendor and returned to the Student Assessment Department.
- ◆ The Student Assessment Department forwards the score reports to the school.
- ◆ The designated school staff member must inform the parent and student of the score.

Recording of CBE Grade on Permanent Record

Principals will receive notification of CBE results upon receipt from the vendor. The principal must notify the parent or legal guardian of the student's grade by phone and/or in writing.

- ◆ The principal, registrar, or counselor will be responsible for adjusting the student's schedule and or grade placement if necessary upon receipt of the CBE scores.
- ◆ The student's passing grade will be recorded on the student's permanent record.

- ♦ The student's parent or legal guardian may decline the results of the CBE within ten business days from the date the results were provided to the parent or legal guardian.

Credit by Exam through Approved University Programs

Students may also earn CBE through the University of Texas at Austin or Texas Tech University. This type of CBE should have prior approval from the home school administrator or counselor if credit is to be accepted.

Parents and/or students are responsible for all fees related to CBE through those university programs. Scores will not be accepted when presented by the student.

Houston ISD Credit-By-Exam (CBE)

The HISD Board of Education at its January 2013 meeting approved the development of district-created CBE's for LOTE courses (in accordance with 19 TAC §74.24). This HISD-created CBEs for Spanish I and II may be used to award original credit to students who score at least 80% on the test. The test is designed so that it can be administered at a campus either during or after school using the school's own staff for administration and its Spanish LOTE teachers to score the written and spoken parts of the test. The test is scored using **OnTrack**.

This test package is available from the LOTE Manager in the Secondary Curriculum, **and Development Office** (713-556-6823).

DUAL CREDIT

The Dual Credit Program provides an opportunity for all high school students, regardless of the grade level, to earn college credit while working toward a high school diploma. There is no limitation on the number of dual credit courses or hours taken by a high school student within a semester or school year. Dual credit courses must be taught by highly qualified instructors approved or selected by the college. Taking dual credit courses in high school enables students to have additional educational experiences before graduating from high school and provides both high school graduation credit and college credit.

In order for a district to receive funding for a student taking a college course, the district must have documentation of an agreement between the district and the college and meet other requirements for dual credit courses specified in 19 TAC Part 1, Chapter 4, Subchapter D and in 19 TAC Part 2, Chapter 74, Subchapter C. TEC§54.216 provides that the governing board of an institution of higher education may waive all or part of the tuition or fees for a student enrolled in a course for which they will receive both college and high school course credit.

If the school district and the college meet all Texas Administrative Code requirements for dual credit courses, students enrolled in a course resulting in dual credit for both a college course and an approved secondary Career and Technical Education are eligible to be counted for Career and Technical Education contact hour funding. Eligibility of the school district for secondary contact hour funding does not preclude the college from also being funded through post-secondary sources for the instruction.

The rules for dual enrollment/credit were developed by the Texas Higher Education Coordinating Board (THECB), and not by TEA. In order to be eligible for core academic courses awarding dual credit, a high school student must demonstrate college readiness on one of the Texas Success Initiative (TSI) assessments. All the Texas Success Initiative assessments consist of reading, writing and mathematics tests. For CTE dual credit courses that are part of an Entry Level or Level 1 postsecondary certificate, students are not required to demonstrate TSI readiness.

The following instructions apply to high school principals interested in offering academic or CTE dual credit courses to eligible students on their campuses:

- ◆ Designated high school campus personnel will contact the College Readiness Department (Sherelle Foust, Dual Credit Director.: sfoust@houstonisd.org) to indicate interest in offering courses. The College Readiness Department will meet with campus and postsecondary staff to discuss course crosswalks, teacher credentialing, master scheduling, and student scheduling considerations needed to offer requested courses. The College Readiness Department, in collaboration with the campus and college personnel will determine if the instructor will be a high school instructor or a college instructor.
- ◆ In accordance with Texas Education Code, Sec. 28.009 (2) (a-4), a dual credit course must be (1) in the core curriculum of the public institution or higher education providing college credit; (2) a career and technical education course; or (3) a foreign language course. This does not apply to a dual credit course offered as part of the early college education program that assists a student in earning a certificate or an associate degree while in high school.
- ◆ Upon receiving final confirmation of campus decision to offer the requested courses, the College Readiness Department will obtain the college course syllabus that specifies the objectives that will be covered as well as textbook information. The campus will order the text or other materials that will be utilized.
- ◆ For academic dual credit courses, the College Readiness Department will submit an application for a dual credit course that is new to the district to the HISD Secondary Curriculum Department to ensure that the TEKS for the high school course will be covered in the college course. Applications are to be submitted on a HISD Course Approval Form for review by the HISD Secondary Curriculum Department. All requests for academic dual credit courses must be approved by the appropriate HISD Curriculum Manager.
- ◆ For CTE dual credit courses that are new to the district, the Career Readiness Department will ensure that the TEKS for the high school course will be covered in the college course before approval. All requests for CTE dual credit courses must be approved by the Career and College Readiness Departments.
- ◆ As stated in THECB rule 4.85 (2) and 4.85 (3), dual credit courses may be composed of dual credit students only or of dual and college credit students. Exceptions for a mixed class, which would also include high school credit-only students, may be allowed only under one of the following conditions: (a) If the course involved is required for completion under

the State Board of Education High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course; or (b) if the high school credit-only students are College Board Advanced Placement students; or (c) If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credit. Due to this rule, schools should always be prepared to have a non-dual credit course offered simultaneously with each dual credit course to ensure students who need to be removed from a dual credit course have another high school credit course to be placed in.

- ◆ To be awarded high school credit, a student must receive a grade of 70 or better. This rule applies even if the college accepts a passing grade of 60 or better for college credit. Students have the option of withdrawing from the class by the partnering higher education institution's official withdrawn date and may be withdrawn by their instructor if the student has excessive absences or accommodations cannot be met. Campus dual credit leaders should work with students and their families to determine if withdrawing from a course is the best option.
- ◆ Grades must be received from an official partnering higher education institution transcript to be recorded in the HISD student information system. Grades should be recorded based on the HISD Collegiate-to-High School Grade Conversion Scale which can be found in the HISD Student and Parent Dual Credit Handbook.

Career and Technical Education Advanced Technical Credit

When considering offering Career and Technical Education (CTE) courses for Advanced Technical Credit (ATC), principals are reminded that different guidelines, than those stated under "Dual Credit Courses apply.

The ATC Program gives high school students a chance to receive credit at participating community colleges across Texas for taking certain enhanced technical courses during high school. The articulated credit agreement is based on a student's graduation plan that includes a coherent sequence of courses of two or more CTE courses for three or more credits that leads to an associates degree or certification and/or licensure. The statewide articulated courses and their equivalent college courses are listed in the ATC Course Crosswalk (www.atctexas.org). Participating community colleges will offer students credit for these courses, provided the college offers the courses and the student meets certain criteria.

- ◆ To qualify for college credit through the ATC Program, the student will need to enroll in an ATC course in high school. The course abbreviations end in ATC and will be designated on the high school transcript with the letter A.
- ◆ Students must complete the final course(s) in the sequence as a junior or senior with a minimum grade of 80 (B or better).
- ◆ Freshmen and sophomores must take additional ATC courses in their coherent sequence as a junior or senior to qualify for college credit.
- ◆ If there are prerequisites for the ATC course, the student must make a minimum grade of 80 in each required course.

Teachers approved to teach ATC courses must hold a baccalaureate degree in the teaching discipline, or a minimum of an associate degree **and** demonstrated competencies directly related to the subject area to fulfill Southern Association of Colleges and Schools (SACS) requirements. Teachers are also required to complete ATC training courses every three years.

- ◆ Students enrolled in ATC courses may not be mixed with students being taught the regular TEKS curriculum. TEA regards dual credit courses as an extension of the established curriculum and acceptable as state graduation credit provided that all state and local district requirements are satisfied.

The following instructions apply to high school principals interested in offering ATC dual credit courses to eligible students on their campuses:

- ◆ Designated high school campus personnel will collaborate with the CTE department to review the ATC Statewide-Articulated Course Crosswalk to determine courses eligible to be offered for ATC dual credit courses. Courses that are identified on the ATC Statewide-Articulated Course Crosswalk must be aligned to identify learner outcomes at the postsecondary level. Therefore, the high school campus personnel, designated college personnel and the CTE specialist and manager will collaborate to plan and identify which ATC dual credit course(s) will be offered for each high school.
- ◆ Locally developed four-year student plans, outlining ATC courses in a coherent sequence to be taken, will be kept on file at the participating high school and be available, upon request, for yearly reviews or audits.

For more information about the Advanced Technical Credit Program, please visit the **website at www.atctexas.org, or email them at atcstaff@lonestar.edu.**

HISD ONLINE LEARNING OPTIONS

HISD offers a variety of avenues for students to earn original course credit, recover course credit, and participate in advanced courses such as Advanced Placement and Dual credit. These avenues include the HISD Graduation Labs, the HISD Virtual School Department, and the Texas Virtual School Network (TxVSN).

HISD Graduation Lab Procedures

HISD students in grades 7 through 12 will have the opportunity to attend Graduation Labs during the course of an academic year to recover credits and to gain original credits in a variety of core and elective courses. Course availability will vary by campus.

The HISD Graduation Lab Initiative will target the following student groups in prioritized order:

- i. Classified 12th grade students who would not meet graduation requirements by the end of the year.
- ii. Students at any grade level whose cohort is the current year's class (cohort of accountability) who would not graduate by the end of the year.
- iii. Students who failed three or more courses in the previous semester, especially 9th grade students.

- iv. Students at any grade level who have been retained while in high school.
- v. Middle school students who wish to earn high school credit (Grades 7 and 8 only).
- vi. Any overage student.

The HISD Graduation Lab Initiative is expected to offer flexible scheduling to meet the needs of students. Flexible options include:

- before or after school;
- weekend hours; and
- study labs (Grad Labs) built into the regular school day schedule.

Summer school programs in HISD Graduation Labs will be a site-based decision. Graduation Coaches are expected to develop a preliminary plan based upon student data and best practice as a recommendation and support to campus administrators. All course enrollments should be accompanied by a Counselor Approval Form.

Enrollment and Scheduling Procedures

The HISD Master Course Catalog includes a type of study lab called GRAD LAB for the purpose of monitoring students who participate in the program either during regular school hours, or during specialized periods which appear on the master schedule such as “0 Period” or an extra period at the end of the day. These GRAD LABS can only be used for the scheduling purpose of students who are participating in this initiative.

Online Course requirements:

- The Teacher of Record for the course must hold a current Texas Teacher Certificate in the appropriate subject area and is the only individual approved to grade Unit Exams, grade Final Exams, and award the final course grade to designate that the student has mastered the necessary TEKS for the specific course.
- Course content for all courses must be based on the Texas Essential Knowledge and Skills (TEKS) for the course. Original credit courses may **not** be modified without the approval of the ARD committee and/or LPAC committee. Credit recovery courses may **not** be modified without the approval of the Teacher of Record, ARD committee, and/or LPAC committee.
- All course Unit Exams and Final Exams must be proctored at the campus.
- Each student enrolled in an original credit course must have a grade in that specific course listed on the official Academic Achievement Record (AAR) provided the student does not drop or withdraw from the course within 14 instructional days from the date the student completes the first computer-scored activity. If a student is enrolled in the course for original credit and does not attain a grade of 70 or higher or does not withdraw from the course within 14 instructional days, a failing grade will be reported on the student’s AAR.

In this instance, the student may not take a credit recovery version of the course in the same online courseware. Students may consider an alternative avenue to recover this course such as face-to-face, another online courseware program, TxVSN, HISD Virtual School, credit by exam, etc.

- Students may not take AP credit recovery courses via distance learning.
- If a student does not drop or withdraw from the course within 14 instructional days from the date the student completes the first computer-scored activity, the student may not take a credit recovery version of the course. It is the responsibility of the campus counselor or dean of instruction to identify an alternative avenue for the student to recover this course.

Other avenues can include face to face, another online courseware program, TxVSN, HISD Virtual School, credit by exam, etc.

Graduation Lab Grade Reporting Procedures

Grades will be entered into the computer so that the Grad Lab courses and grades can be recorded on the AAR and be applied to graduation requirements and calculation of GPA, where appropriate. Even if credit is recovered through the credit recovery program, the original course and the original grade earned (less than 70) will remain on the student's AAR and will be used in calculating GPAs.

All grades and credits that a student earned when enrolled in an original credit course will be posted on the AAR and will be used in calculating GPAs – even if the grade is not 70 or higher. However, a failing grade is not to be recorded when a student is unsuccessful in a credit recovery course.

Students who are not dropped or are not withdrawn at the student's request from a Grad Lab course within 14 instructional days from the date they completed the first computer-scored activity will receive a 50W on their AAR. Graduation Coaches should note this on an Online Course Grade Form and submit the form to the registrar for posting to the student's historical record.

To allow graduating seniors sufficient time to successfully complete online courses prior to the last day of school, the following restrictions apply:

- Graduating seniors may not enroll in a Graduation Lab course for original credit after the first day of the last grading cycle of the Spring semester (i.e., 6th six- weeks, 4th nine-weeks, etc.).
- Graduating seniors may not enroll in a Graduation Lab course for credit recovery after the first day of the last four weeks of the Spring semester.
- Graduating seniors may not enroll in more than 3 courses (original credit or credit recovery) after the first day of the last grading cycle of the Spring semester.

All online courses attempted during an academic year must be completed by the Friday preceding August graduation ceremonies. To ensure accurate PEIMS reporting, no student will be allowed to extend an online course from one academic school year to another. The

only exceptions are campuses that operate on an Optional Flexible School Year schedule. As such, campus counselors and Graduation Coaches must determine an appropriate enrollment date and counsel the student regarding the feasibility of course completion by the Friday preceding August graduation ceremonies deadline.

HISD Virtual School Department Procedures

The HISD Virtual School Department is available as a tuition based program for students in HISD and outside of HISD. Students may participate in highly interactive web-based courses that include regular, foreign language, and AP (Advanced Placement) high school curriculum.

In addition, the HISD Virtual School Department provides students an opportunity to repeat (credit recovery) or gain original credits that apply towards high school graduation. For detailed information, visit the program website at www.houstonisd.org/virtuallearning.

Eligibility

- Students must be in grades 7 through 12 and currently enrolled in a public school, private school or homeschool program.

Registration and Enrollment Dates

- Registration and enrollment dates are year-round. All courses, except for summer session, are based on a 14-week session. Students may complete course requirements prior to the 14-week benchmark.
- Course access will be available 72 hours from the date of registration
- Enrollment forms may be obtained at <http://www.houstonisd.org/Page/62086>
- Students may register for no more than two semester-long courses per session

Additional Information

- Students may access their coursework online through any computer with Internet access; however:
 - all Final Exams must be proctored on the campus where counselor approval was obtained. Exceptions will be made for home school students, who must take their Final Exam at the Virtual School Department office.
 - Students must earn a minimum score of 60 on the final exam and have an overall course grade average of 70 or better to receive credit.
 - Students are responsible for obtaining all required course materials and textbooks
- Students taking courses through the HISD Virtual School Department must adhere to the STAAR/EOC testing standards as identified by the Texas Education Agency (TEA). Therefore, students who entered the 9th grade during the 2011-2012 school year and beyond are required to complete all related End of Course Exams (EOC).

Virtual School Grading Procedures

Course grades are determined by the Virtual School e-Teacher and will follow the district's grade reporting standard in addition to the following factors:

- ◆ Demonstration of mastery of the TEKS through a Quality of Work grade, which will account for 75% of the semester grade, that includes all coursework submitted to the e-Teacher.
- ◆ Demonstration of mastery of the TEKS through a final examination, which will account for 25% of the semester grade. Students must earn a minimum of 60% on the final examination.

The Virtual School Department may contract with an outside vendor to provide curricular and instructional support to students enrolled in Virtual School courses. In this instance, the HISD grade reporting standard will override any grade reporting standards set forth by the contracted vendor, which may yield a different course grade for the student.

Students must complete all required course work during the assigned timeframe and must attain a minimum course average of 70% to receive course credit.

In addition, students with 15 consecutive days of absence will be withdrawn from the course and will receive a failing grade, which will be recorded on the student's permanent record, and will affect their overall GPA.

Withdrawal Procedures

Students may drop a Virtual School course with no penalty provided they drop the course within 15 school days of the official course start date. Students who do not drop within 15 school days, will have a "50 W" recorded on the permanent record or Academic Achievement Record (AAR) for that course. This grade will be used in computing the student's grade point average and rank in class.

Exceptions to the 15-day rule for dropping courses:

- ◆ A student forced to drop a course because of illness or family-related circumstances beyond his/her control would have only a "W" recorded on the AAR. The Virtual School Department will make the final determination in such cases.
- ◆ All middle and high school homeless and migrant students are exempt from the 15-day rule.
- ◆ A student exited from a Pre-AP, AP, Pre-IB, or IB course into a regular section of the same course through the exit process described in the section on Advanced Academics is exempt from this rule. In such cases, grades from the Pre-AP, AP, Pre-IB, IB course should be transferred to the corresponding grading cycle for the regular class the student enters. The student will earn regular, not honors, points for the course and the final ranking will reflect the credit in the regular course.

If a student chooses to withdraw from a course, a parent/guardian must submit a written request to the Virtual School Department at vschool@houstonisd.org.
See other HISD Grading/Promotion Standards

At the end of each cycle, a final student grade report will be generated for all Virtual School courses and sent to the registrar for posting to the students' Academic Achievement Record (AAR). The student grade report will contain the following data:

- ◆ Student's name
- ◆ Course taken
- ◆ Instructor
- ◆ Final course grade
- ◆ Withdrawal date and reason (if applicable)

Credentialing

Credentialing provides an opportunity for students to receive credit based on the student's demonstrated proficiency in any Language Other Than English Texas Essential Knowledge and Skills for a higher level. Because the LOTE TEKS are proficiency based, each level after LOTE Level 1 subsumes the TEKS of the previous level. The intent of credentialing is not to schedule a student in a higher level of LOTE if its course succession does not appear on the academic achievement record. If a student has been academically successful on a higher level LOTE and academically unsuccessful on the lower level, credentialing may apply. Thus affording the student on the AAR, the LOTE course, course grade of "P" and course credit of 0.5 for the lower level course.

Example: Student A	Spanish 2A	85	0.5
	Spanish 2B	86	0.5
	Spanish 1A	76	0.5
	Spanish 1B	60	0.0
	Spanish 1B	P	0.5 (Credentialing applies here)

Academic Dishonesty

The Virtual School Department does not tolerate any kind of academic dishonesty. This includes but is not limited to:

- Submitting the work of others as your own
- Sharing your work with others so that they may submit it as their own
- Using translators in a foreign language course
- Using notes, books, or the Internet while completing the final exam

Instances of suspected of academic dishonesty will be investigated and the e-Teacher will make the final determination if academic misconduct has occurred.

CONSEQUENCES FOR ACADEMIC DISHONESTY/MISCONDUCT

- 1st Offense: Students involved in academic misconduct will receive a zero (0) for the assignment and a withdrawal warning.
- 2nd Offense: Students involved in academic misconduct a second time will be removed from the course and receive a failing grade for the course, which will be reported on the student's permanent record and will affect their overall GPA.

UIL Eligibility for Students Enrolled in a Virtual School Course

It is the responsibility of the student's home campus to advise the Virtual School Department of a student's participation in UIL activities. In order for a student to qualify for a grade and UIL eligibility, the student must complete a body of work equal to the

appropriate proportion of the semester to represent the six-week or nine-week grading period with a grade of 70 or above. For example, during the first cycle in a school on a six-week grading cycle, the student must have completed 1/3 of the course content in order to receive a grade. In a school with a traditional calendar on a nine-week grading cycle, the student must have completed 1/2 of the course content to receive a grade for the first cycle. In a school using the accelerated block schedule, the student must complete the entire course content in order to receive a grade at the end of the nine weeks. The Virtual School Department will provide course progress reports upon request. If a student has not completed the appropriate amount of course work, the student will earn an "I – Incomplete" and will be ineligible for UIL participation until the "I" is removed.

HISD/TxVSN Procedures

The Texas Virtual School Network (TxVSN) is a clearinghouse of distance courses offered by approved providers of the Texas Education Agency. Because the Texas Education Agency approves all courses, students can be assured that course offerings meet the state's high standards of both academic and online learning. The TxVSN is a tuition-based program that offers online high school Core, Elective, Foreign language, AP, Dual Credit, and Drivers Education courses to students that meet the eligibility

requirements. The Texas Virtual School Network and or the Texas Education Agency may establish policies and procedures independent of HISD. In this case, the TxVSN policies and procedures will supersede any information contained in the Secondary Guidelines. For more detailed information related to TxVSN, visit www.txvsn.org.

Eligibility

Students must meet the following eligibility requirements:

- Current enrollment in an HISD school
- Student is currently 21 years of age or younger
- Student has not already graduated high school
- Course satisfies a curriculum requirement for graduation
- Students enrolling in Dual Credit courses through TxVSN must meet additional requirements, please see the Virtual School Department (TxVSN) website for details.

Registration and Enrollment Dates

- Registration and enrollment dates will vary by course provider. Please refer to the TxVSN website (www.txvsn.org) to obtain additional information related to registration, course enrollment, and course availability. The TxVSN site coordinator on your campus should review this website to determine the most appropriate courses for your student.

Enrollment Requirements and Procedures

- Students are expected to enroll at their current HISD campus.
- Enrollment procedures may vary by campus; however, all students who wish to take an online course through any of the TxVSN course providers must obtain counselor approval. Please contact the school for more detailed information related to enrollment in a TxVSN course.
- Students may register in no more than two semester courses per session.
- Students may access their coursework online through any computer with Internet access; however:
 - All final exams must be proctored on the campus where the student is currently enrolled
- Students must adhere to the HISD Acceptable Use Policy (AUP) as well as the HISD Student Code of Conduct.

Tuition

Course fees will vary by provider and may be incurred by the campus or the student. Schools may pay the costs of the course by using any of the following funding options:

- Title I funds to improve achievement for all students, particularly low-achieving students
- High School Allotment for students identified as at-risk and students who desire to take advanced academic course work
- Compensatory Education funds for students identified as at-risk
- Applicable state and federal grant funds
- General Funds

Campuses may charge a student a nominal fee, not to exceed \$50, for enrollment in an electronic course provided through the TxVSN that exceeds the course load normally taken by students in the equivalent grade level.

NATIONAL ACCREDITING ASSOCIATIONS

- ◆ Southern Association of Colleges and Schools
- ◆ New England Association of Schools and Colleges
- ◆ North Central Association of Colleges and Schools
- ◆ Western Association of School and Colleges
- ◆ Northwest Association of Schools and Colleges

CREDIT RECOVERY

Credit recovery courses may be offered at any HISD high school for students who have previously studied, but failed a course for high school credit. Such courses may be taught before or after school, on Saturdays, during the regular schedule or in conjunction with summer school.

These procedures do not apply to any commercial online credit recovery programs that may be implemented without assignment of a certified HISD teacher to make the instructional decisions for each student.

Requirements for credit recovery include:

- The course must be taught by a teacher certified in the subject who will award the final grade to designate that the student has mastered the necessary TEKS for the specific course,
- Course content should be based on the Texas Essential Knowledge and Skills (TEKS) for the course,
- Each student enrolled in the course must have a failing grade in that specific course listed on the official Academic Achievement Record (AAR),
- Curriculum should be developed based on the needs of the individual students enrolled in the course to ensure mastery of those TEKS not previously learned.

Students have the ability to move from PreAP/AP/PreIB/IB into the regular version of the course if they are not successful. Credit recovery programs are designed to allow students the opportunity to recover credit for a course by showing TEKS content mastery. The same TEKS are taught in both versions of the course allowing increased rigor in the enhanced version. Because there is TEKS alignment between versions, students can take the regular version with the understanding they will not receive quality points.

Sufficient time must be provided in the course for teachers to teach and students to learn the TEKS for the course. While the length of courses may vary, schools should take into consideration that a student in the regular semester at a school with 55-minute periods receives approximately 75 to 85 hours instruction in order to master the TEKS for a course. In summer school, a student may take up to three credit recovery courses.

Grades will be entered into the computer so that the courses and grades can be recorded on the AAR and be applied to graduation requirements and calculation of GPA. Even if credit is recovered through the credit recovery program, the original course and the grade earned (less than 70) will remain on the student's AAR and will be used in calculating GPAs.

All grades and credits that a student earned when enrolled in the original course will be posted on the AAR and will be used in calculating GPAs - even if the grade is not 70 or higher. However, a failing grade is not to be recorded a second time when a student is unsuccessful in recovering the credit (i.e. is unable to earn a passing grade in the credit recovery course).

The process for data entry is as follows:

- Enter the course on the school's master schedule using a unique period number such as "0" or one digit greater than the last period described in the master schedule - instructors must be on the schools teacher file;
- Enroll the students into the course, which should have a credit recovery designation as the delivery method - only students who have previously failed the course are eligible to earn credit through credit recovery;
- Schedule the course so that the last day of the course coincides with the last day of a grading cycle;
- Print grade sheets for credit recovery just like any other course;
- Teachers enter grades as if the course was any other regular course - there will be one cycle grade that will count 75% and a final exam grade that will count 25% of the final grade average;
- Courses, grades, and credits earned will appear on report cards for the cycle in progress and all other cycles for that semester and on the AAR.

LOCALLY DEVELOPED COURSES

Innovative Courses

As a result of the adoption of the Texas Essential Knowledge and Skill (TEKS), districts will now submit new requests for **innovative** courses in areas that are not included in the TEKS. If approved by the SBOE or the Commissioner of Education, districts may offer innovative courses for state graduation **elective credit** only. All requests for innovative courses must be approved by the appropriate manager in Curriculum Department or Special Program Department (Multilingual, Special Education, Magnet, etc.). Applications should be submitted on a Course Approval Form for review by the Curriculum Collaborative.

Applications approved by the Curriculum or Special Program Department must then be submitted to the HISD Board of Education (HBOE) for approval. The HBOE may approve a course for **local** credit only or for submission to TEA for approval as state graduation credit.

Those courses approved for individual school districts can only be offered by those districts for which they were approved.

To request approval from SBOE or the Commissioner of Education, the school district must submit a request for approval, at least **six months** before planned implementation that includes:

- ◆ course name;
- ◆ a description of the course and its elements or objectives;
- ◆ the rationale and justification for the request in terms of student need;
- ◆ a description of activities, major resources, and materials to be used;

- ◆ the methods of evaluating student outcomes;
- ◆ the qualifications of the teacher;
- ◆ the amount of credit requested; and
- ◆ the school years for which approval is requested.

The course will be added to the HISD Master Course Catalog when TEA approval is secured.

The SBOE has previously approved several innovative courses submitted by various agencies, associations, school districts, or organizations that do not fall within any of the subject areas of the Foundation or Enrichment Curriculum.

These courses may be used for state graduation elective credit only and cannot be substituted for state graduation required credits.

These courses were approved for the specific school years. When the courses expire, they must be evaluated and reconsidered for approval.

If a district and/or campus chooses to offer any of these innovative courses that are sponsored by organizations, the district and/or campus must work directly with the sponsoring organization to obtain curriculum materials and/or professional development. An Innovative Course Organization Contact List for SBOE approved Innovative Courses may be found at the following link: <http://www.tea.state.tx.us/curriculum/innovative.html>

The following **list of SBOE approved innovative courses** includes course name, course description, name of applying organization, number of credits approved, and number of years approved: (Review <http://www.tea.state.tx.us/index4.aspx?id=6079> & attached in PDF)

Advancement Via Individual Determination (AVID) Program N1290001, N1290002, N1290030, N1290033

A nationally recognized program designed to give students who ordinarily would not be in rigorous, academic, college-preparatory classes the opportunity to take such classes and the support necessary to succeed in them; 2 credits; 3 year renewal. (2015-2016)

Charles A Dana Center/The University of Texas
(512)475-8797
capowell@mail.utexas.edu

Peace I and II (formerly PeaceMakers School Team Mediation) N1290024, N1290025

Is a curriculum-based, peer mediation program that offers students the skills to resolve their own conflicts long before allowing them to escalate into violent acts towards each other; 1-2 credits; 3 year renewal. (2015-2017)

PAX United
(972) 671-9550
www.paxunited.org/

Peer Assistance and Leadership (PAAL) N1290005

A vibrant, powerful, proven model of peer helping that mobilizes the skills, energy, and unlimited potential of youth to reduce risk factors and increase resiliency factors to prevent problems; *Peer Assistance and Leadership* courses utilize the potential of youth to make a difference in their lives, schools and communities. PAL® nurtures and builds capacities to help youth develop protective factors, helping them to achieve school and social successes which lead to a productive life.

2 credits; 3 year renewal. (2015-2019)

Worker's Assistance Program, Inc.
(512) 343-9595
www.palusa.org/

Reconnecting Youth, a Peer Group Approach to Building Life Skills (RECONYT) N1290007

An award-winning curriculum that has been proven effective in helping discouraged learners to achieve in school, manage their anger, and decrease drug use, depression, and suicide risk; 1/2 credit; 3 year renewal. (2015-2019)

Texas Commission on Alcohol and Drug Abuse
(512) 349-6620
www.reconnectingyouth.com

StrengthBank for High Schools: A Relationship Skills Initiative (STRNBK) N1290037

A curriculum designed to enhance inborn talents through personal leadership training and to develop relationship skill building attributes, to teach and learn life-long character skills, to decrease discipline referrals, and to help enable students to become productive citizens; 1/2 - 4 credits, 3 years; (2015-2017)

StrengthBank, Inc.
(800) 206-8380
<http://strengthbank.com/>

Student Leadership (STULEAD) N1290010

A course designed to provide an opportunity for students to study, practice, and develop group and individual leadership and organizational skills; 1/2-1 credit; 3 years. (2015-2019)

Texas Association of Secondary School Principals (TASSP)
(512) 443-2100
<http://www.tassp.org>

Teen Leadership (TEENLDR) N1290012

A program in which students develop leadership, professional, and business skills; 1/2-1 credit; 3 years. (2015-2019)

Flippen Group at College Station
(800) 316-4311
www.flippengroup.com

INDEPENDENT STUDIES

Locally designed Independent Study courses in English Language Arts and mathematics may be offered for graduation credit if a Course Approval Form and appropriate documentation including a detailed syllabus and resource list is submitted to the Secondary Curriculum and Development Department for processing. The completed course approval form will be forwarded to the appropriate Curriculum Manager/Director in the HISD Curriculum Department for content review and approval.

- ◆ High school students shall be awarded one-half to one unit of elective credit upon successful completion of an approved Independent Studies course following the content descriptions, state guidelines and the Texas Essential Knowledge and Skills (TEKS) for the Independent Studies course in either English Language Arts or mathematics.
- ◆ Completion of an approved Independent Studies in Mathematics course may count as one-half to one unit of graduation credit for either the Foundation Advanced Math Course (third credit) or the Endorsement Advanced Math Course (fourth/fifth credit) under the Foundation High School Program
- ◆ Requests for new Independent Studies course offerings should be submitted on a Course Approval Form to the HISD Secondary Curriculum Department no later than one semester prior to the course being offered on a given campus.

- ◆ Schools wanting to offer an Independent Studies course using the same content, syllabus, and resources as that offered on another HISD campus must also receive approval from the HISD Curriculum Department.
- ◆ Independent Study courses may be approved for all schools or for a specific campus **only**.
- ◆ TEA or SBOE approval is **not** required.

Independent Study is also available in these Career and Technical Education courses:

- ▶ Problems and Solutions I
- ▶ Problems and Solutions II
- ◆ Locally developed courses, in these subject areas, may be offered for graduation elective credit if appropriate documentation including a detailed syllabus and resource list is submitted to the appropriate Curriculum Manager in the CTE Department for content review and approval.

Independent Study courses in English Language Arts and mathematics, Special Topics in Social Studies, and Social Studies Advanced Studies may also be used to designate elective credit on the AAR in courses not recognized for credit by TEA that are being transferred from out-of-state or out-of-country districts.

Special Topics in Social Studies

Locally designed Special Topics in Social Studies courses may be offered for high school state graduation **elective** credit if a Course Approval Form and appropriate documentation including a detailed syllabus and resource list is submitted to the HISD Secondary Curriculum Department for content review and approval.

General requirements:

- ◆ High school students shall be awarded one-half unit of state graduation elective credit per semester for successful completion of an approved Special Topics in Social Studies course following the content descriptions, state guidelines and the Texas Essential Knowledge and Skills (TEKS) for the Special Topics course.
- ◆ A student may earn up to a maximum 2.0 elective credits in various Special Topics courses, assuming each has different course topical content **and course number**.
- ◆ Requests for new Special Topics in Social Studies course offerings should be submitted on a Course Approval Form to the HISD Secondary Curriculum Department no later than one semester prior to the course being offered on a given campus. Schools wanting to offer a Special Topics course using the same content, syllabus, and resources as that offered on another HISD campus must also receive approval from the HISD Curriculum Department.
- ◆ TEA or SBOE approval is **not** required.
- ◆

Social Studies Research Methods

Locally designed Social Studies Research Methods courses may be offered for high school state graduation **elective** credit if a Course Approval Form and appropriate documentation including a detailed syllabus and resource list is submitted to the HISD Secondary Curriculum Department for content review and approval.

General requirements:

- ◆ High school students shall be awarded one-half to one unit of state graduation elective credit upon successful completion of an approved Social Studies Research Methods course following the content descriptions, state guidelines and the Texas Essential Knowledge and Skills (TEKS) for the Social Studies Research Methods course.
- ◆ A student may earn up to a maximum of 2.0 elective credits in various Social Studies Research Methods electives, assuming each has different course topical content **and course number**.
- ◆ Requests for Social Studies Research Methods courses offerings should be submitted on a Course Approval Form to the HISD Secondary Curriculum Department no later than one semester prior to the course being offered on a given campus. Schools wanting to offer a Special Topics course using the same content, syllabus, and resources as that offered on another HISD campus must also receive approval from the HISD Curriculum Department.
- ◆ TEA or SBOE approval is **not** required.

Social Studies Advanced Studies

Locally designed Social Studies Advanced Studies courses may be offered for high school state graduation **elective** credit if a Course Approval Form and appropriate documentation including a detailed syllabus and resource list is submitted to the HISD Secondary Curriculum Department for content review and approval.

General requirements:

- ◆ High school students shall be awarded one-half to one unit of elective credit upon successful completion of an approved Social Studies Advanced Studies course following the content descriptions, state guidelines and the Texas Essential Knowledge and Skills (TEKS) for the Social Studies Research Methods course.
- ◆ A student may earn up to a maximum of 2.0 elective credits in various Social Studies Advanced Studies electives, assuming each has different course topical content and course number.

- ◆ Requests for Social Studies Advanced Studies courses should be submitted on a Course Approval Form to the HISD Secondary Curriculum Department no later than one semester prior to the course being offered on a given campus.
Schools wanting to offer a Social Studies Advanced Studies course using the same content, syllabus, and resources as that offered on another HISD campus must also receive approval from the HISD Curriculum Department.
- ◆ TEA or SBOE approval is **not** required.

COURSE APPROVAL PROCESS

A course approval process has been developed which will apply to **all applications** for Innovative Courses, Independent Study Courses (except for state approved CTE Independent Study Courses), Special Topics in Social Studies, Social Studies Advanced Studies, Social Studies Research Methods, Career and Technical Specialty Courses, Magnet Courses, Dual Credit Courses and Local Credit Courses. Applications should be submitted on a Course Approval Form to the HISD Secondary Curriculum and Development Department and will be forwarded to the appropriate Curriculum Manager/Director.

Application

- ◆ The principal or designee contacts the appropriate department listed below to determine if a course with TEKS already exists to meet the desired course offering. If not, or if an Independent Studies course is appropriate, the school then must fill out an application.
- ◆ Applications for Innovative Courses, Independent Study Courses (except for state approved CTE Independent Study Courses), Special Topics in Social Studies, Social Studies Advanced Studies Courses, Social Studies Research Methods, Career and Technical Specialty Courses, Magnet Courses, Dual Credit Courses and Local Credit Courses will utilize the same form used by the State of Texas.
- ◆ Applications are available in both on-line and print formats.
- ◆ Applications will be completed by the schools and submitted to the appropriate department for feedback:
 - Advanced Placement (AP), Pre-AP, and Vanguard courses—Advanced Academics Department
The AP designation may only be applied to courses which have received authorization through the annual AP Course Audit process; therefore, only those Pre-AP Courses directly aligned to AP should be offered to HISD students. This includes any Dual Credit courses for which the instructor is petitioning an AP designation.

Career and Technical Education courses—College and Career
Readiness Department

- Bilingual/ESL—Multilingual Department
- Special Education—Office of Special Education
- Magnet courses—Office of School Choice

- General Education (Innovative Courses, Independent Study Courses, Dual Credit Courses) — Secondary Curriculum and Development Department

- ◆ Schools will revise the application based on the feedback and return to the appropriate department.

Panel Review Prior to Submission to HISD BOE for Innovative Courses

- ◆ A panel will approve the Innovative Course applications for submission to the HISD Board of Education (HBOE).
- ◆ The panel, chaired by the Secondary Curriculum Department, reviews the course requests.
- ◆ Panel questions regarding the requests will be handled through the department submitting the school's proposal.
- ◆ The Curriculum Department will work with the appropriate departments to ensure that the HBOE agenda item is prepared and submitted.

Local Credit

- ◆ All local credit courses must be approved by the HISD Board of Education through the Course Approval Process.
- ◆ Local credit courses do not satisfy state graduation course requirement for graduation
- ◆ Two local credits may apply toward the 24-credit district requirement or the 22 credit state requirement for graduation for students who entered the ninth grade for the first time during or after the 1997-98 school year and are completing the Core Program (Minimum High School Program).

Board Approval and Notifications

- ◆ The board item will indicate whether the courses being submitted are for local credit or state credit. All honors courses are local honors credits.

HISD- Approved State Elective Credit Courses. Upon approval of Independent Study, Special Topics in Social Studies, Social Studies Research Methods, or Social Studies Advanced Studies credit courses, the Secondary Curriculum Department will provide written notification to the schools; and to Federal and State Compliance

Department, so that the course will be added to the Master Course Catalog. When schools are provided the new course numbers, the appropriate Curriculum Manager will also be notified of those numbers.

- ◆ **TEA-Approved State Elective Credit Courses.** Upon HBOE approval, the Federal and State Compliance Department will follow appropriate procedures to obtain TEA approval of innovative courses. Upon TEA approval, schools, panel members, and Master Course Catalog staff will be notified.
- ◆ **Local Credit.** Upon approval of courses for local credit, the Secondary Curriculum Department will provide written notification to the schools and to Federal and State Compliance Department, so that the course will be added to the Master Course Catalog. When schools are provided the new course numbers, the appropriate Curriculum Manager will also be notified of those numbers.

COURSES APPROVED SPECIFICALLY FOR HISD

In addition to the innovative courses approved by the SBOE for state graduation elective credit, the special courses listed in the HISD Master Course Catalog have been approved specifically for HISD as a district or for particular campuses as designated.

X. GRADUATION REQUIREMENTS

Graduation Exercises

Graduation exercises, ceremonies with caps and gowns, and diplomas shall be limited to high schools and are **not** to be used for kindergarten, grade five, or middle school.

Texas Education Code § 28.025 provides that a person may receive a diploma:

- ◆ after the student completes the curriculum requirements identified by the State Board of Education and meets testing requirements stated in § 39.025(a),
- ◆ when the student successfully completes an individualized education program developed under TEC §29.005, or
- ◆ when a person qualifies for a high school diploma as a veteran under TEC §28.025.

In the Houston Independent School District, regular education students who have completed all academic requirements and have passed all parts of the required state assessments will be permitted to participate in graduation ceremonies. Students with disabilities served in special education who have completed all of their graduation requirements as designated by their IEP and in accordance with state law are eligible to participate in graduation ceremonies.

Special education students must be offered the opportunity to receive a Certificate of Attendance after completing four years in high school in accordance with TEC §28.025(f). This certificate is not equivalent to a diploma and does not prohibit a student from earning a diploma at a later date. Special education students who have not completed graduation requirements may opt to participate in the graduation ceremony of their cohort class or wait to participate in the ceremony following their completion of graduation requirements. Those student opting to participate in the cohort ceremony without completing graduation requirements are only awarded a Certificate of Attendance, not a diploma. They are not recorded as graduates until actual completion of graduation requirements.

Regular education students receiving certificates of completion because they have not yet met testing requirements **may not** participate in graduation ceremonies. Students planning to complete graduation requirements in summer school may not participate in spring graduation ceremonies. Principals may present an HISD Certificate of Achievement to foreign exchange students at graduation ceremonies, but should not list them as graduates unless they have completed all graduation requirements.

Each school issuing diplomas conducts graduation ceremonies under the direction of HISD School Administration at the end of the spring semester, at the end of the summer session, and at the end of the fall semester. Those students completing graduation requirements at the end of the fall semester may participate in the spring graduation ceremonies. Students who complete graduation requirements at an alternative school that does not issue diplomas may participate in graduation ceremonies at their home campus. Students who meet graduation requirements after their cohort has graduated and who previously have not participated in a graduation ceremony may participate in a ceremony with the permission of the principal at the school of last enrollment.

Graduation Requirements

The graduation requirements for a particular student are those that are in effect when the student first enters the ninth (9th) grade.

- ◆ Under no circumstance may graduation requirements be waived
- ◆ A student must complete the academic course requirements and must pass the applicable state-developed graduation assessment before the student can graduate.
- ◆ All students entering grade 9 prior to the 2014–15 school year shall be automatically enrolled in the Recommended High School Program, and parental approval shall be required to leave the program. All students not graduating under the Recommended Program are required by HISD Board policy to have an exit conference and to sign an ‘Exit from the Recommended Program’ form.
- ◆ Students on the Recommended High School Program (RHSP) who successfully complete Integrated Physics and Chemistry (IPC) prior to the 2010-2011 school year and are not first time 9th graders beginning with the 2011-2012 school year may satisfy their science requirements with:

- ◆ Biology
- ◆ *any two* of the three physical science courses (IPC, Chemistry, Physics), and
- ◆ one additional science course.

These students may graduate on the RHSP with either of these course sets:

- ◆ IPC, Biology, Chemistry, and 4th science course
- ◆ IPC, Biology, Physics, and 4th science course

These students are *not* required to complete both Chemistry and Physics for their RHSP.

- ◆ For students entering grade 9 prior to the 2012-2013 school year, Board Policy EIF(LOCAL) permits principals to approve a student’s graduation according to the state minimum high school program when there are extenuating circumstances:
 1. The student meets state criteria for classification as at risk and is coded at risk in the student system, and
 2. The student is a second semester senior or returning student who cannot meet the HISD minimum high school program or the recommended high school program requirements during the current academic year, even when interventions are provided.

The student must also meet the requirements for exiting the Recommended High School Program.

- ◆ The graduation plans available for students who entered grade 9 prior to the 2012–2013 are below:
 1. The Texas Minimum High School Program (Requires Principal Approval Based on Extenuating Circumstances);
 2. District “Core” (Minimum) Program (Minimum High School Program);
 3. District Advanced Program (Recommended High School Program); and
 4. Advanced/Distinguished Achievement Program.

School Guidelines, 2018-2019
Graduation Requirements

The following graduation programs are available for students entering grade 9 in 2012-2013 through 2013-2014:

The Texas Minimum High School Program, Recommended High School Program and the Distinguished Achievement High School Program (Advanced High School Program), with the addition of one-half credit of Health Education under each program and the number of required electives will be adjusted to maintain the total number of credits for graduation.

- ◆ The Foundation High School Program is available to students who entered 9th grade prior to 2014-2015 if the student requests that program during the 2014-2015 school year. The student may exit that program afterward and opt for a different available program.
- ◆ The Foundation High School Program is required for all students entering grade 9 in the 2014–15 school year and thereafter.

All students entering grade 9th grade in the 2014–15 school year and thereafter 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 a different available plan.

- ◆ TEC § 28.002 prohibits a school district from varying the curriculum of a course in the required curriculum based on whether a student is in the minimum, recognized, or advanced high school program.
- ◆ All graduates including students with disabilities who meet graduation requirements are awarded the same type of diploma. For students graduation under the Minimum High School Program, Recommended High School Program, or the Advanced/Distinguished Achievement Program, the Academic Achievement Record (transcript), rather than the diploma, records individual accomplishments, courses completed, and graduation seals. For students graduating under the Foundation High School Program, the Academic Achievement Record will indicate any earned endorsement or performance acknowledgement.

Note: It is recommended that students be referred for special education services no later than the first semester of the senior year. Referral after that date may require an additional year(s) of implementation of the IEP.
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Senate Bill 149 and Individual Graduation Committees

New to Texas law, as set forth in Senate Bill 149, a school district or open-enrollment charter school is required to establish an Individual Graduation Committee (IGC) for each student who fails to pass not more than **two** End of Course assessments to determine whether the student may satisfy high school graduation requirements through alternative methods that show a sufficient understanding of the knowledge and skills taught and retested in the subject. Under the Texas law, to receive a diploma, a student must successfully complete all of the required courses all state assessments or qualify for a high school diploma based on an Individual Graduation Committee review. The committee will review student assessment and accelerated instructional history; review student coursework, grades, and attendance; prescribe additional graduation requirements; and or alternate assessment for satisfying high school graduation requirements. All students graduating via IGC decision are mandated to complete additional requirements. The additional requirements shall include additional remediation and for each failed EOC exam, the completion of a project or the preparation of a portfolio. The IGC must convene and their decision is to be captured in PEIMS. Moreover, the IGC decision to graduate must be unanimous.

The IGC is composed of the following members:

- Principal or designee
- Teacher of course for which the student failed
- Department Chair or Lead Teacher
- Parent/Guardian or designee
- LPAC Representative (if applicable)
- Student with Disabilities Representative (if applicable)

For more information, go to:

<https://connect.houstonisd.org/Curriculum/SitePages/SB%20149%20Support.aspx>.

Graduation Seals

- ◆ A State of Texas graduation seal will be placed on each student's transcript to designate which academic program the student completed. A notation of "Completion of IEP" may not be used in place of one of the three SBOE approved graduation programs.
- ◆ A school **may not** affix a seal for a specific graduation program to a student's transcript unless that student has satisfied all designated requirements for that program. A registrar may wait to affix a Distinguished Achievement Program or Distinguished Level of Achievement seal, pending receipt of Advanced Placement exam scores after the student's date of graduation.
- ◆ The seal affixed to the transcript must reflect the graduation program for which the student is eligible at the time of graduation. Additional postgraduate course work may not be used to upgrade a graduation program seal.
- ◆ Seals indicating endorsements or performance acknowledgements earned under the Foundation High School Program will be affixed according to law to the transcript.

Certificate of Completion

If a student has completed all academic requirements for graduation but has not passed all parts of the required state assessments, the student may be issued a certificate of course work completion. This student may **not** participate in graduation ceremonies. If a **Certificate of Completion** is issued, that fact will be designated on the transcript. This certificate is not equivalent to a diploma and does not prohibit a student from earning a diploma if he successfully completes assessment requirements at a later date.

GED

A student who has received a GED certificate or Certificate of High School Equivalency but has not completed either the academic graduation requirements and/or has not passed all parts of the exit-level exams required for graduation is not classified as a graduate and may neither participate in graduation ceremonies nor receive a diploma. Such students may re-enroll in school to complete regular graduation requirements as long as they meet the age requirements for eligibility.

HISD Graduation Requirement Waivers

- ◆ Some schools have approved HISD waivers to expand graduation requirements above the state-mandated requirements to correspond with specific programs offered in those schools. These expanded requirements may include designated hours of service, related activities, or internship; therefore, a student who satisfies all state mandated graduation requirements but falls short of HISD's expanded requirements in effect at the school in which the student is enrolled, will have two options:
 - ▶ Accepting a generic HISD diploma, or
 - ▶ return to the school at which he is enrolled until such time that the expanded graduation requirements of that school are completed and the student receives a diploma from that school.
- ◆ Schools must have an appeals process for a student who meets all HISD and TEA graduation requirements but does not meet the expanded waiver requirements of the school.

Information on Diplomas

Beginning with diplomas issued at the end of the 2014-2015 school year, the endorsements earned, distinguished level of achievement and performance acknowledgements are not required to be affixed on high school diplomas.

Veteran Diplomas

TEC §28.0251 allows a school district to issue, posthumously or not, a high school diploma to a person who was honorably discharged from the U.S. armed forces, was scheduled to graduate after 1940 and before 1975 **or after 1989 left high school before after completing grade 6 or higher but** before graduating to serve in World War II, the Korean War, the Vietnam War, the Persian Gulf War, the Iraq War the war in Afghanistan or any other war declared by the United States.

PERSONAL GRADUATION PLAN FOR FOUNDATION STUDENTS

A PGP must identify a course of study that promotes college or workforce readiness and career placement and advancement. It must also facilitate the student's transition from secondary to post-secondary education.

MIDDLE SCHOOLS

Middle school students must be provided opportunities to explore and learn about career options in different industries, and programs within different campuses that allow students to focus on a specific discipline throughout high school.

Beginning with the 2018-2019 school year, **eighth graders** will select an endorsement during the spring semester.

School Guidelines, 2018-2019

Graduation Requirements

The middle school principal shall designate a school counselor or certified administrator to initiate Personal Graduation Plan (PGP) with students. The designee will ensure that endorsement options have been thoroughly explained to all students prior to completing the PGP form.

All eight grade students will complete the demographic information and enter the selected endorsement they would like to pursue in high school. The selected information from the PGP will be entered into Chancery's *TX FHSP Endorsement* panel and uploaded into the district designated platform.

HIGH SCHOOLS

Students entering grade 9 in the 2014–2015 school year and beyond shall have a Personal Graduation Plan on file for the Foundation High School Program.

The high school principal shall designate a school counselor or certified administrator to review Personal Graduation Plan (PGP) options with each student entering grade 9. **The campus counselor or certified administrator together with the student and** parent or guardian must **review the included** options for the Distinguished Level of Achievement, **endorsements, post-secondary opportunities, automatic college admission and eligibility for financial aid.** 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 in blue or black ink. The PGP must be completed in its entirety. The date initiated or amended date on the PGP must match the date in Chancery's *TX FHSP Endorsement* panel. **The completed PGP will need to be entered into Chancery under the PGP compliance panel.**

A completed PGP will consist of the following items:

- The following demographic information must be included: Student's first name, last name, student ID number, year entered high school.
- Date Initiated
- The endorsement(s) the student has selected to pursue while in high school and a list of the course the student will complete to earn each endorsement.
- Post-secondary career areas the student is interested in pursuing after high school
- Student's signature, parent or guardian's signature, and counselor or certified administrator's signature
- The following statement must be above the signature lines. *"The importance of a high school graduation plan that includes the one or more endorsements, the distinguished level of achievement, and the importance of postsecondary education, automatic college admission, and eligibility for financial aid have been explained to me."* (Applies for student who have entered high school 2018-2019 and beyond)

The plan may be revised according to the student's interest and the availability of particular programming at the campus. **The initial conversation with the parent or guardian of the student's PGP must be dated and documented on the reverse side of the PGP in the parent documentation section.** A student may amend the student's personal graduation plan after the initial confirmation of the plan.

School Guidelines, 2018-2019
Graduation Requirements

A district shall permit a student to enroll in courses under more than one endorsement before the student's junior year and to choose, at any time to earn an endorsement other than the endorsement the student previously indicated. If a student amends his/her personal graduation plan, the school shall send written notice to the student's parents regarding the change. Parents must be notified within 10 calendar days of an endorsement change. 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.

PGP FOR TRANSFER STUDENTS

IN DISTRICT STUDENTS

Students who are transferring from a campus from within HISD will have the existing PGP form included in the withdrawal paperwork for the receiving campus. The campus withdrawing the student must advise the student and parent of the current progress of the student's PGP and endorsement(s) before the withdrawal of the student is completed.

OUT OF DISTRICT STUDENTS

Students who are transferring from a campus from outside of HISD will be advised by a counselor or certified administrator along with their parent or guardian to have a PGP completed at the point of enrollment. The completed information must be entered into Chancery's *TX FHSP Endorsement* panel and uploaded into the district designated platform.

School Guidelines, 2018-2019
Graduation Requirements

SAMPLE HIGH SCHOOL PERSONAL GRADUATION PLAN FOR STUDENTS WHO ENTERED 2017-2018 AND BEFORE. THIS FORM WILL ONLY BE USED FOR 10TH – 12TH GRADE STUDENTS

Student ID _____ **Houston ISD Personal Graduation Plan (PGP)** _____ Student Name _____

Student Signature: _____

Date Initiated: _____ Amended: _____

Counselor/Administrator Signature: _____

Parent Signature: _____

Graduation Plan: _____

Graduation Target: _____

Discipline	TEA Foundation Plan (credit requirements)	HISD Foundation Plan (credit requirements)	Distinguished Level of Achievement (credit requirements)
English	4	4	4
Math	3	3	4
Science	3	3	4
Social Studies	3	4	4
Languages Other Than English	2	2	2
Fine Arts	1	1	1
Physical Education	1	1	1
Other Electives	5	3.5	5.5
Health		0.5	0.5
Total Credits	22	22	26

The Four Year Plan is intended to give you and your parent(s) a guide to use as you progress through high school. You will want to review the plan each year to make sure you are taking the required courses for graduation. Make sure that you are taking the academic courses that support your postsecondary plans.

Endorsement (s): <input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Business and Industry <input type="checkbox"/> Multidisciplinary Studies <input type="checkbox"/> Public Services <input type="checkbox"/> STEM	My Post High School plans will take me to: (Check as many as apply): <input type="checkbox"/> Two Year College <input type="checkbox"/> Technical Training <input type="checkbox"/> Four Year College <input type="checkbox"/> Employment <input type="checkbox"/> Military <input type="checkbox"/> Other
My Graduation Plan Type Is: <input type="checkbox"/> Distinguished Level of Achievement	
<input type="checkbox"/> (see IEP) <input type="checkbox"/> Foundation <input type="checkbox"/> w/ Endorsement	
My Career Interest: _____	

	Middle Grades	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English:		English 1 or Eng. SOL 1	English 2 or Eng. SOL 2	English 3	English 4 (or other advanced ELA from TEA list)
Mathematics:		Algebra 1	Geometry	Algebra 2	Advanced Math from TEA list
Science:		Biology	Chemistry (or other advanced science from TEA list)	Physics (or other advanced science from TEA list)	Advanced Science from TEA list
Social Studies:		World Geography	World History	US History	Government (0.5) Economics (0.5)
Languages other than English:		Language 1 st year*	Language 2 nd year*		
Fine Arts:		Fine Arts (1.0)*			
Physical Education:		Physical Education (1.0)*			
Other Electives:		Other Electives*			
Health:		Health (0.5)*			
Options for Endorsements: Arts & Humanities Business & Industry Multidisciplinary Studies Public Services STEM		_____ (Endorsement Course #1)	_____ (Endorsement Course #2)	_____ (Endorsement Course #3)	_____ (Endorsement Course #4)

*course may be taken at any grade level

School Guidelines, 2018-2019
Graduation Requirements

SAMPLE HIGH SCHOOL PERSONAL GRADUATION PLAN FOR STUDENTS ENTERING 9TH GRADE IN 2018-2019 AND BEYOND.

**HISD Distinguished Level of Achievement (DLA)
Requirements for Personal Graduation Plan (PGP)**

For Students Entering 9th Grade in or after 2014-2015



Student ID _____ First Name: _____ Last Name _____

Campus: _____ 9th Grade Entry Year _____ Date Initiated _____ Date Amended _____

Endorsement selections include: Arts & Humanities (AH), Business & Industry (BI), STEM (S), Public Service (PS), and Multi-Disciplinary Studies.

English: 4 Whole Credits

English 1 or SOL 1			
English 2 or SOL 2			
English 3			
Advanced English			

LOTE: 2 Whole Credits

1 st Year			
2 nd Year			
Elective			
Elective			

Math: 4 Whole Credits

Algebra 1			
Geometry			
Algebra 2			
Advanced Math			

OR Math: 4 Whole Credits

Algebra 1			
Geometry			
Math Models			
Algebra 2			

No Math Models after Algebra 2

Science: 4 Whole Credits

Biology			
Chemistry			
Physics			
Advanced Science			

IPC does NOT count as Advanced Science
IPC can NOT be taken after Chemistry

Social Studies: 4 Whole Credits

World Geography			
World History			
US History			
Government			
Economics			

PE Health: 1 PE, 0.5 Health

PE (elective)			
Health			

Fine Arts: 1 Whole Credit

Fine Arts			
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CTE AND/OR Other Electives: 5.5 Total Credits Combined
Career & Technical Education Other Electives

Student has ARD/IEP to support exit.

Student has submitted an Opt-Out of Endorsement form signed by parent or guardian.

Yes	No
Yes	No

My Graduation Plan Type is:

Foundation 22	Distinguished 26	See IEP
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My Post-High School plans are to:

(Select all that apply)

- ☐ Two Year College
☐ Four Year College
☐ Employment
☐ Military
☐ Other _____

Post-Secondary Testing:

(Select all that apply)

- ☐ PSAT
☐ TSI
☐ SAT
☐ ACT
☐ Other _____

My Career Interest:

Endorsement 1: 4 Whole Credits Select one: AH BI S PS

Endorsement 2: 4 Whole Credits Select one: AH BI S PS

Multi-Disciplinary Studies Endorsement: 4 Whole Credits

Career & Technical Education Pathway Sequence

Grade	Pathway Courses	Completion
9 TH		A <input type="checkbox"/> B <input type="checkbox"/>
10 TH		A <input type="checkbox"/> B <input type="checkbox"/>
11 TH		A <input type="checkbox"/> B <input type="checkbox"/>
12 TH		A <input type="checkbox"/> B <input type="checkbox"/>

ALL courses in the CTE pathway sequence should be listed

The importance of a High School graduation plan that includes one or more endorsements and the distinguished level of achievement and the importance of Post-Secondary Education, automatic college admission and eligibility for financial aid have been explained to me.

Student Signature _____ Parent Signature _____ Counselor/ Administrator Signature _____

It is the policy of the Houston Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status, political affiliation, sexual orientation, gender identity and/ or gender expression in its educational or employment programs and activities.

MIDDLE SCHOOL PERSONAL GRADUATION PLAN (Rtl)

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 of Texas Assessments of Academic Readiness (STAAR) exam; or is 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 middle school 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.

For students receiving special education services, an individualized education program developed under TEC §29.005 may be used as the student's Personal Graduation Plan. A special education student's IEP is the authority plan and no alternative academic plan should be developed.

A PGP must be developed for students in grades 6 – 8 who fail any section of STAAR/STAAR EOC and those students not likely to complete high school in four years. The on-line PGP, accessible to HISD personnel who are authorized users of the Student Information System, provides student advocates (i.e., teachers, counselors, deans or other principal designee) with an updated view of students' academic performance, while allowing for intervention strategies in areas such as attendance, and accelerated/alternative academic options. The PGP must be updated and monitored regularly by the assigned student advocate who works closely with the student and who must provide parents or caregivers with information on the student's academic performance throughout the year.

For information and/or questions regarding the PGP (Rtl) or to set up PGP (Rtl) training on a campus contact the Interventions Department at (713) 556-7122.

GRADUATION PLANS

HISD Core Program/Minimum High School Program SEAL: HIGH SCHOOL PROGRAM

	9th Grade: 2007-2009	9th Grade: 2010-2011*	9th Grade 2012-2013
<u>Course</u>	<u>Credits</u>	<u>Credits</u>	<u>Credits</u>
English	4	4	4
Mathematics	3	3	3
World History	1	1	1**
World Geography	1	1	1**
US History	1	1	1
US Government	0.5	0.5	0.5
Economics	0.5	0.5	0.5
Science	3	3	2*
Health	0.5	0.5	0.0
Physical Education	1.5	1.0	1.0
Speech (2001 Communication Applications)	0.5	0.5	0.5
Second Language (LOTE)	1	1	0
Technology Applications	1	1	0
Fine Arts	0	1	1
Electives	<u>5.5</u>	<u>5.0</u>	6.5
Academic Elective			<u>1.0**</u>
TOTAL	24	24	22

*For students beginning 9th grade in 2010-2011 through 2011-2012, Board Policy EIF (EXIHIBIT) states students not meeting proficiency on the grade 8 technology literacy assessment will be required to take a technology applications course as one of their elective credits. Students enrolled full-time in the Texas Connections Academy will satisfy this requirement through integrated technology-based coursework.

**World History | World Geography | Science – The final credit may be selected from either course.

Explanation of the Recommended High School Program

The Recommended High School Program is designed to upgrade significantly high school preparation. It encourages students to take rigorous mathematics, science, and social studies classes, plus computer science, fine arts, and two or three years of a foreign language. It targets high-level proficiencies and is designed to be a full, instead of a minimum, preparation program. It also provides students with the flexibility to build a strong foundation of specialized knowledge and skills in specific academic or career areas.

HISD Recommended Program
SEAL: RECOMMENDED HIGH SCHOOL PROGRAM

	9th Grade: 2007-2009*	9th Grade: 2010-2011*	9th Grade: 2012-2013*
<u>Course</u>	<u>Credits</u>	<u>Credits</u>	<u>Credits</u>
English	4	4	4
Mathematics	4	4	4
World History	1	1	1
World Geography	1	1	1
US History	1	1	1
US Government	0.5	0.5	0.5
Economics	0.5	0.5	0.5
Science	4	4	4
Health	0.5	0.5	0.5
Physical Education	1.5	1	1
Speech (2001 Communication Applications)	0.5	0.5	0.5
Second Language (LOTE)	2	2	2
Technology Applications	1	1*	0
Fine Arts (Speech may not substitute)	1	1	1
Electives	<u>3.5</u>	<u>4.0</u>	<u>5.0</u>
	26	26	26

*For students beginning 9th grade in 2010-2011 through 2011-2012, Board Policy EIF (EXIHIBIT) states students not meeting proficiency on the grade 8 technology literacy assessment will be required to take a technology applications course as one of their elective credits. Students enrolled full-time in the Texas Connections Academy will satisfy this requirement through integrated technology-based coursework.

Distinguished Achievement Program
SEAL: DISTINGUISHED ACHIEVEMENT PROGRAM

<u>Course</u>	9th Grade: 2007-2009 <u>Credits</u>	9th Grade: 2010-2011* <u>Credits</u>	9th Grade: 2012-2013* <u>Credits</u>
English	4	4	4
Mathematics	4	4	4
World History	1	1	1
World Geography	1	1	1
US History	1	1	1
US Government	0.5	0.5	0.5
Economics	0.5	0.5	0.5
Science	4	4	4
Health	0.5	0.5	0.5
Physical Education	1.5	1	1
Speech (2001 Communications Applications)	0.5	0.5	0.5
Second Language (LOTE)	3	3	3
Technology Applications	1	1*	0
Fine Arts (Speech may not substitute)	1	1	1
Electives	<u>2.5</u>	<u>3.0</u>	<u>4.0</u>
	26	26	26

*For students beginning 9th grade in 2010-2011 through 2011-2012, Board Policy EIF (EXIHIBIT) states students not meeting proficiency on the grade 8 technology literacy assessment will be required to take a technology applications course as one of their elective credits. Students enrolled full-time in the Texas Connections Academy will satisfy this requirement through integrated technology-based coursework.

Explanation of the Foundation High School Program

Texas lawmakers passed education legislation designed to put all students on a path to college and meaningful careers. House Bill 5 reduces the number of tests students must take, and provides greater flexibility for high school student to choose courses that match their interests and career goals.

The Foundation High School Program contains up to four parts:

- A 22-credit foundation program which is the core of the new Texas high school diploma
- Five endorsement options that allow students to focus on a related series of courses (26 total credits with endorsements)
- A higher performance category called Distinguished Level of Achievement
- Performance Acknowledgments that note outstanding achievement

School Guidelines, 2018-2019
Graduation Requirements

Pursuant to the requirements of House Bill 5, the State Board of Education adopted changes to the high school graduation requirements in January 2014. The new requirements were effective beginning with students who entered grade 9 during the 2014-2015 school year.

The Houston Independent School Board, in an effort to meet the new state graduation requirements, adopted the Texas Foundation High School Program. In addition to the statutory requirement of enrolling all ninth grade students into an endorsement plan under the Foundation High School Program, students in HISD will be expected to complete the Distinguished Level of Achievement. Under the HISD Foundation High School Program, students are required to earn one half credit in Health and two credits to include World Geography and World History as a part of their requirements. In addition, Algebra II is a mathematics requirement under the HISD Foundation High School Program.

Foundation High School Program

	TEA Foundation HS Program 9 th Grade: 2014-15 and beyond	HISD Foundation HS Program 9 th Grade: 2014-2015 and beyond	Distinguished Level of Achievement 9 th Grade: 2014-15 and beyond
<u>Course</u>	<u>Credits</u>	<u>Credits</u>	<u>Credits</u>
English	4	4	4
Mathematics	3	3	4
World History	1 (W HIST OR W GEO)	1	1
World Geography		1	1
US History	1	1	1
US Government	0.5	0.5	0.5
Economics	0.5	0.5	0.5
Science	3	3	4
Health	N/A	0.5	0.5
Physical Education	1	1	1
Second Language (LOTE)	2	2	2
Fine Arts (Speech may not substitute)	1	1	1
Electives	<u>5.0</u>	<u>3.5</u>	<u>5.5</u>
	22	22	26

Explanation of the Foundation High School Program with Endorsements

For the first time, students will be able to earn one or more endorsements as part of their graduation requirements. Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area. Students must select an endorsement in the ninth grade. **A student may graduate under the foundations high school program without earning an endorsement if, after the student's sophomore year, the student and parent are advised of the benefits of graduating with one or more endorsements and must complete an opt-out form.** A district shall permit a student to enroll in courses under more than one endorsement before the student's junior year and to choose at any time to earn an endorsement other than the endorsement the student previously indicated. Districts and charters are not required to offer all endorsements. If only one endorsement is offered, it must be multidisciplinary studies. Students earn an endorsement by completing the curriculum requirements for the endorsement, including 4th credit of math and science and 2 additional elective credits.

Upon completion of an endorsement, students are required to have earned at least 26 credits. The 26 credits will include the 22 credit Foundation High School Program and:

- 1 Advanced Math or CTE Math
- 1 Advanced Science or CTE Science
- 2 Electives

Students can choose from 5 endorsement areas and programs of study (paths):

- **Science, Technology, Engineering and Mathematics (STEM)**
- Career and Technical Education (CTE) courses related to STEM
- Computer Science
- Mathematics
- Science
- Combination of no more than two of the categories listed above
- **Business and Industry** (one of the following or a combination of areas)
- Agriculture
- Food and Natural Resources
- Architecture and Construction
- Arts
- Hospitality and Tourism
- Technology and Communications
- Audio/Video
- Information Technology
- Business Management and Administration
- Finance • Manufacturing
- Transportation or Distribution and Logistics
- Marketing
- Technology Applications

School Guidelines, 2018-2019
Graduation Requirements

- English electives in public speaking, debate, advanced broadcast journalism, advanced journalism including newspaper and yearbook
- **Public Service** (one of the following)
 - Human Services
 - Health Science
 - Education and Training
 - Law
 - Public Safety
 - Government and Public Administration
 - Corrections and Security
 - Junior Reserve Officer Training Corps (JROTC)
- **Arts and Humanities** (one of the following)
 - 2 levels each in two languages other than English (LOTE)
 - Social Studies
 - 4 levels in the same LOTE
 - American Sign Language (ASL)
 - Courses from one or two areas (music, theater, art, dance) in fine arts
 - English electives not included in Business and Industry
- **Multidisciplinary Studies** (one of the following)
 - 4 advanced courses from other endorsement areas
 - 4 credits in each foundation subject area, including English IV and chemistry and/or physics
 - 4 credits in Advanced Placement, International Baccalaureate, or dual credit selected from English, mathematics, science, social studies, economics, LOTE or fine arts

Explanation of the Distinguished Level of Achievement

Most jobs require education and training beyond a high school diploma. To best prepare students for the transition to post-high school education or quality workforce training, selecting and successfully completing the right classes is essential. The choices made in high school will determine their future options. The Distinguished Level of Achievement will ensure the best preparation for students' future.

Benefits

The Distinguished Level of Achievement opens a world of educational and employment opportunities beyond high school. The Distinguished Level of Achievement will:

- Allow students to compete for Top 7 %-10% automatic admissions eligibility at any Texas public university;
- Ensure students are a more competitive applicant at the most selective colleges and universities.

School Guidelines, 2018-2019
Graduation Requirements

- Allows an opportunity to earn an endorsement in an area of interest
- Have more college and university options
- Have more financial aid options
- Better preparation for college-level coursework at community/technical colleges and universities
- Opportunity for immediate enrollment in classes related to your chosen field of study
- Strong foundation to successfully complete an industry workforce credential or college degree

HISD Distinguished Level of Achievement

<u>Course</u>	9th Grade: 2014-15 and after <u>Credits</u>
English	4
Mathematics	4
World History	1
World Geography	1
US History	1
US Government	0.5
Economics	0.5
Science	4
Health	0.5
Physical Education	1.0
Second Language (LOTE)	2
Fine Arts (Speech may not substitute)	1
Electives	<u>5.5</u>
	26

Explanation of Performance Acknowledgements for the Foundation High School Program

Students may earn an additional acknowledgment on their diploma because of outstanding performance in areas such as dual credit courses and bilingualism and biliteracy; on Advanced Placement, International Baccalaureate, PSAT, ACT's Plan, the SAT or ACT exams; or by earning a nationally- or internationally-recognized business or industry certification.

Performance acknowledgements for outstanding performance in:

- Dual Credit courses by earning:
 - Twelve college hours through dual credit or locally articulated credit with a
 - 3.0 unweighted graded average; or
 - An associate degree while in high school.
- Bilingualism and biliteracy by:
 - Demonstrating proficiency in two or more languages by
 - Completing all ELA requirements with an ELA average of 80+; plus one of the following:
 - Completing 3 credits in the same language other than English (LOTE) with an average of 80+; or
 - Completing Level IV or higher of a LOTE with an average of 80+; or
 - Completion of at least three LOTE credits with an average of 80+; or
 - Demonstrating proficiency in LOTE with
 - an AP exam score of 3+, or
 - an IB exam score of 4+, or
 - a national assessment of language proficiency score of "intermediate high" or better.
 - Under this section, English language learners must have exited a bilingual or ESL program and have scored "advanced high" on TELPAS.
- Advanced Placement (AP) and/or International Baccalaureate (IB) exams by earning:
 - AP score of 3+; or
 - IB score of 4+.
- PSAT, SAT, ACT, and/or ACT-PLAN exams by earning on the:
 - PSAT: Commended Scholar, National Merit Semifinalist, National Merit Finalist, National Hispanic Recognition, or National Achievement Scholar status; or
 - SAT: a combined critical reading and mathematics score of 1250+; or
 - ACT: a composite score of 28 (excluding the writing subscore); or
 - ACT-PLAN: a college readiness benchmark score on at least two of the four subject areas.
- Business/Industry Certifications or Licenses, as indicated by obtaining a:
 - Nationally or internationally recognized business or industry certification; or
 - Government-required credential to practice a profession.

GRADUATION REQUIREMENTS
FOR STUDENTS BEGINNING 9TH-GRADE in 2007-2008 through 2009-2010

DISCIPLINE	CORE PROGRAM (Minimum High School Program) (24 Credits)	RECOMMENDED PROGRAM (26 Credits)	DISTINGUISHED ACHIEVEMENT PROGRAM (26 Credits)
English Language Arts* Proficiency	<p>Four Credits</p> <p>English I, II, III, and IV</p> <p>The fourth credit of English may be satisfied by:</p> <ul style="list-style-type: none"> • English IV, • Research/Technical Writing, • Creative/Imaginative Writing, • Practical Writing Skills, • Literary Genres, • Business Communication, • Journalism, • dual credit college English, • AP English Literature and Composition, • IB English. • CTE Business English • AP English Language and Composition, <p>These substitutions also apply to LEP students.</p> <p>LEP immigrants may substitute English I SOL for English 1 & English II SOL for English 2.</p> <p>All nonimmigrant LEP students may substitute English I, II, III, IV (Beginning, Intermediate, Advanced, Transitional) for English I, II, III, IV.</p>	<p>Four credits</p> <p>English I, II, III, and IV</p> <p>AP, IB, or college courses may substitute.</p> <p>LEP immigrants may substitute English I SOL for English 1 & English II SOL for English 2</p> <p>All nonimmigrant LEP students may substitute English I, II, III, IV (Beginning, Intermediate, Advanced, Transitional) for English I, II, III, IV.</p>	<p>Four credits</p> <p>English I, II, III, and IV</p> <p>AP, IB, or college courses may substitute.</p> <p>LEP immigrants may substitute English I SOL for English 1 and English II SOL for English 2.</p> <p>All nonimmigrant LEP students may substitute English I, II, III, IV (Beginning, Intermediate, Advanced, Transitional) for English I, II, III, IV.</p>
Speech	<p>One-half credit</p> <p>Communication Applications</p> <p>Professional Communications (CTE)</p>	<p>One-half credit</p> <p>Communication Applications</p> <p>Professional Communications (CTE)</p>	<p>One-half credit</p> <p>Communication Applications</p> <p>Professional Communications (CTE)</p>

* College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

GRADUATION REQUIREMENTS
FOR STUDENTS BEGINNING 9TH-GRADE in 2007-2008 through 2009-2010

DISCIPLINE	CORE PROGRAM (Minimum High School Program) (24 Credits)	RECOMMENDED PROGRAM (26 Credits)	DISTINGUISHED ACHIEVEMENT PROGRAM (26 Credits)
Mathematics* Proficiency	<p>Three credits to include</p> <ul style="list-style-type: none"> Algebra I and Geometry <p>The third credit may be selected from the list of SBOE approved math courses, grades 9-12, including the following:</p> <ul style="list-style-type: none"> Mathematical Applications in Agriculture, Food, and Natural Resources (CTE); Engineering Mathematics (CTE); Statistics and Risk Management (CTE) 	<p>Four credits</p> <p>Three of the credits must consist of Algebra I, Geometry, and Algebra II</p> <p>The fourth credit may be selected from any of the following courses:</p> <ul style="list-style-type: none"> Precalculus; Independent Study in Mathematics (Including Advanced Mathematical Decision Making (AMDM)); AP Statistics; AP Calculus AB; AP Calculus BC; AP Computer Science; IB Mathematical Studies Standard Level; IB Mathematical Standard Level; IB Mathematics Higher Level; IB Further Mathematics Standard Level; concurrent enrollment in college mathematics courses Mathematical Applications in Agriculture, Food, and Natural Resources (CTE); Engineering Mathematics (CTE); Statistics and Risk Management (CTE) <p>For students who select Mathematical Models with Applications, Algebra 2 is their fourth or final course. They <u>may not</u> take Math Models after taking Algebra 2.</p>	<p>Four credits</p> <p>The credits must consist of Algebra I, Geometry, and Algebra II and an additional SBOE-approved mathematics course for which Algebra II is a prerequisite:</p> <ul style="list-style-type: none"> Precalculus; Independent Study in Mathematics; AP Statistics; AP Calculus AB; AP Calculus BC; AP Computer Science; IB Mathematical Studies Standard Level; IB Mathematical Standard Level; IB Mathematics Higher Level; IB Further Mathematics Standard Level; concurrent enrollment in college mathematics courses Engineering Mathematics (CTE); Statistics and Risk Management (CTE)

* College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

School Guidelines, 2018-2019
Graduation Requirements

GRADUATION REQUIREMENTS
FOR STUDENTS BEGINNING 9TH-GRADE in 2007-2008 through 2009-2010

DISCIPLINE	CORE PROGRAM (Minimum High School Program) (24 Credits)	RECOMMENDED PROGRAM (26 Credits)	DISTINGUISHED ACHIEVEMENT PROGRAM (26 Credits)
Science* Proficiency	<p>Three credits to include:</p> <ul style="list-style-type: none"> • Biology and • Integrated Physics and Chemistry (Both Chemistry and Physics must be taken to substitute for IPC.) <p>If Biology and IPC are taken, the third credit must be selected from the list of SBOE approved laboratory – based courses, grades 9-12, including:</p>	<p>Four credits</p> <p>Three credits must be Biology (Biology, AP or IB Biology), Chemistry (Chemistry, AP or IB), and Physics (Physics, Principles of Technology, AP or IB)</p> <p>The additional credit may be Integrated Physics and Chemistry (IPC must be successfully completed before the senior year of high school, not as the final science requirement, and successfully completed prior to Chemistry and Physics.)</p> <p>Students who successfully complete Integrated Physics and Chemistry (IPC) prior to the 2010-2011 school year may satisfy their science requirements with:</p> <ul style="list-style-type: none"> • Biology • <i>any two</i> of the three physical science courses (IPC, Chemistry, Physics), and • one additional science course. <p>These students are <i>not</i> required to complete both Chemistry and Physics.</p> <p>Student may select the fourth required credit from any of the following courses:</p> <ul style="list-style-type: none"> • Earth and Space Science; • Environmental Systems; • Aquatic Science; • Astronomy; • AP or IB Biology; • AP or IB Chemistry; • AP or IB Physics; • AP Environmental Science; • IB Environmental Systems • Scientific Research and Design • Anatomy and Physiology of Human Systems; • Medical Microbiology; 	<p>Four credits</p> <p>Three credits must consist of</p> <ul style="list-style-type: none"> • Biology credit (Biology, AP or IB Biology), • Chemistry credit (Chemistry, AP or IB Chemistry,), • Physics credit (Physics, AP or IB Physics), <p>(students on this plan may not count IPC as a science graduation credit)</p> <p>Student may select the fourth required credit from any of the following courses:</p> <ul style="list-style-type: none"> • Earth and Space Science; • Environmental Systems; • Aquatic Science; • Astronomy; • AP or IB Biology; • AP or IB Chemistry; • AP or IB Physics; • AP Environmental Science; • IB Environmental Systems • Scientific Research and Design • Anatomy and Physiology of Human Systems; • Engineering.

* College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

GRADUATION REQUIREMENTS
FOR STUDENTS BEGINNING 9TH-GRADE in 2007-2008 through 2009-2010

DISCIPLINE	CORE PROGRAM (Minimum High School Program) (24 Credits)	RECOMMENDED PROGRAM (26 Credits)	DISTINGUISHED ACHIEVEMENT PROGRAM (26 Credits)
		<ul style="list-style-type: none"> • Pathophysiology • Principles of Technology • Engineering Design and Problem Solving • Advanced Animal Science • Advanced Biotechnology • Advanced Plant and Soil Science • Food Science • Forensic Science 	<ul style="list-style-type: none"> • Engineering Design and Problem Solving • Advanced Animal Science • Advanced Biotechnology • Advanced Plant and Soil Science • Food Science • Forensic Science
Social Studies * Proficiency	Three and one-half credits taken in prescribed sequence World Geography Studies - one credit (Grade 9) World History Studies - one credit (Grade 10) US History Since Reconstruction - one credit (Grade 11) US Government - one-half credit (Grade 12)	Three and one-half credits taken in prescribed sequence World Geography Studies - one credit (Grade 9) World History Studies - one credit (Grade 10) US History Since Reconstruction - one credit (Grade 11) US Government - one-half credit (Grade 12)	Three and one-half credits taken in prescribed sequence World Geography Studies - one credit (Grade 9) World History Studies - one credit (Grade 10) US History Since Reconstruction - one credit (Grade 11) US Government - one-half credit (Grade 12)
Economics * with emphasis on the free enterprise system and its benefits	One-half credit (Grade 12)	One-half credit (Grade 12)	One-half credit (Grade 12)
Languages Other Than English *	One credit in the same language	Two credits any two levels in the same language AP, IB, or dual credit college courses may substitute.	Three credits any three levels in the same language AP, IB, or dual credit college courses may substitute.

* College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

GRADUATION REQUIREMENTS
FOR STUDENTS BEGINNING 9TH-GRADE in 2007-2008 through 2009-2010

DISCIPLINE	CORE PROGRAM (Minimum High School Program) (24 Credits)	RECOMMENDED PROGRAM (26 Credits)	DISTINGUISHED ACHIEVEMENT PROGRAM (26 Credits)
<i>Physical Education</i>	<p><i>One and one-half credits</i></p> <p>to include Foundations of Personal Fitness (one-half credit)</p> <p>(Limit of four credits)</p> <p>Can substitute drill team, marching band, and cheerleading during the fall semester only</p> <p>Can substitute JROTC, athletics,, and designated career and technical courses both semesters.</p> <p>Students who successfully complete a two or three-credit career and technical education work-based training course prior to the 2011-2012 school year may count the class towards physical education graduation requirements.</p>	<p><i>One and one-half credits</i></p> <p>to include Foundations of Personal Fitness (one-half credit)</p> <p>(Limit of four credits)</p> <p>Can substitute drill team, marching band, and cheerleading during the fall semester only.</p> <p>Can substitute JROTC, athletics, , and designated career and technical courses both semesters.</p> <p>Students who successfully complete a two or three-credit career and technical education work-based training course prior to the 2011-2012 school year may count the class towards physical education graduation requirements.</p>	<p><i>One and one-half credits</i></p> <p>to include Foundations of Personal Fitness (one-half credit)</p> <p>(Limit of four credits)</p> <p>Can substitute drill team, marching band, and cheerleading during the fall semester only.</p> <p>Can substitute JROTC, athletics, , and designated career and technical courses both semesters.</p> <p>Students who successfully complete a two or three-credit career and technical education work-based training course prior to the 2011-2012 school year may count the class towards physical education graduation requirements.</p>
<i>Health Education</i>	<p><i>One-half credit</i></p> <p>or Health Science Technology (one credit)</p>	<p><i>One-half credit</i></p> <p>or Health Science Technology (one credit)</p>	<p><i>One-half credit</i></p> <p>or Health Science Technology (one credit)</p>

* College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

GRADUATION REQUIREMENTS
FOR STUDENTS BEGINNING 9TH-GRADE in 2007-2008 through 2009-2010

DISCIPLINE	CORE PROGRAM (Minimum High School Program) (24 Credits)	RECOMMENDED PROGRAM (26 Credits)	DISTINGUISHED ACHIEVEMENT PROGRAM (26 Credits)
Technology Applications * Proficiency	<p>One credit</p> <p>which may be satisfied by the following courses, if taken prior to 2012-2013: Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics and Animation, Multimedia, Telecommunications and Networking, Video Technology, Web Mastering,</p> <p>The following courses, if taken in 2012-2013 and following years: Computer Science I, Computer Science II, Digital Design Digital Art and Animation Digital Video and Production Web Design</p> <p>The following courses, if taken prior to 2010-2011: Business Computer Information Systems I or II, Business Computer Programming, Business Image Management and Multimedia; Computer Applications, Technology Systems (modular computer laboratory-based), Communication Graphics (modular computer laboratory-based), Computer Multimedia and Animation Technology</p> <p>The following courses, if taken in 2010-2011 and following years: Business Information Management I, (1-2 credits) Business Information Management II, Computer Programming, Advanced Computer Programming, Digital & Interactive Media Audio Video Production Principles of Information Technology Technology Applications</p>	<p>One credit</p> <p>which may be satisfied by the following courses, if taken prior to 2012-2013: Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics and Animation, Multimedia, Telecommunications and Networking, Video Technology, Web Mastering,</p> <p>The following courses, if taken in 2012-2013 and following years: Computer Science I, Computer Science II, Digital Design Digital Art and Animation Digital Video and Production Web Design</p> <p>The following courses, if taken prior to 2010-2011: Business Computer Information Systems I or II, Business Computer Programming, Business Image Management and Multimedia; Computer Applications, Technology Systems (modular computer laboratory-based), Communication Graphics (modular computer laboratory-based), Computer Multimedia and Animation Technology.</p> <p>The following courses, if taken in 2010-2011 and following years: Business Information Management I, (1-2 credits) Business Information Management II, Computer Programming, Advanced Computer Programming, Digital & Interactive Media Audio Video Production Principles of Information Technology Technology Applications</p>	<p>One credit</p> <p>which may be satisfied by the following courses, if taken prior to 2012-2013: Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics and Animation, Multimedia, Telecommunications and Networking, Video Technology, Web Mastering,</p> <p>The following courses, if taken in 2012-2013 and following years: Computer Science I, Computer Science II, Digital Design Digital Art and Animation Digital Video and Production Web Design</p> <p>The following courses, if taken prior to 2010-2011: Business Computer Information Systems I or II, Business Computer Programming, Business Image Management and Multimedia; Computer Applications, Technology Systems (modular computer laboratory-based), Communication Graphics (modular computer laboratory-based), Computer Multimedia and Animation Technology.</p> <p>The following courses, if taken in 2010-2011 and following years: Business Information Management I, (1-2 credits) Business Information Management II, Computer Programming, Advanced Computer Programming, Digital & Interactive Media Audio Video Production Principles of Information</p>

School Guidelines, 2018-2019
Graduation Requirements

Technology Applications * Proficiency-Continued	Independent Study (Requires Curriculum Dept. approval) Intro to Engineering plus Principles of Engineering satisfy Independent Study course requirements Web Technologies	Independent Study (Requires Curriculum Dept. approval) Intro to Engineering plus Principles of Engineering satisfy Independent Study course requirements Web Technologies ** Additional options described on VII-29.	Technology Technology Applications Independent Study (Requires Curriculum Dept. approval) Intro to Engineering plus Principles of Engineering satisfy Independent Study course requirements Web Technologies ** Additional options described on VII-29.
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* College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

GRADUATION REQUIREMENTS
FOR STUDENTS BEGINNING 9TH-GRADE in 2007-2008 through 2009-2010

DISCIPLINE	CORE PROGRAM (Minimum High School Program) (24 Credits)	RECOMMENDED PROGRAM (26 Credits)	DISTINGUISHED ACHIEVEMENT PROGRAM (26 Credits)
<i>Fine Arts</i>	<i>None</i>	<p><i>One credit</i></p> <p>which may be satisfied by any course found in 19 TAC Chapter 117 or <i>Principals and Elements of Floral Design (CTE)</i></p> <p>(Speech and Debate may not substitute.)</p> <p>AP, IB, or dual credit college fine arts courses may substitute.</p>	<p><i>One credit</i></p> <p>which may be satisfied by any course found in 19 TAC Chapter 117 or <i>Principals and Elements of Floral Design (CTE)</i></p> <p>(Speech and Debate may not substitute.)</p> <p>AP, IB, or dual credit college fine arts courses may substitute.</p>
<i>Electives</i>	<p><i>Five and one-half credits</i></p> <p>These are elective credits to be selected from:</p> <ul style="list-style-type: none"> the list of courses approved by the SBOE for Grades 9-12 as specified in TAC §74.1; state-approved innovative courses, Junior Reserve Office Training Corps (JROTC) (one to four credits); or Driver Education (one-half credit) – transferred from another school district. <p>(Two credits can be earned through “local credit” courses.)</p>	<p><i>Three and one-half credits</i></p> <p>These are elective credits to be selected from:</p> <ul style="list-style-type: none"> the list of courses approved by the SBOE for Grades 9-12 as specified in TAC §74.1; state-approved innovative courses, Junior Reserve Office Training Corps (JROTC) (one to four credits); or Driver Education (one-half credit) – transferred from another school district. 	<p><i>Two and one-half credits</i></p> <p>These are elective credits to be selected from:</p> <ul style="list-style-type: none"> the list of courses approved by the SBOE for Grades 9-12 as specified in TAC §74.1; state-approved innovative courses, Junior Reserve Office Training Corps (JROTC) (one to four credits); or Driver Education (one-half credit) – transferred from another school district.

* College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

GRADUATION REQUIREMENTS
FOR STUDENTS BEGINNING 9TH-GRADE in 2010-2011 through 2011-2012

DISCIPLINE	CORE PROGRAM (Minimum High School Program) (24 Credits)	RECOMMENDED PROGRAM (26 Credits)	DISTINGUISHED ACHIEVEMENT PROGRAM (26 Credits)
English Language Arts* Proficiency	<p>Four Credits</p> <p>English I, II, III, and IV</p> <p>The fourth credit of English may be satisfied by:</p> <ul style="list-style-type: none"> • English IV, • Research/Technical Writing, • Creative/Imaginative Writing, • Practical Writing Skills, • Literary Genres, • Business Communication, • Journalism, • dual credit college English, • AP English Literature and Composition, • IB English. • CTE Business English • AP English Language and Composition, <p>These substitutions also apply to LEP students.</p> <p>LEP immigrants may substitute English I SOL for English 1 & English II SOL for English 2.</p> <p>All nonimmigrant LEP students may substitute English I, II, III, IV (Beginning, Intermediate, Advanced, Transitional) for English I, II, III, IV.</p>	<p>Four credits</p> <p>English I, II, III, and IV</p> <p>AP, IB, or college courses may substitute.</p> <p>LEP immigrants may substitute English I SOL for English 1 & English II SOL for English 2</p> <p>All nonimmigrant LEP students may substitute English I, II, III, IV (Beginning, Intermediate, Advanced, Transitional) for English I, II, III, IV.</p>	<p>Four credits</p> <p>English I, II, III, and IV</p> <p>AP, IB, or college courses may substitute.</p> <p>LEP immigrants may substitute English I SOL for English 1 and English II SOL for English 2.</p> <p>All nonimmigrant LEP students may substitute English I, II, III, IV (Beginning, Intermediate, Advanced, Transitional) for English I, II, III, IV.</p>
Speech	<p>One-half credit</p> <p>Communication Applications</p> <p>Professional Communications (CTE)</p>	<p>One-half credit</p> <p>Communication Applications</p> <p>Professional Communications (CTE)</p>	<p>One-half credit</p> <p>Communication Applications</p> <p>Professional Communications (CTE)</p>

* College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

GRADUATION REQUIREMENTS
FOR STUDENTS BEGINNING 9TH-GRADE in 2010-2011 through 2011-2012

DISCIPLINE	CORE PROGRAM (Minimum High School Program) (24 Credits)	RECOMMENDED PROGRAM (26 Credits)	DISTINGUISHED ACHIEVEMENT PROGRAM (26 Credits)
Mathematics* Proficiency	<p>Three credits to include</p> <ul style="list-style-type: none"> Algebra I and Geometry <p>The third credit may be selected from the following:</p> <ul style="list-style-type: none"> Algebra II Precalculus; Independent Study in Mathematics [including Advanced Mathematical Decision Making (AMDM)] Advanced Quantitative Reasoning AP Statistics; AP Calculus AB; AP Calculus BC; AP Computer Science; IB Mathematical Studies Standard Level; IB Mathematics Standard Level; IB Mathematics Higher Level; IB Further Mathematics Standard Level; Engineering Mathematics (CTE); Statistics and Risk Management (CTE) Mathematical Applications in Agriculture, Food, and Natural Resources (CTE)¹; Mathematical Models with Applications¹ <p>¹ If taken prior to Algebra 2</p>	<p>Four credits</p> <p>Three of the credits must consist of Algebra I, Geometry, and Algebra II</p> <p>The fourth credit may be selected from any of the following courses:</p> <ul style="list-style-type: none"> Precalculus; Independent Study in Mathematics [including Advanced Mathematical Decision Making (AMDM)] Advanced Quantitative Reasoning AP Statistics; AP Calculus AB; AP Calculus BC; AP Computer Science; IB Mathematical Studies Standard Level; IB Mathematics Standard Level; IB Mathematics Higher Level; IB Further Mathematics Standard Level; concurrent enrollment in college mathematics courses Engineering Mathematics (CTE); Statistics and Risk Management (CTE) Mathematical Applications in Agriculture, Food, and Natural Resources (CTE)¹; Mathematical Models with Applications¹ <p>¹ If taken prior to Algebra 2</p>	<p>Four credits</p> <p>The credits must consist of Algebra I, Geometry, and Algebra II and an additional SBOE-approved mathematics course for which Algebra II is a prerequisite:</p> <ul style="list-style-type: none"> Precalculus; Independent Study in Mathematics; AP Statistics; AP Calculus AB; AP Calculus BC; AP Computer Science; IB Mathematical Studies Standard Level; IB Mathematical Standard Level; IB Mathematics Higher Level; IB Further Mathematics Standard Level; concurrent enrollment in college mathematics courses Engineering Mathematics (CTE); Statistics and Risk Management (CTE)

* College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

GRADUATION REQUIREMENTS
FOR STUDENTS BEGINNING 9TH-GRADE in 2010-2011 through 2011-2012

DISCIPLINE	CORE PROGRAM (Minimum High School Program) (24 Credits)	RECOMMENDED PROGRAM (26 Credits)	DISTINGUISHED ACHIEVEMENT PROGRAM (26 Credits)
Science* Proficiency	<p>Three credits to include:</p> <ul style="list-style-type: none"> • Biology and • Integrated Physics and Chemistry (Both Chemistry and Physics must be taken to substitute for IPC.) <p>If Biology and IPC are taken, the third credit must be selected from the list of SBOE approved laboratory-based courses, grades 9-12.</p>	<p>Four credits</p> <p>Three credits must be Biology (Biology, AP or IB Biology), Chemistry (Chemistry, AP or IB), and Physics (Physics, Principles of Technology, AP or IB)</p> <p>The additional credit may be Integrated Physics and Chemistry (IPC must be successfully completed before the senior year of high school, not as the final science requirement, and successfully completed prior to Chemistry and Physics.)</p> <p>Student may select the fourth required credit from any of the following courses:</p> <ul style="list-style-type: none"> • Aquatic Science; • Astronomy; • Earth and Space Science; • Environmental Systems; • AP or IB Biology; • AP or IB Chemistry; • AP Physics B; • AP Physics C; • IB Physics • AP Environmental Science; • IB Environmental Systems • Scientific Research and Design (CTE) • Anatomy and Physiology of Human Systems (CTE); • Medical Microbiology (CTE); • Pathophysiology (CTE) 	<p>Four credits</p> <p>Three credits must consist of</p> <ul style="list-style-type: none"> • Biology credit (Biology, AP or IB Biology), • Chemistry credit (Chemistry, AP or IB Chemistry), • Physics credit (Physics, AP or IB Physics), <p>(Students on this plan may not count IPC as a science graduation credit.)</p> <p>Student may select the fourth required credit from any of the following courses:</p> <ul style="list-style-type: none"> • Aquatic Science; • Astronomy; • Earth and Space Science; • Environmental Systems; • AP or IB Biology; • AP or IB Chemistry; • AP Physics B; • AP Physics C; • AP Environmental Science; • IB Physics; • IB Environmental Systems • Scientific Research and Design (CTE) • Anatomy and Physiology of Human Systems (CTE); • Medical Microbiology (CTE); • Pathophysiology (CTE) • Engineering Design and Problem Solving (CTE)

* College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

GRADUATION REQUIREMENTS
FOR STUDENTS BEGINNING 9TH-GRADE in 2010-2011 through 2011-2012

DISCIPLINE	CORE PROGRAM (Minimum High School Program) (24 Credits)	RECOMMENDED PROGRAM (26 Credits)	DISTINGUISHED ACHIEVEMENT PROGRAM (26 Credits)
		<ul style="list-style-type: none"> • Engineering Design and Problem Solving (CTE) • Advanced Animal Science (CTE) • Advanced Biotechnology (CTE) • Advanced Plant and Soil Science (CTE) • Food Science (CTE) • Forensic Science (CTE) 	<ul style="list-style-type: none"> • Advanced Animal Science (CTE) • Advanced Biotechnology (CTE) • Advanced Plant and Soil Science (CTE) • Food Science (CTE) • Forensic Science (CTE)
Social Studies * Proficiency	Three and one-half credits taken in prescribed sequence World Geography Studies - one credit (Grade 9) World History Studies - one credit (Grade 10) US History Since Reconstruction - one credit (Grade 11) US Government - one-half credit (Grade 12)	Three and one-half credits taken in prescribed sequence World Geography Studies - one credit (Grade 9) World History Studies - one credit (Grade 10) US History Since Reconstruction - one credit (Grade 11) US Government - one-half credit (Grade 12)	Three and one-half credits taken in prescribed sequence World Geography Studies - one credit (Grade 9) World History Studies - one credit (Grade 10) US History Since Reconstruction - one credit (Grade 11) US Government - one-half credit (Grade 12)
Economics * with emphasis on the free enterprise system and its benefits	One-half credit (Grade 12)	One-half credit (Grade 12)	One-half credit (Grade 12)
Languages Other Than English *	One credit in the same language	Two credits any two levels in the same language AP, IB, or dual credit college courses may substitute.	Three credits any three levels in the same language AP, IB, or dual credit college courses may substitute.

* College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

GRADUATION REQUIREMENTS
FOR STUDENTS BEGINNING 9TH-GRADE in 2010-2011 through 2011-2012

DISCIPLINE	CORE PROGRAM (Minimum High School Program) (24 Credits)	RECOMMENDED PROGRAM (26 Credits)	DISTINGUISHED ACHIEVEMENT PROGRAM (26 Credits)
Physical Education	<p><i>One and one-half credit</i></p> <ul style="list-style-type: none"> • Foundations of Personal Fitness • Adventure/Outdoor Education • Aerobic Activities • Team or Individual Sports <p>Credit for courses listed above may be earned through participation in:</p> <ul style="list-style-type: none"> • Athletics • JROTC • Appropriate private or commercially-sponsored physical activity programs conducted on or off campus <p>Credit for one of the courses listed above may be earned through participation in any of the following activities:</p> <ul style="list-style-type: none"> • Drill Team • Marching Band • Cheerleading <p>All allowed activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.</p> <p>(Limit of four credits.)</p>	<p><i>One and one-half credit</i></p> <ul style="list-style-type: none"> • Foundations of Personal Fitness • Adventure/Outdoor Education • Aerobic Activities • Team or Individual Sports <p>Credit for courses listed above may be earned through participation in:</p> <ul style="list-style-type: none"> • Athletics • JROTC • Appropriate private or commercially-sponsored physical activity programs conducted on or off campus <p>Credit for one of the courses listed above may be earned through participation in any of the following activities:</p> <ul style="list-style-type: none"> • Drill Team • Marching Band • Cheerleading <p>All allowed activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.</p> <p>(Limit of four credits.)</p>	<p><i>One and one-half credit</i></p> <ul style="list-style-type: none"> • Foundations of Personal Fitness • Adventure/Outdoor Education • Aerobic Activities • Team or Individual Sports <p>Credit for courses listed above may be earned through participation in:</p> <ul style="list-style-type: none"> • Athletics • JROTC • Appropriate private or commercially-sponsored physical activity programs conducted on or off campus <p>Credit for one of the courses listed above may be earned through participation in any of the following activities:</p> <ul style="list-style-type: none"> • Drill Team • Marching Band • Cheerleading <p>All allowed activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.</p> <p>(Limit of four credits.)</p>
Health Education	<p><i>One-half credit</i></p> <p>Principals of Health Science (one credit)</p>	<p><i>One-half credit</i></p> <p>Principals of Health Science (one credit)</p>	<p><i>One-half credit</i></p> <p>Principals of Health Science (one credit)</p>

* College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

GRADUATION REQUIREMENTS
FOR STUDENTS BEGINNING 9TH-GRADE in 2010-2011 through 2011-2012

DISCIPLINE	CORE PROGRAM (Minimum High School Program) (24 Credits)	RECOMMENDED PROGRAM (26 Credits)	DISTINGUISHED ACHIEVEMENT PROGRAM (26 Credits)
Technology Applications * Proficiency	<p>One credit which may be satisfied by the following courses, if taken prior to 2012-2013: Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics and Animation, Multimedia, Telecommunications and Networking, Video Technology, Web Mastering,</p> <p>The following courses, if taken in 2012-2013 and following years: Computer Science I, Computer Science II, Digital Design Digital Art and Animation Digital Video and Production Web Design</p> <p>The following courses, if taken in 2010-2011 and following years: Business Information Management I, Business Information Management II, Computer Programming, Advanced Computer Programming, Telecommunications and Networking, Digital & Interactive Media, Principles of Information Technology, Audio Video Production, Technology Applications Independent Study (with Curriculum Department approval) Intro to Engineering plus Principles of Engineering satisfy Independent Study course requirements Web Technologies</p>	<p>One credit which may be satisfied by the following courses, if taken prior to 2012-2013: Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics and Animation, Multimedia, Telecommunications and Networking, Video Technology, Web Mastering,</p> <p>The following courses, if taken in 2012-2013 and following years: Computer Science I, Computer Science II, Digital Design Digital Art and Animation Digital Video and Production Web Design</p> <p>The following courses, if taken in 2010-2011 and following years: Business Information Management I, Business Information Management II, Computer Programming, Advanced Computer Programming, Telecommunications and Networking, Digital & Interactive Media, Principles of Information Technology, Audio Video Production, Technology Applications Independent Study (with Curriculum Department approval) Intro to Engineering plus Principles of Engineering satisfy Independent Study course requirements Web Technologies ** Additional options described on VII-29.</p>	<p>One credit which may be satisfied by the following courses, if taken prior to 2012-2013: Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics and Animation, Multimedia, Telecommunications and Networking, Video Technology, Web Mastering,</p> <p>The following courses, if taken in 2012-2013 and following years: Computer Science I, Computer Science II, Digital Design Digital Art and Animation Digital Video and Production Web Design</p> <p>The following courses, if taken in 2010-2011 and following years: Business Information Management I, Business Information Management II, Computer Programming, Advanced Computer Programming, Telecommunications and Networking, Digital & Interactive Media, Principles of Information Technology, Audio Video Production, Technology Applications Independent Study (with Curriculum Department approval) Intro to Engineering plus Principles of Engineering satisfy Independent Study course requirements Web Technologies ** Additional options described on VII-29.</p>

* College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

GRADUATION REQUIREMENTS
FOR STUDENTS BEGINNING 9TH-GRADE in 2010-2011 through 2011-2012

DISCIPLINE	CORE PROGRAM (Minimum High School Program) (24 Credits)	RECOMMENDED PROGRAM (26 Credits)	DISTINGUISHED ACHIEVEMENT PROGRAM (26 Credits)
<i>Fine Arts</i>	<p><i>One credit</i></p> <ul style="list-style-type: none"> • <i>Principals and Elements of Floral Design (CTE);</i> • <i>Art, Level I, II, III, or IV;</i> • <i>Dance, Level I, II, III, or IV;</i> • <i>Music, Level I, II, III, or IV;</i> • <i>Theatre, Level I, II, III, or IV</i> <p>(Speech and Debate may not substitute.)</p> <p>AP, IB, or dual credit college fine arts courses may substitute.</p>	<p><i>One credit</i></p> <p>which may be satisfied by any course found in 19 TAC Chapter 117 or <i>Principals and Elements of Floral Design (CTE)</i></p> <p>(Speech and Debate may not substitute.)</p> <p>AP, IB, or dual credit college fine arts courses may substitute.</p>	<p><i>One credit</i></p> <p>which may be satisfied by any course found in 19 TAC Chapter 117 or <i>Principals and Elements of Floral Design (CTE)</i></p> <p>(Speech and Debate may not substitute.)</p> <p>AP, IB, or dual credit college fine arts courses may substitute.</p>
<i>Electives</i>	<p><i>Six credits (If TLA Proficient, 5 credits If not)</i></p> <p>These are elective credits to be selected from:</p> <ul style="list-style-type: none"> • the list of courses approved by the SBOE for Grades 9-12 as specified in TAC §74.1; • state-approved innovative courses, • Junior Reserve Office Training Corps (JROTC) (one to four credits); or • Driver Education (one-half credit) – transferred from another school district. <p>(Two credits can be earned through “local credit” courses.)</p>	<p><i>Five credits</i></p> <p>These are elective credits to be selected from:</p> <ul style="list-style-type: none"> • the list of courses approved by the SBOE for Grades 9-12 as specified in TAC §74.1; • state-approved innovative courses, • Junior Reserve Office Training Corps (JROTC) (one to four credits); or • Driver Education (one-half credit) – transferred from another school district. 	<p><i>Four credits</i></p> <p>These are elective credits to be selected from:</p> <ul style="list-style-type: none"> • the list of courses approved by the SBOE for Grades 9-12 as specified in TAC §74.1; • state-approved innovative courses, • Junior Reserve Office Training Corps (JROTC) (one to four credits); or • Driver Education (one-half credit) – transferred from another school district.

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* Board Policy EIF(EXIHIBIT) states students not meeting proficiency on the grade 8 technology literacy assessment will be required to take a technology applications course as one of their elective credits.

GRADUATION REQUIREMENTS
FOR STUDENTS BEGINNING 9TH-GRADE in 2012-2013 through 2013-2014

DISCIPLINE	TEA CORE PROGRAM (Minimum High School Program) (22 Credits)	TEA RECOMMENDED PROGRAM (26 Credits)	TEA DISTINGUISHED ACHIEVEMENT PROGRAM (26 Credits)
English Language Arts* Proficiency	<p>Four Credits</p> <p>English I, II, III, and IV</p> <p>The fourth credit of English may be satisfied by:</p> <ul style="list-style-type: none"> • English IV, • Research/Technical Writing, • Creative/Imaginative Writing, • Practical Writing Skills, • Literary Genres, • Journalism, • dual credit college English, • AP English Literature and Composition, • IB English. • CTE Business English • AP English Language and Composition, <p>These substitutions also apply to LEP students.</p> <p>LEP immigrants may substitute English I SOL for English 1 & English II SOL for English 2.</p> <p>All nonimmigrant LEP students may substitute English I, II, III, IV (Beginning, Intermediate, Advanced, Transitional) for English I, II, III, IV.</p>	<p>Four credits</p> <p>English I, II, III, and IV</p> <p>AP, IB, or college courses may substitute.</p> <p>LEP immigrants may substitute English I SOL for English 1 & English II SOL for English 2</p> <p>All nonimmigrant LEP students may substitute English I, II, III, IV (Beginning, Intermediate, Advanced, Transitional) for English I, II, III, IV.</p>	<p>Four credits</p> <p>English I, II, III, and IV</p> <p>AP, IB, or college courses may substitute.</p> <p>LEP immigrants may substitute English I SOL for English 1 and English II SOL for English 2.</p> <p>All nonimmigrant LEP students may substitute English I, II, III, IV (Beginning, Intermediate, Advanced, Transitional) for English I, II, III, IV.</p>
Speech	<p>One-half credit</p> <p>Communication Applications</p> <p>Professional Communications (CTE)</p>	<p>One-half credit</p> <p>Communication Applications</p> <p>Professional Communications (CTE)</p>	<p>One-half credit</p> <p>Communication Applications</p> <p>Professional Communications (CTE)</p>

* College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

GRADUATION REQUIREMENTS
FOR STUDENTS BEGINNING 9TH-GRADE in 2012-2013 through 2013-2014

DISCIPLINE	TEA CORE PROGRAM (Minimum High School Program) (22 Credits)	TEA RECOMMENDED PROGRAM (26 Credits)	TEA DISTINGUISHED ACHIEVEMENT PROGRAM (26 Credits)
Mathematics* Proficiency	<p>Three credits to include</p> <ul style="list-style-type: none"> Algebra I and Geometry <p>The third credit may be selected from the following:</p> <ul style="list-style-type: none"> Algebra II* Precalculus; Independent Study in Mathematics [including Advanced Mathematical Decision Making (AMDM)] Advanced Quantitative Reasoning Algebraic Reasoning Statistics Discrete Mathematics AP Statistics; AP Calculus AB; AP Calculus BC; AP Computer Science; IB Mathematical Studies Standard Level; IB Mathematics Standard Level; IB Mathematics Higher Level; IB Further Mathematics Standard Level; Engineering Mathematics (CTE); Statistics and Risk Management (CTE) Mathematical Applications in Agriculture, Food, and Natural Resources (CTE)¹; Mathematical Models with Applications 	<p>Four credits</p> <p>Three of the credits must consist of Algebra I, Geometry, and Algebra II</p> <p>The fourth credit may be selected from any of the following courses:</p> <ul style="list-style-type: none"> Precalculus; Independent Study in Mathematics [including Advanced Mathematical Decision Making (AMDM)] Advanced Quantitative Reasoning Algebraic Reasoning Statistics Discrete Mathematics AP Statistics; AP Calculus AB; AP Calculus BC; AP Computer Science; IB Mathematical Studies Standard Level; IB Mathematics Standard Level; IB Mathematics Higher Level; IB Further Mathematics Standard Level; concurrent enrollment in college mathematics courses Engineering Mathematics (CTE); Statistics and Risk Management (CTE) Mathematical Applications in Agriculture, Food, and Natural Resources (CTE)¹; Mathematical Models with Applications¹ <p>¹ If successfully completed prior to Algebra 2</p>	<p>Four credits</p> <p>The credits must consist of Algebra I, Geometry, and Algebra II and an additional SBOE-approved mathematics course for which Algebra II is a prerequisite:</p> <ul style="list-style-type: none"> Precalculus; Independent Study in Mathematics; Statistics Discrete Mathematics Advanced Quantitative Reasoning AP Statistics; AP Calculus AB; AP Calculus BC; AP Computer Science; IB Mathematical Studies Standard Level; IB Mathematical Standard Level; IB Mathematics Higher Level; IB Further Mathematics Standard Level; concurrent enrollment in college mathematics courses Engineering Mathematics (CTE); Statistics and Risk Management (CTE)

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* The final credit may be Algebra II. A student may not combine a half credit of Algebra II with a half credit from another mathematics course to satisfy the final mathematics credit requirement.

GRADUATION REQUIREMENTS
FOR STUDENTS BEGINNING 9TH-GRADE in 2012-2013 through 2013-2014

DISCIPLINE	TEA CORE PROGRAM (Minimum High School Program) (22 Credits)	TEA RECOMMENDED PROGRAM (26 Credits)	TEA DISTINGUISHED ACHIEVEMENT PROGRAM (26 Credits)
Science* Proficiency	<p>Two credits to include:</p> <ul style="list-style-type: none"> • Biology and • Integrated Physics and Chemistry (Both Chemistry and Physics must be taken to substitute for IPC.) <p>A student may substitute a chemistry (Chemistry, AP Chemistry, or IB Chemistry), or a physics (Physics, Principles of Technology, AP Physics, or IB Physics) and then must use the second of these two courses as an academic elective credit.</p>	<p>Four credits</p> <p>Three credits must be Biology (Biology, AP or IB Biology), Chemistry (Chemistry, AP or IB), and Physics (Physics, Principles of Technology, AP or IB)</p> <p>The additional credit may be Integrated Physics and Chemistry and successfully completed prior to Chemistry and Physics.</p> <p>Student may select the fourth required credit from any of the following courses:</p> <ul style="list-style-type: none"> • Aquatic Science; • Astronomy; • Earth and Space Science; • Environmental Systems; • AP or IB Biology; • AP or IB Chemistry; • AP Physics B; • AP Physics C; • IB Physics • AP Environmental Science; • IB Environmental Systems • Scientific Research and Design (CTE) • Anatomy and Physiology of Human Systems (CTE); • Medical Microbiology (CTE); • Pathophysiology (CTE) 	<p>Four credits</p> <p>Three credits must consist of</p> <ul style="list-style-type: none"> • Biology credit (Biology, AP or IB Biology), • Chemistry credit (Chemistry, AP or IB Chemistry,) • Physics credit (Physics, AP or IB Physics), <p>(Students on this plan may not count IPC as a science graduation credit.)</p> <p>Student may select the fourth required credit from any of the following courses:</p> <ul style="list-style-type: none"> • Aquatic Science; • Astronomy; • Earth and Space Science; • Environmental Systems; • AP or IB Biology; • AP or IB Chemistry; • AP Physics B; • AP Physics C; • AP Environmental Science; • IB Physics; • IB Environmental Systems • Scientific Research and Design (CTE) • Anatomy and Physiology of Human Systems (CTE); • Medical Microbiology (CTE); • Pathophysiology (CTE) • Engineering Design and Problem Solving (CTE)

* College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

GRADUATION REQUIREMENTS
FOR STUDENTS BEGINNING 9TH-GRADE in 2012-2013 through 2013-2014

DISCIPLINE	TEA CORE PROGRAM (Minimum High School Program) (22 Credits)	TEA RECOMMENDED PROGRAM (26 Credits)	TEA DISTINGUISHED ACHIEVEMENT PROGRAM (26 Credits)
		<ul style="list-style-type: none"> • Engineering Design and Problem Solving (CTE) • Advanced Animal Science (CTE) • Advanced Biotechnology (CTE) • Advanced Plant and Soil Science (CTE) • Food Science (CTE) • Forensic Science (CTE) 	<ul style="list-style-type: none"> • Advanced Animal Science (CTE) • Advanced Biotechnology (CTE) • Advanced Plant and Soil Science (CTE) • Food Science (CTE) • Forensic Science (CTE)
<i>Social Studies *</i> Proficiency	<i>Three credits taken in prescribed sequence</i> Two credits must consist of US History (one credit), US Government (one-half credit) and Economics with Emphasis on the Free Enterprise System (one-half credit). The final credit may be selected from World History and World Geography.	<i>Four credits taken in prescribed sequence</i> World Geography Studies - one credit (Grade 9) World History Studies - one credit (Grade 10) US History Since Reconstruction - one credit (Grade 11) US Government - one-half credit (Grade 12) Economics one-half credit (Grade 12)	<i>Four credits taken in prescribed sequence</i> World Geography Studies - one credit (Grade 9) World History Studies - one credit (Grade 10) US History Since Reconstruction - one credit (Grade 11) US Government - one-half credit (Grade 12) Economics one-half credit (Grade 12)
<i>Languages Other Than English *</i>	<i>Zero credit</i>	<i>Two credits</i> any two levels in the same language AP, IB, or dual credit college courses may substitute.	<i>Three credits</i> any three levels in the same language AP, IB, or dual credit college courses may substitute.

* College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

GRADUATION REQUIREMENTS
FOR STUDENTS BEGINNING 9TH-GRADE in 2012-2013 through 2013-2014

DISCIPLINE	TEA CORE PROGRAM (Minimum High School Program) (22 Credits)	TEA RECOMMENDED PROGRAM (26 Credits)	TEA DISTINGUISHED ACHIEVEMENT PROGRAM (26 Credits)
<i>Physical Education</i>	<p><i>One credit</i></p> <ul style="list-style-type: none"> Foundations of Personal Fitness Adventure/Outdoor Education Aerobic Activities Team or Individual Sports <p>Credit for courses listed above may be earned through participation in:</p> <ul style="list-style-type: none"> Athletics JROTC Appropriate private or commercially-sponsored physical activity programs conducted on or off campus <p>Credit for one of the courses listed above may be earned through participation in any of the following activities:</p> <ul style="list-style-type: none"> Drill Team Marching Band Cheerleading <p>All allowed activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.</p> <p>(Limit of four credits.)</p>	<p><i>One credit</i></p> <ul style="list-style-type: none"> Foundations of Personal Fitness Adventure/Outdoor Education Aerobic Activities Team or Individual Sports <p>Credit for courses listed above may be earned through participation in:</p> <ul style="list-style-type: none"> Athletics JROTC Appropriate private or commercially-sponsored physical activity programs conducted on or off campus <p>Credit for one of the courses listed above may be earned through participation in any of the following activities:</p> <ul style="list-style-type: none"> Drill Team Marching Band Cheerleading <p>All allowed activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.</p> <p>(Limit of four credits.)</p>	<p><i>One credit</i></p> <ul style="list-style-type: none"> Foundations of Personal Fitness Adventure/Outdoor Education Aerobic Activities Team or Individual Sports <p>Credit for courses listed above may be earned through participation in:</p> <ul style="list-style-type: none"> Athletics JROTC Appropriate private or commercially-sponsored physical activity programs conducted on or off campus <p>Credit for one of the courses listed above may be earned through participation in any of the following activities:</p> <ul style="list-style-type: none"> Drill Team Marching Band Cheerleading <p>All allowed activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.</p> <p>(Limit of four credits.)</p>
<i>Health Education</i>	<p><i>One-half credit</i></p> <p>Principals of Health Science (one credit)</p>	<p><i>One-half credit</i></p> <p>Principals of Health Science (one credit)</p>	<p><i>One-half credit</i></p> <p>Principals of Health Science (one credit)</p>

* College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

GRADUATION REQUIREMENTS
FOR STUDENTS BEGINNING 9TH-GRADE in 2012-2013 through 2013-2014

DISCIPLINE	TEA CORE PROGRAM (Minimum High School Program) (22 Credits)	TEA RECOMMENDED PROGRAM (26 Credits)	TEA DISTINGUISHED ACHIEVEMENT PROGRAM (26 Credits)
Fine Arts	<p>One credit</p> <ul style="list-style-type: none"> • <i>Principals and Elements of Floral Design (CTE);</i> • <i>Art, Level I, II, III, or IV;</i> • <i>Dance, Level I, II, III, or IV;</i> • <i>Music, Level I, II, III, or IV;</i> • <i>Theatre, Level I, II, III, or IV</i> <p>(Speech and Debate may not substitute.)</p> <p>AP, IB, or dual credit college fine arts courses may substitute.</p>	<p>One credit</p> <p>which may be satisfied by any course found in 19 TAC Chapter 117 or <i>Principals and Elements of Floral Design (CTE)</i></p> <p>(Speech and Debate may not substitute.)</p> <p>AP, IB, or dual credit college fine arts courses may substitute.</p>	<p>One credit</p> <p>which may be satisfied by any course found in 19 TAC Chapter 117 or <i>Principals and Elements of Floral Design (CTE)</i></p> <p>(Speech and Debate may not substitute.)</p> <p>AP, IB, or dual credit college fine arts courses may substitute.</p>
Electives	<p>Six credits</p> <p>These are elective credits to be selected from:</p> <ul style="list-style-type: none"> • the list of courses approved by the SBOE for Grades 9-12 as specified in TAC §74.1; • state-approved innovative courses, • Junior Reserve Office Training Corps (JROTC) (one to four credits); or • Driver Education (one-half credit) – transferred from another school district. 	<p>Five credits</p> <p>These are elective credits to be selected from:</p> <ul style="list-style-type: none"> • the list of courses approved by the SBOE for Grades 9-12 as specified in TAC §74.1; • state-approved innovative courses, • Junior Reserve Office Training Corps (JROTC) (one to four credits); or • Driver Education (one-half credit) – transferred from another school district. 	<p>Four credits</p> <p>These are elective credits to be selected from:</p> <ul style="list-style-type: none"> • the list of courses approved by the SBOE for Grades 9-12 as specified in TAC §74.1; • state-approved innovative courses, • Junior Reserve Office Training Corps (JROTC) (one to four credits); or • Driver Education (one-half credit) – transferred from another school district.
Academic Elective	<p>One credit</p> <p>The credit must be selected from World History, World Geography, or SBOE approved science course(s). If a student elects to replace IPC with either Chemistry or Physics, the academic elective be the other of these two science courses.</p>		Four advanced measures

* College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

GRADUATION REQUIREMENTS
FOR STUDENTS BEGINNING 9TH-GRADE in 2014-2015 and beyond

DISCIPLINE	TEA FOUNDATION HIGH SCHOOL PROGRAM (22 Credits)	HISD FOUNDATION HIGH SCHOOL PROGRAM (22 Credits)	HISD DISTINGUISHED LEVEL OF ACHIEVEMENT (26 Credits)
English Language Arts* Proficiency	<p>Four Credits</p> <p>English I, II, and III</p> <p>The fourth credit of English may be satisfied by:</p> <ul style="list-style-type: none"> • English IV, • Independent Study in English • Research/Technical Writing, • Creative/Imaginative Writing, • Literary Genres, • Adv Broadcast Journalism 3, • Adv Journalism: Newspaper 3, • Adv Journalism: Yearbook 3, • AP English Literature and Composition, • IB Language Studies A1 HL. • CTE Business English • Humanities • Public Speaking 3 • Comm App (½ credit + ½ add'l ELA) • Oral Interpretation 3 • Debate 3 • Independent Study in Speech • Independent Study in Journalism • A locally developed ELA course (w/apprenticeship & certification) • A locally developed college prep ELA course <p>These substitutions also apply to ELL students.</p> <p>ELL immigrants may substitute English I SOL for English 1 & English II SOL for English 2.</p> <p>AP, IB, or college courses may substitute.</p>	<p>Four credits</p> <p>English I, II and III</p> <p>The fourth credit of English may be satisfied by:</p> <ul style="list-style-type: none"> • English IV, • Independent Study in English • Research/Technical Writing, • Creative/Imaginative Writing, • Literary Genres, • Adv Broadcast Journalism 3, • Adv Journalism: Newspaper 3, • Adv Journalism: Yearbook 3, • AP English Literature and Composition, • IB Language Studies A1 HL. • CTE Business English • Humanities • Public Speaking 3 • Comm APP (½ credit + ½ add'l ELA) • Oral Interpretation 3 • Debate 3 • Independent Study in Speech • Independent Study in Journalism • A locally developed ELA course (w/apprenticeship & certification) • A locally developed college prep ELA course <p>These substitutions also apply to ELL students.</p> <p>ELL immigrants may substitute English I SOL for English 1 & English II SOL for English 2.</p> <p>AP, IB, or college courses may substitute.</p>	<p>Four credits</p> <p>English I, II and III</p> <p>The fourth credit of English may be satisfied by:</p> <ul style="list-style-type: none"> • English IV, • Independent Study in English • Research/Technical Writing, • Creative/Imaginative Writing, • Literary Genres, • Adv Broadcast Journalism 3, • Adv Journalism: Newspaper 3, • Adv Journalism: Yearbook 3, • AP English Literature and Composition, • IB Language Studies A1 HL. • CTE Business English • Humanities • Public Speaking 3 • Comm App (½ credit + ½ add'l ELA) • Oral Interpretation 3 • Debate 3 • Independent Study in Speech • Independent Study in Journalism • A locally developed ELA course (w/apprenticeship & certification) • A locally developed college prep ELA course <p>These substitutions also apply to ELL students.</p> <p>ELL immigrants may substitute English I SOL for English 1 & English II SOL for English 2.</p> <p>AP, IB, or college courses may substitute.</p>

College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

School Guidelines, 2018-2019 Graduation Requirements

**GRADUATION REQUIREMENTS
FOR STUDENTS BEGINNING 9TH-GRADE in 2014-2015 and beyond**

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**GRADUATION REQUIREMENTS
FOR STUDENTS BEGINNING 9TH-GRADE in 2014-2015 and beyond**

DISCIPLINE	TEA FOUNDATION HIGH SCHOOL PROGRAM (22 Credits)	HISD FOUNDATION HIGH SCHOOL PROGRAM (22 Credits)	HISD DISTINGUISHED LEVEL OF ACHIEVEMENT (26 Credits)
Science* Proficiency	Three credits One credit must consist of Biology, AP Biology or IB Biology. One credit must be selected from: • IPC; • Chemistry; • AP Chemistry; • IB Chemistry; • Physics; • Principles of Technology; • AP Physics 1: Algebra-Based; and • IB Physics The additional credits may be selected from one full credit or a combination of two half credits from two different courses subject to prerequisite requirements	Three credits One credit must consist of Biology, AP Biology or IB Biology. One credit must be selected from: • IPC; • Chemistry; • AP Chemistry; • IB Chemistry; • Physics; • Principles of Technology; • AP Physics 1: Algebra-Based; and • IB Physics The additional credits may be selected from one full credit or a combination of two half credits from two different courses subject to prerequisite requirements	Four credits One credit must consist of Biology, or an AP or IB Biology course. One credit must be selected from: • IPC; • Chemistry; • AP Chemistry; • IB Chemistry; • Physics; • Principles of Technology; • AP Physics 1: Algebra-Based; and • IB Physics The additional credits may be selected from one full credit or a combination of two half credits from two different courses subject to prerequisite requirements
Credit may not be earned for both Physics and Principles of Technology to satisfy science credit requirements. Arts and Humanities endorsement may substitute ELA, Social Studies, LOTE, or Fine Arts course for the Science course with parent permission.	• Chemistry; • Physics; • Aquatic Science; • Astronomy; • Earth and Space Science; • Environmental Systems; • AP Biology; • AP Chemistry; • AP Physics 1: Algebra-Based; • AP Physics 2: Algebra-Based; • AP Physics C; • AP Environmental Science; • IB Biology; • IB Chemistry; • IB Physics; • IB Environmental Systems; • Advanced Animal Science (CTE); • Advanced Plant and Soil Science (CTE); • Anatomy and Physiology (CTE);	• Chemistry; • Physics; • Aquatic Science; • Astronomy; • Earth and Space Science; • Environmental Systems; • AP Biology; • AP Chemistry; • AP Physics 1: Algebra-Based; • AP Physics 2: Algebra-Based; • AP Physics C; • AP Environmental Science; • IB Biology; • IB Chemistry; • IB Physics; • IB Environmental Systems; • Advanced Animal Science (CTE); • Advanced Plant and Soil Science (CTE); • Anatomy and Physiology (CTE);	• Chemistry; • Physics; • Aquatic Science; • Astronomy; • Earth and Space Science; • Environmental Systems; • AP Biology; • AP Chemistry; • AP Physics 1: Algebra-Based; • AP Physics 2: Algebra-Based; • AP Physics C; • AP Environmental Science; • IB Biology; • IB Chemistry; • IB Physics; • IB Environmental Systems; • Advanced Animal Science (CTE); • Advanced Plant and Soil Science (CTE);

College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

GRADUATION REQUIREMENTS
FOR STUDENTS BEGINNING 9TH-GRADE in 2014-2015 and beyond

DISCIPLINE	TEA FOUNDATION HIGH SCHOOL PROGRAM (22 Credits)	HISD FOUNDATION HIGH SCHOOL PROGRAM (22 Credits)	HISD DISTINGUISHED LEVEL OF ACHIEVEMENT (26 Credits)
Science* Proficiency (continued)	<ul style="list-style-type: none"> Medical Microbiology (CTE); Pathophysiology (CTE); Food Science (CTE); Forensic Science (CTE); Advanced Biotechnology (CTE); Principles of Technology; Scientific Research and Design (CTE); Engineering Design and Problem Solving (CTE); • Engineering Science Principles of Engineering (CTE); Advanced dual credit course A locally developed science course (w/apprenticeship & certification) 	<ul style="list-style-type: none"> Medical Microbiology (CTE); Pathophysiology (CTE); Food Science (CTE); Forensic Science (CTE); Advanced Biotechnology (CTE); Principles of Technology; Scientific Research and Design (CTE); Engineering Design and Problem Solving (CTE); • Engineering Science Principles of Engineering (CTE); Advanced dual credit course A locally developed science course (w/apprenticeship & certification) 	<ul style="list-style-type: none"> Anatomy and Physiology (CTE) Medical Microbiology (CTE); Pathophysiology (CTE); Food Science (CTE); Forensic Science (CTE); Advanced Biotechnology (CTE); Principles of Technology; Scientific Research and Design (CTE); Engineering Design and Problem Solving (CTE); • Engineering Science Advanced dual credit course A locally developed science course (w/apprenticeship & certification)
Social Studies * Proficiency	<p>Three credits taken in prescribed sequence</p> <p>Two credits must consist of US History (one credit), US Government (one-half credit) and Economics with Emphasis on the Free Enterprise System (one-half credit). The final credit may be selected from World History and World Geography.</p>	<p>Four credits taken in prescribed sequence</p> <p>World Geography Studies - one credit (Grade 9) World History Studies - one credit (Grade 10) US History Since Reconstruction - one credit (Grade 11) US Government - one-half credit (Grade 12) Economics one-half credit (Grade 12)</p>	<p>Four credits taken in prescribed sequence</p> <p>World Geography Studies - one credit (Grade 9) World History Studies - one credit (Grade 10) US History Since Reconstruction - one credit (Grade 11) US Government - one-half credit (Grade 12) Economics one-half credit (Grade 12)</p>
<p>Languages Other Than English *</p> <p>Computer Science credits must be earned before 9-1-16.</p>	<p>Two credits</p> <p>The credits may be selected from the following:</p> <ul style="list-style-type: none"> any two levels in the same language; or two credits in computer programming languages selected from Computer Science I, II, and III. <p>Special Provisions for 504 students and students with disabilities can be found 19 TAC Chapter 74.</p>	<p>Two credits</p> <p>The credits may be selected from the following:</p> <ul style="list-style-type: none"> any two levels in the same language; or two credits in computer programming languages selected from Computer Science I, II, and III. <p>Special Provisions for 504 students and students with disabilities can be found 19 TAC Chapter 74.</p>	<p>Two credits</p> <p>The credits may be selected from the following:</p> <ul style="list-style-type: none"> any two levels in the same language; or two credits in computer programming languages selected from Computer Science I, II, and III. <p>Special Provisions for 504 students and students with disabilities can be found 19 TAC Chapter 74.</p>

College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

GRADUATION REQUIREMENTS
FOR STUDENTS BEGINNING 9TH-GRADE in 2014-2015 and beyond

DISCIPLINE	TEA FOUNDATION HIGH SCHOOL PROGRAM (22 Credits)	HISD FOUNDATION HIGH SCHOOL PROGRAM (22 Credits)	HISD DISTINGUISHED LEVEL OF ACHIEVEMENT (26 Credits)
Languages Other Than English (continued)	<ul style="list-style-type: none"> One credit in a foreign language and one credit in: Special Topics in Language & Culture, LOTE, or computer programming languages, if student is unlikely to be successful in 2nd year language. 	<ul style="list-style-type: none"> One credit in a foreign language and one credit in: Special Topics in Language & Culture, LOTE, or computer programming languages, if student is unlikely to be successful in 2nd year language. 	<ul style="list-style-type: none"> One credit in a foreign language and one credit in: Special Topics in Language & Culture, LOTE, or computer programming languages, if student is unlikely to be successful in 2nd year language.
Physical Education	<p>One credit</p> <ul style="list-style-type: none"> Foundations of Personal Fitness Adventure/Outdoor Education Aerobic Activities Team or Individual Sports Other TEKS course w/100 minutes per week of physical activity Athletics JROTC Other Commissioner and district approved physical activity programs Drill Team Marching Band Cheerleading Other core elective if student cannot participate per ARD/504 	<p>One credit</p> <ul style="list-style-type: none"> Foundations of Personal Fitness Adventure/Outdoor Education Aerobic Activities Team or Individual Sports Other TEKS course w/100 minutes per week of physical activity Athletics JROTC Other Commissioner and district approved physical activity programs Drill Team Marching Band Cheerleading Other core elective if student cannot participate per ARD/504 	<p>One credit</p> <ul style="list-style-type: none"> Foundations of Personal Fitness Adventure/Outdoor Education Aerobic Activities Team or Individual Sports Other TEKS course w/100 minutes per week of physical activity Athletics JROTC Other Commissioner and district approved physical activity programs Drill Team Marching Band Cheerleading Other core elective if student cannot participate per ARD/504
Health Education		<p>One-half credit</p> <p>Principals of Health Science (one credit)</p>	<p>One-half credit</p> <p>Principals of Health Science (one credit)</p>

* College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

**GRADUATION REQUIREMENTS
FOR STUDENTS BEGINNING 9TH-GRADE in 2014-2015 and beyond**

DISCIPLINE	TEA FOUNDATION HIGH SCHOOL PROGRAM (22 Credits)	HISD FOUNDATION HIGH SCHOOL PROGRAM (22 Credits)	HISD DISTINGUISHED LEVEL OF ACHIEVEMENT (26 Credits)
<i>Fine Arts</i>	<p><i>One credit</i></p> <ul style="list-style-type: none"> • Art, Level I, II, III, or IV; • Dance, Level I, II, III, or IV; • Music, Level I, II, III, or IV; • Theatre, Level I, II, III, or IV • Principals and Elements of Floral Design (CTE); • Digital Art and Animation; • 3-D Modeling and Animation • Board and TEA approved community-based program <p>(Speech and Debate may not substitute.)</p> <p>AP, IB, or dual credit college fine arts courses may substitute.</p>	<p><i>One credit</i></p> <ul style="list-style-type: none"> • Art, Level I, II, III, or IV; • Dance, Level I, II, III, or IV; • Music, Level I, II, III, or IV; • Theatre, Level I, II, III, or IV • Principals and Elements of Floral Design (CTE); • Digital Art and Animation; • 3-D Modeling and Animation • Board and TEA approved community-based program <p>(Speech and Debate may not substitute.)</p> <p>AP, IB, or dual credit college fine arts courses may substitute.</p>	<p><i>One credit</i></p> <ul style="list-style-type: none"> • Art, Level I, II, III, or IV; • Dance, Level I, II, III, or IV; • Music, Level I, II, III, or IV; • Theatre, Level I, II, III, or IV • Principals and Elements of Floral Design (CTE); • Digital Art and Animation; • 3-D Modeling and Animation • Board and TEA approved community-based program <p>(Speech and Debate may not substitute.)</p> <p>AP, IB, or dual credit college fine arts courses may substitute.</p>
<i>Electives</i>	<p><i>Five credits</i></p> <p>These are elective credits to be selected from:</p> <ul style="list-style-type: none"> • the list of courses approved by the SBOE for Grades 9-12 as specified in TAC §74.1; • state-approved innovative courses, • Junior Reserve Office Training Corps (JROTC) (one to four credits); or • Driver Education (one-half credit) – transferred from another school district. 	<p><i>Three and one-half credits</i></p> <p>These are elective credits to be selected from:</p> <ul style="list-style-type: none"> • the list of courses approved by the SBOE for Grades 9-12 as specified in TAC §74.1; • state-approved innovative courses, • Junior Reserve Office Training Corps (JROTC) (one to four credits); or • Driver Education (one-half credit) – transferred from another school district. 	<p><i>Five and one-half credits</i></p> <p>These credits include the completion of endorse requirements.</p>

College Board advanced placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

Technology Applications Course Sequence Option

Students may also satisfy their technology applications proficiency through the completion of three credits (for students participating in a coherent sequence of career and technical education courses or who are enrolled in a Tech Prep High School plan of study) consisting of two or more state-approved Career and Technical Education courses in TAC Chapters 127 and 130. Districts shall ensure that Career and Technical Education courses, including innovative courses, in a coherent sequence used to meet the technology applications credit are appropriate to collectively teach the knowledge and skills found in any of the approved technology applications courses. Students pursuing the technology applications option described in this subparagraph must demonstrate proficiency in the technology applications prior to the beginning of Grade 11.

TECH PREP/ “2+2 OR 4+2” PROGRAMS

Tech Prep education program is a combined secondary and post-secondary program which may begin with grade 9 of high school and continue through two years of post-secondary education which: Tech Prep Programs are developed, implemented, and maintained in partnership among the CTE department, secondary schools, post-secondary institutions, business and industry and approved by Texas Education Agency and Texas Higher Coordinating Board which leads to post-secondary education and/or employment in an occupational field.

The Tech Prep Program is also compatible with the Recommended High School Program. Students completing a TEA-approved Tech Prep Program would meet the criteria for the Recommended High School Program as long as the program meets the English, mathematics, science, social studies, foreign language, health, fine arts, and computing proficiencies, and provides the equivalent of a 24-credit program (or 26-credit program for 9th graders entering in 2007-2008). It could also satisfy the requirements of the Distinguished Achievement Program if applicable advanced measures are completed.

DISTINGUISHED ACHIEVEMENT PROGRAM

<p>Purpose of the Distinguished Achievement Program</p>	<p>The Distinguished Achievement Program recognizes students who demonstrate levels of performance equivalent to college students or work done by professionals in the arts, sciences, business, industry, or community service.</p>
<p>Standards for Approval of Requirements</p>	<ul style="list-style-type: none"> ◆ Advanced measures focus on demonstrated student performance at the college or professional level. ◆ Student performance is assessed through an external review process.
<p>Requirements of the Distinguished Achievement Program</p>	<p>Students <u>must</u> complete the requirements found in §74.1 and receive any combination of four of the following advanced measures (examples: two AP examinations, one college course, one research project OR four AP examinations). Original research/projects may not be used for more than two of the four advanced measures. The measures must focus on demonstrated student performance at the college or professional level. Advanced measures include:</p> <ul style="list-style-type: none"> ◆ Original research/project that is: <ul style="list-style-type: none"> ▸ judged by a panel of professionals in the field that is the focus of the project; or ▸ conducted under the direction of mentor(s) and reported to an appropriate audience; ◆ Test data where a student receives: <ul style="list-style-type: none"> ▸ a score of three or above on the College Board Advanced Placement examination; ▸ a score of four or above on an International Baccalaureate examination; or ▸ a score on the PSAT that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of the College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student; or <p>College academic courses, advanced technical credit courses, and dual credit courses, including local articulation, with a grade of 3.0 or higher. Each college course taken for dual credit counts as one advanced measure for DAP purposes.</p>

GRADUATION PROVISIONS FOR STUDENTS WITH DISABILITIES

The following are requirements for graduation for students with disabilities:

- ◆ Minimum credit requirements documented on the Academic Achievement Record (transcript)
- ◆ Graduation Plan
- ◆ ARD/IEP Supplement: Graduation Options
- ◆ ARD/IEP Supplement: Transition Statement of Needed Services

The ARD/IEP Committee develops the Graduation Plan and identifies the student's graduation options on the ARD/IEP Supplement: Graduation Plan.

A student receiving special education services may earn a high school diploma in one of four ways:

- (a) the student has satisfactorily completed the state's or district's (whichever is greater) minimum curriculum and credit requirements for graduation under the Recommended or DAP high school programs applicable to students in general education, including satisfactory performance on the exit-level assessment instrument.
- (b) the student has satisfactorily completed the state's or district's (whichever is greater) minimum curriculum and credit requirements for graduation under the Minimum high school program applicable to students in general education and participated in the required state assessments. The ARD/IEP committee shall determine whether satisfactory performance on a required state assessment shall also be required for graduation. TAC §89.1070(b)(2).
- (c) A student receiving special education services may also graduate and receive a high school diploma when the student's ARD/IEP committee has determined the student has successfully completed:
 - (1) the state's or district's (whichever is greater) minimum credit requirements for students in general education, or
 - (2) the state's or district's minimum curriculum requirements to the extent possible with modifications/substitutions as determined by the ARD/IEP committee for the student to receive an appropriate education
 - (3) participating in required assessments as determined appropriate by the ARD/IEP committee, and
 - (4) fulfilling other requirements outlined in the IEP including one of the following:
 - (A) full-time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain employment without direct and ongoing educational support from HISD personnel.
 - (B) demonstrated mastery of specific employability skills and self-help skills that do not require direct ongoing educational support from HISD personnel.

School Guidelines, 2018-2019
Graduation Requirements

- (C) access to services which are not within the legal responsibility of public education, or employment or educational options for which the student has been prepared by the academic program.
- (d) A student receiving special education services may also graduate and receive a regular high school upon the ARD/IEP committee determining that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.
- (e) When considering a student's graduation under subsection (C) of this section, the student shall be evaluated prior to graduation, as required by 34 CFR §30.0534(c), and the ARD/IEP committee shall consider the evaluation, the views of the parent and/or student, and, when appropriate, seek in writing and consider, written recommendations from adult service agencies.
- (f) Students who participate in graduation ceremonies but who are not graduating under subsection (c) of this section and who will remain in school to complete their education do not have to be evaluated in accordance with subsection (c) of this section.
- (g) Employability and self-help skills referenced under subsection (c) of this section are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.
- (h) For students who receive a diploma according to subsection (c) of this section, the ARD/IEP committee shall determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

Note: A student identified as eligible for special education services during the twelfth grade year must have a Graduation Plan developed which will require completion of at least one academic year of school before becoming eligible for graduation. Identification and eligibility for special education services at this time does not exempt a student from the state assessment requirements.

All students not graduating under the Recommended Program are required by HISD Board policy to have an exit conference and to sign an 'Exit From the Recommended Program' form. Thus for students who will graduate under subsections (c) or (d) the exit conference may take place at the same ARD/IEP meeting in which subsection (c) or (d) is agreed upon, and the required exit form can be completed at the time of that ARD/IEP meeting. Only students who have graduated through the IEP and need to work on transition are eligible for continuation. Those graduating on the regular or foundation diploma are not eligible.

Senate Bill (SB) 673 of 2007, permits a student with disabilities to participate in a graduation ceremony after completing four years of high school, even if the student has not yet completed graduation requirements contained in the student's IEP. SB673

School Guidelines, 2018-2019
Graduation Requirements

permits students with disabilities to receive a certificate of attendance at the graduation ceremony and return to school to complete the graduation requirements in the IEP.

The student can participate in only one graduation ceremony. Therefore, the student may choose to complete graduation requirements in the IEP before participating in a graduation ceremony.

General Educational Developmental Test / High School Equivalency Program (HSEP)

TEC §29.087 severely limits the students eligible to participate in a High School Equivalency Program (HSEP). HISD currently does not operate in-school GED programs.

Further information on GED and the High School Equivalency Program is available at:

<http://www.tea.state.tx.us/hsep>

Evaluating Transcripts for Former Students

- ♦ The following chart lists graduation requirements from past years. Former students whose records are digitized and are on file at CISR and who return to a local high school to have a transcript evaluated or a diploma replaced should be referred to the HISD Center for Inactive Student Records (CISR).

YEAR STUDENT ENTERED 9TH GRADE	ACADEMIC CREDITS	PE CREDITS	TOTAL
1971-72 (or prior)	17	2	19
1972-73	17	2.5	19.5
1973-74	17	3	20
1974-75	17*	4*	21
1979-80	18.0	2.5 +.5 Health	21
1983-84	19.0	1.5 +.5 Health	21
1995-96	22.0	1.5 +.5 Health	24
1997-98	22.0	1.5 +.5 Health	24
1998-00	22.0	1.5 +.5 Health	24

- * 3 credits are required in PE. The fourth credit may be taken in PE, Driver Training (if student entered the 10th grade in September 1975 or later), or any academic subject.

TEC §7.006 requires that the commissioner of education and the commissioner of higher education ensure that records of TEA and the Texas Higher Education Coordinating Board are coordinated and maintained in standardized compatible formats to permit exchange of information between agencies so that a student's academic performance may be assessed throughout the student's educational career.

XI. MULTILINGUAL PROGRAM

ADA FUNDING FOR LIMITED ENGLISH PROFICIENT STUDENTS (LEP)

Funding will be determined by the information entered onto the LPAC Meeting Information Panel in the SIS. **Funding is viewable in the LEP Coding Panel.** If all the information on the LPAC panel is accurate and the student is in the correct program, funding for that student is claimed automatically. **Each campus must run their LEP reports to make sure information is accurate and there are no out of date LPAC's or coding issues at the beginning of each school year for all eligible students. Schools are responsible for updating codes for students who become ineligible for funding.**

Funding for ELL students is calculated daily beginning on or after their first day of enrollment (not sooner) each year provided they meet **ALL** the criteria listed below:

- **Student must be identified as an English learner (EL) by the Language Proficiency Assessment Committee (LPAC), and**

(Note: Home Language Survey and oral/written proficiency test scores must be on file. **Although students are identified as English language learners only once, proof of LPAC end-of-year reviews showing a student will continue as an EL is critical. The original Home Language Survey, or a copy of the original if student transferred from another Texas school district, should be the only HLS in the folder.**

- **Students with a parental approval to participate in a Bilingual Education program must receive instruction in all core content areas** by a teacher certified in Bilingual Education (or on valid permit). Students with a parental approval to participate in an ESL program must receive, at minimum, instruction in English Language arts and Reading by a teacher certified/endorsed in ESL (or on valid permit), and

(Note: Evidence of Bilingual or ESL instruction must appear on lesson plans, and reflect appropriate textbooks, instructional and assessment accommodations commensurate to English proficiency, grading masks, and class schedules. The teacher's major duty code must reflect a bilingual or ESL assignment.)

- **Student must have current LPAC recommendation for *placement* in Bilingual Education or ESL program, and**

(Note: LPAC dates must be prior to funding eligibility. End-of-year LPAC review dates in May or June allow for **immediate** eligibility on the three criteria stated above provided there is no change in program or campus.)

- **Student must have parental approval on file, (i.e. *signed Notification of Enrollment*), for the authorized instructional program.**

(Note: The LPAC meeting date must precede the parent permission date. The parent approval is valid as long as the student continues with EL status and in the

program for which parent approval was obtained).

Once the campus LPAC Committee has confirmed eligibility, the information for new students needs to be verified and entered on the LPAC Meeting Information Panel. The information will automatically populate the **EL** Coding Panel with an effective date and “YES” on the **EL**, and ESL or Bilingual Indicators. **The effective date will reflect the date in which the student met all criteria above. The **EL** Coding Panel will reflect a historical record of all entries of eligibility (ineligibility) for each **EL** student.** A student's funding eligibility automatically stops when the student withdraws from the school, parent denies bilingual or ESL program services, or student meets EL Exit Criteria.

School staff must ensure that student's services are aligned to eligibility and parent authorized program while the student is enrolled in HISD. Staff must enter changes **EL** services into the SIS in a timely manner to avoid fatal errors. In particular, staff must make sure that **EL** funding is stopped, if services are stopped, or if the student meets **EL** Exit Criteria by accessing the LPAC Meeting Information Panel and adding a new record indicating the change. School staff must enter a new LPAC Date, and select a Reason for Review from the dropdown list for **EL** students who have been exited from the Bilingual/ESL program by the LPAC.

Returning **ELs** may be eligible for funding on their first day back to school if:

- 1) there is evidence/documentation they were reviewed by the LPAC at the end-of-year before the last instructional day of school,
- 2) students remain classified as **EL**,
- 3) students will receive the same type of instruction (Bilingual or ESL) by an appropriately certified teacher, and
- 4) students have a signed parent permission letter on file for the authorized instructional program.

These students do not need to be reviewed again by the LPAC in the fall.

Students who enroll for the first time in HISD or transfer to a different campus with no evidence/documentation of meeting all four criteria must be reviewed by the LPAC **prior to funding eligibility**.

For students who transfer within HISD schools, some LPAC information may already be on the student's file and may be accessed through SIS. In this case, all criteria (items 1 through 4) must be met before declaring eligibility for funding at the new school. These students do not need to be reviewed again by LPAC in the fall.

Relationship between the LPAC Meeting Information Panel and **EL Funding Panel**

EL funding eligibility is based on the input of several items on the student's LPAC Meeting Information Panels – **EL** Status/Program Placement, LPAC date, parent permission date, and parent permission code.

School Guidelines, 2018-2019
Multilingual Programs

The following chart is the Reasonable Code Combinations Chart, which includes all the data needed to accurately code ELs/Non-ELs. LPAC decisions entered on the LPAC Meeting Information Panel will be reflected on the EL Coding Panel with an effective date of August for the current school year.

LPAC MEETING LOG PANEL								PEIMS ELL FUNDING PANEL			
LPA C Date	ELL Status Program	Par. Perm.	Parent Denial	Home Lang. other	Pro g. Exit	Pr og. Exi	Parent Perm. Code	Eff e ct	ELL Ind.	B i l	ESL Ind.
Current	Y-L* ELL In Transitio	MUS T	N/A	MUST	N / A	N / A	M U S	MU ST	1	2	0
Current	Y-P ** ELL In Pre-Exit Phase of Bil., Eng.	MUS T	N/A	MUST	N / A	N / A	M U S	MU ST	1	2	0
Current	Y-T ELL in Two-Way	MUS T	N/A	MUST	N / A	N / A	M U	MU ST	1	4	0
Current	Y-O ELL in One-Way	MUS T	N/A	MUST	N / A	N / A	M U	MU ST	1	5	0
Current	Y-C Cultural Heritag	MUS T	N/A	MUST	N / A	N / A	M U S	MU ST	1	2	0
Current	Y-E ELL Student in ESL Program	MUS T	N/A	MUST	N / A	N / A	M U S T E	MU ST	1	0	2
Current	Y-X*** ELL Student in Pull Out ESL	MUS T	N/A	MUST	N / A	N / A	M U S T E	MU ST	1	0	3
Current	I- H*** *	MUS T	N/A	MUST	N / A	N / A	MUST 7 or 8	No \$	1	0	0
Current	I- M**** Identi fied ELL	MUS T	N/A	MUST	N / A	N / A	MUST 7 or 8	No \$	1	0	0
Current	W- H***** Identified ELL,	N/A	Cur rent	MUST	N / A	N / A	M U S	No \$	1	0	0

* New Code to replace bilingual codes Y-D and Y-B.

** Student is receiving English Reading instruction from a certified bilingual teacher in the bilingual program. This code can only be used for eligible students in grades 3, 4, 5.

*** Temporary code only until student is served.

***** A signed Parent Denial Letter must be on file.

School Guidelines, 2018-2019
Multilingual Programs

L P A								PEIMS ELL FUNDING PANEL			
LPAC Date	ELL Status Program Placement	Parent Perm. Date	Par ent De nial Dat	Home Lang. other than Eng.	Prog. Exit Date	Pro g. Exi t Re	Pa r. Pe rm .	Effec tiv e Da te	ELL Indic.	BI L. In dic .	ES L In dic .
Current	M-1**** Non-ELL, Monitored TBP or/and ESL Year	N/A	N/ A	MU ST	MUS T	MUST	N / A o	No \$	F	0	0
Current	M-2**** Non-ELL, Monitored/DBP Year Two	N/A	N/ A	MU ST	MUS T	MUST	N / A o	No \$	F	0	0
*	F**** Non-ELL Student, Former TBP or/and ESL	N/A	N/ A	MU ST	MU ST	MUST	N/A	No \$	0	0	0
*	T-H ** Non-ELL Tested (did not qualify)	N/A	N/ A	MU ST	N/A	N/A	N/A	No \$	0	0	0
	N-T Non-ELL TWBIP w/Par Perm	N/A	N/ A		N/A	N/A	3	No \$	0	4	0
	A-H Sp/ED-Did not qualify (Unable to test)	N/A	N/ A	MU ST	N/A	N/A	N/A	No \$	0	0	0
	*****UT – Non ELL, Former Parent	N/A	N / A		N/ A	N/ A	N/A	No \$	0	0	0

* Whichever date was entered when the entry took place remains valid. DO not remove from previous record.

** This type of student must have OLPT/NRT (when applicable) testing information entered into the required ELL Identification Assessment Panel.

*** Parent or guardian has approved placement of recently exited Non-ELL student in a bilingual or ESL special language program.

**** New Monitored Codes

***** New Former Student Code

At the beginning of the school year, the final ELL status code, according to the End of the Year LPAC decision entered on the LPAC Meeting Information Panel, will be reflected on the ELL coding Panel with an effective date of August for the current school year.

ELEMENTARY BILINGUAL EDUCATION PROGRAM

Bilingual Education Program

The Texas Education Code §29.053 requires HISD to offer a bilingual education or special language program to student groups with an enrollment of 20 or more students of limited English proficiency in any language classification and in the same grade level. In HISD, the numbers of students in each language classification are monitored annually to determine growth and need for language support programs that adhere to state law. Over the past several decades and to the present, HISD has had a sufficient number of students (>20) at every elementary grade to require the offering of bilingual programs in Spanish/English for Spanish-speaking students.

In recent years, ELs who speak Vietnamese, Mandarin, Arabic, Urdu, Nepali, and Swahili in elementary grades have grown and these student populations now fall under the bilingual education requirement. HISD to begin offering bilingual programs for students with these language classifications. As bilingual programs are designed and phased in, ESL and other special language programs are offered as alternative language support services. Offering any program other than that required by state law should be considered temporary and must adhere to the requirements under rules for Bilingual Exceptions and ESL /Waivers, which are covered later in this section.

The bilingual programs in HISD were re-structured after carefully reviewing national research studies on effective bilingual programs. The restructuring was done to:

- Ensure that the bilingual program models offered in HISD were exemplary models based on sound, current research
- Align bilingual program models with the district's Reading Initiative
- Engender consistency and continuity in program offerings throughout the district's elementary schools.

Each elementary school must offer one of the following bilingual program models:

- Transitional Bilingual Program - TBP
- Dual Language Program -
 - One-way YT (ELL student)
 - Two-way YT (ELL student) and NT (Native English speaking student)

School Guidelines, 2018-2019

Multilingual Programs

These programs were purposely designed to be aligned in Grades PK-5 to ensure greater program continuity for students moving from school to school within the district. Program specifics are included in the Multilingual Program Guidelines. In an effort to improve communication with parents, schools shall inform their parents on the type(s) of bilingual programs being implemented. Brochures describing the programs are available through the Multilingual Department. Schools must keep in mind that, under TEC §29.056 (d), parents must be allowed to make an informed decision/choice about whether or not to place their child in a bilingual education program. They have the right to approve or decline/waive the bilingual program for their child. Refer to the Multilingual Program Guidelines for details on the parent denial process.

Exception from the Required Bilingual Program

Some elementary schools may be unable to offer bilingual education with a bilingual-certified teacher (or a teacher on a permit) to all their ELL students who speak Spanish, Vietnamese, Chinese, Arabic, or Urdu. **If a school is unable to meet the bilingual education program requirement for qualifying students, they must request an "Exception from the Required Bilingual Education Program" (19 TAC §89.2g) will be requested from the Commissioner of Education.**

By requesting an exception, the district requests permission to offer temporarily a district- approved alternative language program. Schools with bilingual exceptions shall offer the ESL program with teachers who are ESL endorsed or certified. These schools should also make every effort to provide some native language support through teacher assistants and/or community volunteers.

School with bilingual exceptions shall submit the following:

- reasons the school is unable to offer the bilingual program to all eligible ELL students with supporting documentation
- description of the proposed alternative language support program
- principal's assurance that all existing bilingual certified teachers in the school have been assigned to serve all ELL students beginning at PK, followed successively by subsequent grade levels
- **assurance that teachers of the alternative language program will attend training to improve their skills to meet the linguistic and academic needs of English learners.**
- description of the timeline (**not to exceed 2 years**) and the actions the school **will take** to ensure that the required bilingual program will be provided the subsequent year, including its plans for recruiting an adequate number of teachers to eliminate or decrease the need for subsequent exceptions
- evidence of actions completed during the previous year to eliminate (or reduce) the need for exception.

School Guidelines, 2018-2019

Multilingual Programs

Although the need for bilingual teachers exists through the upper elementary grades, state guidelines require schools that are requesting an exception to staff from bottom up, filling all classes with ELL students at the lowest grades first. If the number of ELLs is small, or insufficient to form an entire class, split classes may need to be formed. If appropriate staff is limited, bilingual services to upper grade ELL students shall be offered through use of creative staffing/scheduling or alternative language programs.

Due to the changing demographic patterns in Houston, some schools may have very small Spanish speaking EL student populations. Campuses should refer to the Multilingual Program Guidelines for Bilingual classroom staffing recommendations.

English as a Second Language Programs

The Texas Education Code 29.053 requires Houston ISD to provide English as a Second Language programs to all ELs whose home language is spoken by fewer than 20 students at the same grade level across the district. The elementary ESL program is a program of intensive English instruction that provides instructional accommodations that are commensurate with the student's level of English proficiency to ensure academic progress. It is designed to develop proficiency in listening, speaking, reading, and writing in the English language using second language teaching methods across the curriculum. Instructional accommodations are provided to ensure that ELs have a full opportunity to master the essential knowledge and skills of the required curriculum.

Waiver of ESL Certification

A "Waiver of ESL Certification" shall be requested from the Commissioner of Education for schools that are unable to provide ESL instruction with ESL certified teachers (or General Education teachers on an ESL permit,) as required (19 TAC §89.2h). Research shows that students who participate in Content-based ESL programs, where the ELA and all content teachers are ESL certified, show greater academic success than ELs who participate in Pull-out ESL programs, where only the ELA teacher is ESL certified. For this reason, HISD strongly encourages all teachers to seek ESL certification. However, to decrease the number of ESL waiver requests, all campuses should ensure that, at minimum, the ELA teachers are ESL certified. Teachers for whom an ESL waiver is requested are required to take the TExES ESL Supplemental exam and add their ESL certification to their Texas Educator Certificate by May 1, of the current year.

Identification (Entry) of EL Students

The process of identifying EL students in the elementary grades begins when the parent of the student completes the Home Language Survey. Certain responses on the survey alert school personnel of the need to administer a series of language proficiency assessments.

These assessments are followed by an LPAC committee review of the test data. If, using specified entry criteria, the LPAC determines that the student is an EL, the committee will recommend the required program. If the parent gives signature approval for placement in the LPAC recommended program, the student is placed in the parent approved program.

For additional information regarding the role and responsibility of the LPAC, refer to Section IV in this document or the **Multilingual-Programs** Guidelines.

LPAC Documentation of Identification (Entry) of EL Students

If the student is identified as an ELL based on the home language survey and subsequent required language assessments (i.e. oral IPT and Iowa Survey), the LPAC must notify the student's parent of the identification and program recommendation within 10 days of LPAC meeting date and obtain parent permission on the appropriate notification letter (i.e. for bilingual program or ESL program).

The signed permission letter must be placed in the EL student folder. Information that must be documented in the EL folder is as follows:

- Home Language
- Country of origin
- First date student entered US school
- Date/Scores on oral and written language assessments in (English, and Spanish, if applicable)
- Date of initial LPAC review w/all members' signatures directly on the EL folder
- ELL status
- Program placement/assignment
- ESL instructional level
- Date of parent permission letter
- **Parent denial date** (if applicable)

Additionally, all information related to the student's identification as an EL must also be entered onto the LPAC Meeting Information Panel in SIS.

LPAC Documentation of Exit/Reclassification

If a student meets criteria, the LPAC must notify the student's parent of the student's reclassification as a non-EL and obtain the parental signature on the district's exit letter. The signed exit letter must be kept in the student's EL folder and the appropriate LPAC reason and exit date must be entered on the SIS LPAC panel. In addition, the LPAC must document the reason for exit/reclassification in the student's EL folder. In accordance with 19 TAC Chapter 89.1225(m), the LPAC must monitor the academic progress of reclassified students each grading period for two years.

Sample copies of the English, Spanish and other language versions of the exit/reclassification letters are located in the Multilingual Department website.

NOTE: Additional information concerning the appropriate implementation of Bilingual/ESL programs and documentation requirements may be found in the *Multilingual Programs Guidelines*, available on the Multilingual Department website. A hard copy of that document may also be purchased through the HISD Print Shop.

GRADING

EL students enrolled in bilingual programs will be graded on their progress in all the required subjects taught in the primary language and/or in English, through ESL methodology. EL students enrolled in ESL programs are graded on their progress in all the required subjects taught using ESL methods. The subjects to be graded for EL students are based on the type of instructional program in which the students are participating. Each instructional program has its own subject mask (by grade) which is used in creating the computer-generated grade sheets for teachers to complete. Listed below are the different types of instructional programs and their corresponding subjects, which can be found in the subject – framework section on Chancery SMS.

School Guidelines, 2018-2019

Multilingual Programs

Transitional Bilingual Program

Multilingual Programs Department Time Allotments for the Transitional Bilingual Program 2016-2017 School Year

Expectations

- Students will make at least one level of growth in English proficiency in the areas of Listening, Speaking, Reading, and Writing as documented on TELPAS.
- Continuously enrolled non-immigrant students will successfully transfer to all English instruction no later than 5th grade and will meet program exit criteria BEFORE entering middle school.

Notes

- For grades 1-5, the courses listed below need to be selected in Chancery for grading purposes.
- The Chancery code for the Spanish Phase of the Transitional Bilingual Program is YL and the code for the English Pre-Exit Phase is YP.

Transitional Bilingual Program - Spanish Phase YL					
PK	K	1st Grade	2nd Grade	3rd Grade	4th Grade
- SPANISH	- SPANISH	- SPANISH	- SPANISH	- SPANISH	- SPANISH
Reading Language Arts Mathematics Social Studies Science	Reading Language Arts Mathematics Social Studies Science	Reading Language Arts Mathematics Social Studies	Reading Language Arts Mathematics	Reading Language Arts Mathematics	Reading Language Arts Mathematics
- ENGLISH	- ENGLISH	- ENGLISH	- ENGLISH	- ENGLISH	- ENGLISH
Ancillary ESL/ELD	Ancillary ESL/ELD	ESL Science Ancillary ESL/ELD	ESL Social Studies ESL Science Ancillary ESL/ELD	ESL Social Studies ESL Science Ancillary ESL/ELD	ESL Social Studies ESL Science Ancillary ESL/ELD

Third Grade Pre-Exit Phase Readiness Indicators Based on Second Grade Data

- Students must score Advanced (3) or Advanced High (4) on TELPAS Reading and
- Students must score Advanced (3) or Advanced High (4) on TELPAS Writing

Fourth Grade Pre-Exit Phase Readiness Indicators Based on Third Grade Data

- Students must meet passing standard on 3rd grade Spanish STAAR Reading and
- Students must score Advanced (3) or Advanced High (4) on TELPAS Reading and
- Students must score Advanced (3) or Advanced High (4) on TELPAS Writing

Transitional Bilingual Program - English Pre-Exit Phase YP		
3rd Grade	4th Grade	5th Grade
- SPANISH	- SPANISH	- SPANISH
Concept Development	Concept Development	Concept Development
- ENGLISH	- ENGLISH	- ENGLISH
TBP/Pre-Exit ESL Reading TBP/Pre-Exit ESL Language Arts ESL Mathematics ESL Social Studies ESL Science Ancillary	TBP/Pre-Exit ESL Reading TBP/Pre-Exit ESL Language Arts ESL Mathematics ESL Social Studies ESL Science Ancillary	TBP/Pre-Exit ESL Reading TBP/Pre-Exit ESL Language Arts ESL Mathematics ESL Social Studies ESL Science Ancillary
** Exceptions are made for recent immigrants		

Beginning

ESL/RD/Beg
ESL/LA/Beg
ESL Mathematics
ESL Science
ESL Social Studies
Ancillary*

Intermediate/Advanced/Advanced High

ESL Program/ESL RD
ESL Program/ESL LA
ESL Mathematics
ESL Science
ESL Social Studies
Ancillary*

*In accordance with TEC §29.055, in subjects such as art, music, and physical education, students of limited English proficiency students shall participate with English-speaking students in mainstream classes.

BILINGUAL/ESL PROGRAMS FOR EL STUDENTS IN MIDDLE SCHOOL

◆ Program Requirements for grades 6-8

Schools shall offer Bilingual Education or English as a Second Language (ESL) program in post-elementary grades through grade eight (TEC §29.053). A description of the middle school bilingual program options is included at the end of this section.

ESL Programming in Middle School

The middle school ESL program shall be a program of intensive instruction in English using sheltered instructional methodologies designed to develop proficiency in the comprehension, speaking, reading, and composition of the English language. Any of the courses or electives required for promotion may be taught using second language methodology or in a language other than English to assist the EL student in mastering the essential knowledge and skills for the required subjects. The use of ESL strategies shall not impede the awarding of credits toward meeting promotion/graduation requirements. (TAC §89.1210 ed).

More information can be found on the [Multilingual Programs Department website](#).

◆ Waiver of ESL Certification

The district discourages schools to request this Waiver of ESL Certification. Schools must make every effort to serve EL students in their English/Language Arts classes with an ESL Certified teacher or teacher on a valid ESL permit. If this is not possible, then the school must request a Waiver of ESL certification for one year, and teachers on this waiver are expected to obtain ESL certification during the waiver year. Teachers can only be placed on this waiver of certification one time.

◆ English/ESL and Reading Courses for EL Students in Middle School (6-8)

EL students shall be enrolled in the appropriate courses for English and Reading that will facilitate their mastering the essential knowledge and skills and subsequent promotion.

For the English requirement, the campus LPAC shall assign EL students to one of several levels of English classes (i.e., Beginning, Intermediate, **Advanced**, or **Advanced-High** =Transitional) depending on their level of English Proficiency. The student's level of English proficiency and his/her level of academic achievement are designated by the LPAC (with teacher input) when students are initially identified as EL and annually thereafter during end-of-year LPAC reviews. Progression through the various levels of English shall be based on mastery of the essential knowledge and skills. Exit from an ESL program shall be based on criteria established by the TEA. Refer to the ***Multilingual Programs Department Guidelines*** for details located on the Multilingual Programs Department website.

School Guidelines, 2018-2019

Multilingual Programs

Classes with students of same language proficiency are preferred. In cases where there are small numbers of **EL** students in each grade classes may be combined with other levels of English proficiency. The following course combinations are recommended:

- Beginning,
- Beginning and Intermediate
- Intermediate and Advanced
- Advanced and Advanced High
- Advanced High and General Ed. students

In these cases, however, it is imperative that the class size remain as low as possible to ensure quality interaction with the teacher and maximum time for language development. All ESL classes must be taught by teachers who are ESL endorsed or on a valid ESL permit. These ESL courses cover corresponding English course objectives that are appropriate for second language learners and are taught using second language teaching strategies.

For the English requirement, EL students who are at the Advanced High level of English should be assigned into an Advanced High English class at their grade level. Students at the transitional level of English are typically orally proficient in English, but have not yet mastered the necessary skills on criterion-referenced (STAAR) tests. These courses cover the corresponding English course objectives, but are modified using second language teaching strategies. Students at this level may be instructed with general education students; however, the teacher must be ESL certified or hold a valid permit for ESL.

For students entering middle school from an elementary school, the campus LPAC must review each **EL** student's progress in English proficiency to ensure that they are assigned to the most appropriate English/ESL courses. It is recommended that the campus LPAC assign **EL** students who have been in US schools since the early primary grades to Transitional English courses. Students who are not ready for the Transitional English course should be reviewed and/or evaluated more in-depth and offered additional academic support, such as an ESL reading course, ESL content courses, or tutoring.

For the reading requirement, **EL** students should be assigned into an ESL reading course. These courses use the corresponding reading course objectives, but are modified using second language teaching strategies. Students who are at the Beginning level may take a period of ELD/Oral Language Development (OLD) or an ESL reading course in addition to their English requirements. ESL reading courses should be taught by teachers who are reading certified as well as ESL endorsed or on a valid permit for ESL.

♦ **Content Courses for **EL** Students in Middle School (6-8)**

EL students should be enrolled in all the appropriate content courses (i.e., mathematics, science, social studies) and other required courses (i.e., computer literacy, fine arts, and health/PE) that correspond to their grade level. Schools are encouraged to offer content course sections/periods specifically for their **EL**

students, i.e., ESL math, ESL science, and ESL social studies in order to facilitate their mastering the essential knowledge and skills and subsequent-promotion. These courses cover the corresponding content course objectives but are modified using second language teaching strategies. All content courses must be taught by teachers who are certified to teach the particular content.

Although ESL endorsement is not required for content teachers teaching **EL** students, training on second language strategies is required, particularly for those who do not have ESL endorsement. The Multilingual Department shall provide and document participation in such training or recommend other sources of adequate training.

♦ **Elective Courses for **EL** Students in Middle School (6-8)**

EL students, particularly those who are immigrants, should be assigned to elective courses that involve auditory and visual modes of learning such as art, music, Spanish for Spanish speakers, or a variety of computer-based courses.

Although ESL endorsement is not required for elective subject teachers teaching **EL** students, training on second language strategies is required, particularly for those who do not have ESL endorsement. The Multilingual Department shall provide and document participation in such training or recommend other sources of adequate training.

Any of the content courses or electives required for promotion may be taught in a language other than English to assist the **EL** students in mastering the essential knowledge and skills for the required subjects. It is recommended that schools with large numbers of recent immigrants offer literacy courses and content courses in the students' native language to ensure that learning continues while the student acquires English. For additional information on offering bilingual courses, please contact the bilingual instructional supervisor or refer to the ***Multilingual Programs Department Guidelines*** located on the **Multilingual Programs Department website**.

The use of ESL strategies or another language shall not impede the awarding of credits/units toward meeting promotion/graduation requirements. (TAC §89.1210 ed)

Following is a recommended list of courses for middle school students at each of the levels of English:

RECOMMENDED MIDDLE SCHOOL COURSE

ASSIGNMENTS (BY LEVEL OF ENGLISH PROFICIENCY)

Beginning		Intermediate		Advanced	
<u>Class</u>		<u>Class</u>			
Beginning ESL English	1	Intermediate ESL English	1		
Oral Language Development	1	ESL Reading	1		
ESL Reading	1				
ESL Mathematics	1	ESL Mathematics	1		
ESL Science	1	ESL Science	1		
ESL Social Studies*	1	ESL Social Studies*	1		
Elective(s)	1 or 2	Elective(s)	1 or 2		
Advanced		Advanced High			
<u>Class</u>		<u>Class</u>			
Advanced ESL English	1	Transitional English	1		
ESL Reading	1	Reading	1		
ESL Mathematics	1	Mathematics	1		
ESL Science	1	Science	1		
ESL Social Studies*	1	Social Studies*	1		
Elective(s)	1 or 2	Elective(s)	1 or 2		

*Grade 6 = ESL Social Studies, Grade 7 = ESL Texas History, Grade 8 = ESL American History

NOTE: PE, fine arts, and computer literacy must be included at appropriate grades.

◆ Bilingual Programs/Classes for **EL** Students in Middle School (6-8)

Bilingual programs beyond elementary grades are full time instructional programs that allow **EL** students who are recent arrivals and **EL** students continuing from elementary to develop and/or maintain their first language while continuing to develop English proficiency. Schools should consider offering bilingual programs in grades 6-7- 8 if there are large numbers of **EL** students who are either recent arrivals or who entered school in the late elementary grades. Instructing these students in their native language will expedite concept development as they acquire the English language, as well as provide a less stressful learning environment that emphasizes and builds on prior knowledge. ESL is a required part of every bilingual program. The campus LPAC assigns **EL** students to the required ESL class depending on their level of English proficiency. Implementation of bilingual programs in middle schools can be designed by developing a self-contained bilingual classroom in 6th grade only, a partial or full bilingual cluster for **EL** students who are recent immigrants in grades 6-7-8, or a

bilingual developmental/maintenance cluster for students in grades 6-7-8.

Self-contained Bilingual Grade 6 Classroom - This type of bilingual program is most appropriate for schools with sufficient numbers of **EL** students who entered school for the first time in late elementary grades or are recent immigrants at grade six.

In the self-contained classroom, a single bilingual certified teacher teaches the reading/language arts and content subjects in the native language. All students in this program must also complete at least one ESL course commensurate with their level of English. Students are mixed with English-speaking peers for ancillary subjects, which are taught by regular teachers who are trained in ESL methods.

Partial Bilingual Cluster - Grades 6-7-8 - This type of bilingual program is most appropriate for schools with recent immigrant **EL** students **who are** at the Beginning, or Intermediate level of English. This program offers numerous courses in the native language as well the required ESL component.

This program requires **at least one** bilingual certified teacher (4-8 Bilingual Generalist), an ESL teacher, and content teachers who are either bilingual and/or ESL trained. Following is a sample class schedule for students in this type of program:

- Per. 1 ESL (at appropriate level)
- Per. 2 ESL Reading
- Per. 3 Language Arts (in native language)
- Per. 4 * Mathematics (in native language or ESL)
- Per. 5 * Science (in native language or ESL)
- Per. 6 * Social Studies (in native language or ESL) Per.
- 7 Physical Education/Electives (mainstream) (* =
depending on availability of bilingual staff)

Full Bilingual Cluster - Grades 6-7-8 - This type of bilingual program is most appropriate for schools with recent immigrant **EL** students who are at the Beginning, or Intermediate level of English. This program offers numerous courses in the native language as well as the required ESL component.

This program requires at least one bilingual certified teacher (4 – 8 Bilingual Generalist), an ESL teacher, and/or content teachers who are bilingual. Following is a sample class schedule for students in this type of program:

- Per. 1 ESL
- Per. 2 Reading (in native language and English)
- Per. 3 Language Arts (in native language and English)
- Per. 4 Mathematics (in native language and English)
- Per. 5 Science (in native language and English)
- Per. 6 Social Studies (in native language and English)
- Per. 7 Physical Education/Electives (mainstream)

Dual Language Program - Grades 6-7-8 - This type of program is designed for **EL** and/or Fluent English Proficient (FEP) students who were in a Dual Language program in the elementary grades and wish to continue developing proficiency in two languages. This program is currently offered in Spanish/English. This program offers between two to three courses in the Spanish language with additional courses in English. The Spanish courses must be taught by teachers who hold a 4-8 Bilingual Generalist or Bilingual Supplemental certification. Teachers must be fluent in the language they teach.

For additional information on establishing a bilingual program in middle school, schools should contact the Multilingual Department staff.

ESL PROGRAMS IN HIGH SCHOOL

◆ **Program Requirements for grades 9-12**

With the implementation of the new curriculum, the SBOE has used some new language regarding courses for students who are Speakers of Other Languages (SOL). In high school, grade 9 English I and grade 10 English II, there is an added label "SOL" to designate courses appropriate for speakers of other languages who have been identified as **EL** immigrants (students who were born outside the US and have less than three complete academic school years in US schools).

Schools shall offer ESL programs in grades 9-12 (TEC 29.053). The ESL program shall be a program of intensive instruction in English using second language methodologies designed to develop proficiency in the comprehension, speaking, reading, and composition of the English language. Any of the courses or electives required for promotion or graduation may be taught using second language methodology or in a language other than English to assist the **EL** student in mastering the essential knowledge and skills for the required subjects. The use of ESL strategies shall not impede the awarding of credits toward meeting promotion/graduation requirements. (TAC §89.1210 ed)

◆ **The district discourages schools to request this Waiver of ESL Certification. Schools must make every effort to serve EL students in their English/Language Arts classes with an ESL Certified teacher or teacher on a valid ESL permit. If this is not possible, then the school must request a Waiver of ESL Certification for one year, and teachers on this waiver are expected to obtain ESL Certification during the waiver year. Teachers can only be placed on this waiver of certification one time.**

◆ **Recommended Class Size**

The district has predetermined pupil/teacher ratios for all classes; however, ESL class sizes should be kept small to provide optimum language support.

School Guidelines, 2018-2019
Multilingual Programs

Following are recommended class sizes by language level:

<input type="checkbox"/> Beginning	maximum 20/1 per class period (lower preferred for preliterate students)
<input type="checkbox"/> Intermediate	maximum 25/1 per class period
<input type="checkbox"/> Advanced or Advanced High	maximum 25/1 per class period

English/ESL Courses for **EL** Students in High School (9-12)

EL students shall be enrolled in the appropriate courses for English that will facilitate their mastering the essential knowledge and skills and subsequent graduation requirements.

For the English requirement, the campus LPAC shall assign **EL** students to the grade level required English classes (grade 9 = English I, grade 10 = English II, grade 11 = English III, or grade 12 = English IV) at the level that corresponds to their level of English proficiency (i.e., Beginning, Intermediate, Advanced, **Advanced High**). For students who are recent immigrants in grades 9 and 10, they shall be assigned to the English I SOL or English II SOL courses. (Refer to the Course Substitution chart later in this section) The student's level of English proficiency and his/her level of academic achievement are designated by the LPAC (with teacher input) when students are initially identified as **EL** and annually thereafter during end-of-year LPAC reviews. Progression through the various levels of English shall be based on mastery of the essential knowledge and skills.

- ◆ When an immigrant student enrolls in high school with no incoming completed courses for credit, placement will be in the ninth grade. Every high school immigrant student must have transcripts and report card documents from the native country reviewed for course completion and possible credit accrual.
- ◆ Appropriate placement for students over 15 years old with no transcripts is ninth grade. Any and all documentation (transcripts or report cards) provided are to be evaluated and grade placement adjusted as necessary.

English classes with students of same language proficiency are preferred. In cases where there are small numbers of **EL** students in each grade classes may be combined with other levels of English proficiency. The following course combinations are recommended:

- Beginning,
- Beginning and Intermediate
- Intermediate and Advanced
- Advanced and Advanced High
- Advanced High and General Ed. students

School Guidelines, 2018-2019

Multilingual Programs

In these cases, however, it is imperative that the class size remain as low as possible to ensure quality interaction with the teacher and maximum time for language development. These English courses for **EL** students must be taught by teachers who are certified in English and ESL. These English courses cover corresponding English course objectives/TEKS/ ELPS that are appropriate for second language learners and are taught using second language teaching strategies.

For the English requirement, **EL** students who are at the Advanced High level of English should be assigned into an **Advanced High** English class at their grade level. Students at the **Advanced High** level of English are typically orally proficient in English but have not yet mastered the necessary skills on criterion-referenced (STAAR) tests. These courses cover the corresponding English course objectives and the English Language Proficiency Standards (ELPS) but are modified using second language teaching strategies. Students at this level may be instructed with general education students; however, the teacher must be ESL certified or hold a valid permit for ESL. It is recommended that the campus LPAC assign **EL** students who have been in a US school for more than three years to the grade appropriate **Advanced High** English course (i.e., **Advanced High** English I or **Advanced High** English II, etc.) rather than the English courses for students with lower levels of proficiency.

In addition to the required English courses, **EL** students may be assigned to additional language support courses, such as ESL Reading. (Refer to the Recommended English Course Progression chart later in this section.)

An **EL** student can be scheduled into regular English classes only when he/she has met the criteria for becoming a non- **EL** student (one who can function in a regular class with minimal or no language support).

Exit from an ESL program shall be based on criteria established by the TEA. (Refer to the Multilingual Programs Department Guidelines for details.)

◆ **Content Courses for ELL Students in High School (9-12)**

EL students should be enrolled in all the content courses (i.e., algebra, biology, world geography, etc.) and other required courses (i.e., computer applications, fine arts, health, etc.) that correspond to their grade level. Schools are encouraged to offer content course sections/periods specifically for their newcomer **EL** students, i.e., ESL algebra, ESL world history, ESL biology, in order to facilitate their mastering the essential knowledge and skills and the English Language Proficiency Standards (ELPS).

These courses cover the corresponding content course objectives but are modified using second language teaching strategies. All content courses must be taught by teachers who are certified to teach the particular content. Although ESL endorsement is not required for content teachers teaching **EL** students, training on second language strategies is required, particularly for those who do not have ESL endorsement. The Multilingual Department shall provide and document participation in such training or recommend other sources of adequate training.

Multilingual Programs

High school immigrant students enrolling in HISD for the first year in a U.S. school may be enrolled in the Newcomer Center programming. High school immigrant students enrolled in a Newcomer Center Program campus will follow the **EL** Newcomer Schedule. When an immigrant student enrolls in high school with no incoming completed courses for credit, placement will be in the ninth grade. Every high school immigrant student must have transcripts and report card documents from the native country reviewed for course completion and possible credit accrual.

♦ Elective Courses for **EL** Students in High School (9-12)

EL students, particularly those who are recent immigrants, should be assigned to elective courses that involve auditory and visual modes of learning, such as art, music, Spanish for Spanish speakers, or a variety of computer-based courses, rather than courses that are highly dependent upon the reading process.

Although ESL endorsement is not required for elective subject teachers teaching **EL** students instruction using the English Language Proficiency Standards and training on second language strategies is required, particularly for those who do not have ESL endorsement. The Multilingual Department shall provide and document participation in such training or recommend other sources of adequate training.

Any of the content courses or electives required for promotion/graduation may be taught in a language other than English to assist the **EL** students in mastering the essential knowledge and skills for the required subjects.

It is recommended that schools with large numbers of recent immigrants offer literacy courses and content courses in the students' native language to ensure that learning continues while the student is learning English. For additional information on offering bilingual courses in high school, contact the Multilingual Department or refer to the Multilingual Program Department Guidelines.

The use of second language strategies or another language shall not impede the awarding of credits/units toward meeting graduation requirements. (TAC §89.1210, ed)

Scheduling for **EL Beginning Students**

In high schools that are implementing block scheduling (where students can earn up to 8 credits per school year), it is recommended that LPAC assign **EL** students who are at the Beginning levels of English to two or three periods of English/English Newcomer/ESL Reading, content courses in the native language when available, and elective courses that require minimal reading in English, such as PE, art, music, Spanish for Spanish speakers, etc.

School Guidelines, 2018-2019

Multilingual Programs

If native language content courses are not available, then they should be assigned to ESL content courses. Effective use of block scheduling allows **EL** students to take courses that are not as dependent on English literacy during their first year in high school, thus allowing them time to develop further their comprehension of English. For example, a 9th grade recent immigrant **EL** Beginning student could be assigned to English I SOL (Beginning), English Newcomer, ESL Reading, ESL Speech, Algebra (native language or through ESL), Spanish for Spanish Speakers, World Geography (native language or through ESL), and/or PE and/or Art.

Please review the HISD School Guidelines for information regarding state required credits toward graduation. This plan is intended to support school personnel and should not be used as the sole graduation plan for ESL students. Title III Program provides tuition vouchers for Immigrant and **EL** students to attend courses throughout the school year

and summer.

Following are several charts indicating recommended courses for high school **EL** students:

RECOMMENDED HIGH SCHOOL COURSE ASSIGNMENTS	
(BY LEVEL OF ENGLISH/ESL PROFICIENCY)	
Intermediate ESL	<ul style="list-style-type: none">Two class periods of English/Reading, i.e.: 1 period English (appropriate for grade and ESL level) 1 period ESL Reading (maximum of 3 credits)Content subjects using ESL methods
Advanced ESL	<ul style="list-style-type: none">Two class periods of English/Reading, i.e.: 1 period English (appropriate for grade and ESL level) 1 period ESL Reading (maximum of 3 credits)Content subjects using ESL methods
	<ul style="list-style-type: none">One (or two) class periods of English/ESL/Reading, i.e.: 1 period Advanced High English course (appropriate for grade level)

School Guidelines, 2018-2019
Multilingual Programs

Advanced High	<p>1 period Advanced High English course (appropriate for grade level)</p> <p>1 period ESL Reading course (maximum of 3 credits)</p>
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High School

First Year Immigrant placed at the Beginner Level

Course	Number		Considerations
English - ESOL	ENG1162 A&B / ENG1164 A&B	Core credit w/ EOC	Based on the student's educational background, each student might qualify for other courses. Please contact your specialist if you need clarification.
- FILAS	ELD1975 A&B	Elective	
- NEWCOMER	ELD1976 A&B	Elective	
Math	MTH2159 A&B	Core credit w/ EOC	
Science	SCI4526 A&B	Core credit	
Social Studies	SST3159 A&B	Core credit	
Elective	PE, ART, MUS etc.	Consider Pathways	

First Year Immigrant placed at the Intermediate Level

Course	Number		Considerations
English - ESOL	ENG1166 A&B	Core credit w/ EOC	Based on the student's educational background, each
- Reading	RDG1718 A&B	Elective	

School Guidelines, 2018-2019

Multilingual Programs

- Writing	ELA1518 A&B	Elective	student might qualify for other courses. Please contact your specialist if you need clarification.
Math	MTH2159 A&B	Core credit w/ EOC	
Science	SCI4526 A&B	Core credit	
Social Studies	SST3159 A&B	Core credit	
Elective	PE, ART, MUS etc.	Consider Pathways	

First Year Immigrant placed at the Advanced Level

Course	Number	Considerations
English - ESL Advanced	ENG1168 A&B	Core credit w/ EOC
- Writing	ELA1508 A&B	Elective
Math	MTH2159 A&B	Core credit w/ EOC
Science	SCI4526 A&B	Core credit
Social Studies	SST3159 A&B	Core credit
Electives	PE, ART, MUS etc.	Consider Pathways

Based on the student's educational background, each student might qualify for other courses. Please contact your specialist if you need clarification.

First Year Immigrant with documented SLIFE and placed at the Beginning Level.

Course	Number	Considerations
English - ESOL	ENG1162 A&B	Core credit w/ EOC
- FILAS	ELD1975 A&B	Elective
- NEWCOMER	ELD1976 A&B	Elective
Algebra I	MTH2159 A&B	Core credit w/ EOC
Strategic Learning For HS Math	ELC9822 A&B	Elective
Content Based ESOL for Science	ELD1979 A&B	Elective
Social Intelligence for ESL Students	ELD1978 A&B	Elective
Elective	PE, ART, MUS etc.	Consider Pathways

Based on the student's educational background, each student might qualify for other courses. Please contact your specialist if you need clarification.

Notes:

- This **recommended** schedule is designed for **newcomer immigrant students entering high school as a Year 1 student in a U.S. school.**
 - **Every high school immigrant student must have transcripts and report card documents from the native country reviewed for course completion and possible credit accrual.**
 - Special Provisions Rule for English 1 STAAR could apply if the student qualifies. Student must take the exam, but retesting may not be necessary for graduation requirement.
 - Students may only be moved to the Foundation Grad Plan after the **sophomore** year is completed.
 - HISD Foundation Requirements: 4 English (ELA 1,2,3 Adv English or ELA 4), 3 Math (Alg1, Geometry, Alg2), 4 Social Studies (World Geo, World Hist, US Hist, Govt, Economics), 3 Science (Biology, IPC/Chemistry/or Physics, Additional Science), 2 Foreign Language, 1 Physical Education, 1 Fine Arts, ½ Health, 3 ½ Electives.
 - Endorsements: 1 Advanced Math (equaling 4 total math), 1 Adv. Science or CTE Science (equaling 4 total sciences), 2 Endorsement Electives (equaling 5 ½ total electives).
- Recommended for high schools offering at least seven credits per school year

School Guidelines, 2018-2019
Multilingual Programs

Middle School

First Year Immigrant placed at Beginner Level.

Course	6 th Grade	7 th Grade	8 th Grade	Considerations
English - ESOL	ESL10620/ ESL10640	ESL10720/ ESL10740	ESL10820/ ESL10840	Based on the student's educational background, each student might qualify for other courses. Please contact your specialist if you need clarification.
- ELD	RDG16062	RDG16072	RDG16082	
- Reading	RDG16065	RDG16075	RDG16085	
Math	MTH20690	MTH20790	MTH20890	
Science	SCI 40690	SCI 40790	SCI 40890	
Social Studies	SST 30690	SST 30790	SST 30890	
Elective	PE, ART, MUSIC	PE, ART, MUSIC	PE, ART, MUSIC	

First Year Immigrant placed at the Intermediate Level.

Course	6 th Grade	7 th Grade	8 th Grade	Considerations
English - ESOL	ESL10660	ESL10760	ESL10860	Based on the student's educational background, each student might qualify for other courses. Please contact your specialist if you need clarification.
- Writing	CWR1052F&S	CWR1052F&S	CWR1052F&S	
- Reading	RDG16066	RDG16076	RDG16086	
Math	MTH20690	MTH20790	MTH20890	
Science	SCI 40690	SCI 40790	SCI 40890	
Social Studies	SST 30690	SST 30790	SST 30890	
Elective	PE, ART, MUSIC	PE, ART, MUSIC	PE, ART, MUSIC	

First Year Immigrant placed at the Advanced Level.

Course	6 th Grade	7 th Grade	8 th Grade	Considerations
English - ESOL	ESL10680	ESL10780	ESL10880	Based on the student's educational background, each student might qualify for other courses. Please contact your specialist if you need clarification.
- Reading	RDG16068	RDG16078	RDG16088	
Math	MTH20690	MTH20790	MTH20890	
Science	SCI 40690	SCI 40790	SCI 40890	
Social Studies	SST 30690	SST 30790	SST 30890	
Electives	PE, ART, MUSIC	PE, ART, MUSIC	PE, ART, MUSIC	

HIGH SCHOOL ENGLISH (ESOL) COURSES AND SUBSTITUTIONS FOR ELL STUDENTS

The following chart reflects the courses that high school ELL students must take (or substitute) for English credit, effective fall 1998.

Grade	Credit	(Non-immigrant) EL Students		*Immigrant EL Students			
9	Eng. I	Eng. I Trans.	Eng. I Adv.		Eng. I SOL Int.	Eng. I SOL Beg.	
10	Eng. II	Eng. II Trans.	Eng. II Adv.		Eng. II SOL Int.	Eng. II SOL Beg.	
11	Eng. III	Eng. III Trans.	Eng. III Adv.		Eng. III Trans.	Eng. III Adv.	Eng. III Int.
12*	Eng. * IV	Eng. * IV Trans.	Eng. * IV Adv.		Eng. * IV Trans.	Eng. * IV Adv.	Eng. * IV Int.

* Or approved substitution taught by ESL endorsed teacher.

NOTE: An immigrant student is one who was born outside the US and has less than 3 complete academic school years in US schools or a student who has resided outside the 50 states for at least two consecutive years. [TAC §101.1007(b)]

High school immigrant students enrolling in HISD for the first year in a U.S. school may be enrolled in the Newcomer programming appropriate placement of students over 15 years old with no transcripts is ninth grade. Any and all documentation (transcripts or report cards) provided are to be evaluated and grade placement adjusted as necessary.

2.Beginning and Intermediate ESL immigrant students should be placed in ESL Reading classes in order to ensure that they receive literacy development It is essential to evaluate a students' progress taking into consideration the 'Years in the Country' in order to ensure best placement for recent immigrants as well as long term English learners. For

further guidance, refer to information on the Multilingual Programs Department Guidelines website.

For additional recommendations on four-year plans for **EL** students, refer to the Bilingual/ESL Program Guidelines.

Credits for **EL** Students in High School

- ◆ **EL** students shall be enrolled in the appropriate courses for English, content subjects, and other courses, so they may accrue sufficient credits required for graduation.
- ◆ **English I and II Requirement** - In accordance with the TEKS for English I and II, all course expectations apply to the second language learner at that student's level of proficiency. Beginning in the fall of 1998, **EL** students who are **immigrants** may substitute English I and II with English I SOL and English II SOL (Beginning, Intermediate, or Advanced). **Non-immigrant EL** students may substitute English I with English (Advanced or Transitional) and English II with English II (Advanced or Transitional). All English I and II courses (for second language learners) should be taught by a teacher certified in English, who is also ESL endorsed or must qualify to teach based on state requirements.

A **EL** immigrant student in grade 9 who is at the Beginning level of English, who takes two periods of English may receive English I credit (by taking "English I SOL-Beg.") and state elective credit (by taking "ELD I" or "ESL Reading I").

- ◆ **English III and IV Requirement** - All English learners are to be served in their English classes by an English teacher with an ESL endorsement. The reading section of the English III course (American Literature) and the English IV course (British Literature) may be offered in the student's native language.

A **EL** student in grade 11, who perhaps entered with a beginning level of English in grade 9 or 10 and must now take the English III course that is most appropriate for that student, may take additional English language support courses (if needed) for state elective credit, such as ELD I or II, ESL Reading I, II, or III.

- ◆ **Reading Courses** - **EL** students may take up to three ESL Reading courses (I-II-III) for state elective credit. These courses must be taught by a reading teacher or a teacher certified in English or one who is qualified to teach based on state requirements.
- ◆ Counselors must exercise caution in assigning **EL** students to the correct English courses so that all graduation requirements are obtained and college entrance is facilitated/encouraged. All English learners are to be served in their English classes by an English teacher with an ESL endorsement.

- ◆ Students who have met exit criteria should not continue in modified English courses or ESL elective courses. They should be placed in regular English courses and monitored for a two-year period by the campus LPAC.
- ◆ **Content Subjects Requirement** - Bilingual or ESL content courses may be substituted for any courses required for graduation by those students whose native language is other than English, provided there is sufficient enrollment to justify an offering in the school's master schedule. When Bilingual or ESL content courses are substituted for regular content courses, the student may receive equal credit for those courses. The course essential knowledge and skills remain the same with modifications in the language of instruction (if it is taught in Spanish or other language), materials, and methodology. Campuses interested in offering bilingual content classes should consult with the Multilingual Department.
- ◆ **EL** students require the same number of credits for graduation as non- **EL** students. If they enter high school after their freshman year, they may attend summer school or take extra courses during the year to complete these requirements. **EL** students who enter HISD schools from foreign countries must have their transcript evaluated carefully to give credit to courses they may have taken that are equivalent to state required courses.

SPECIAL EDUCATION REFERRAL CONSIDERATIONS FOR NEWCOMER AND REFUGEE STUDENTS

Houston ISD (HISD) has experienced significant growth of the **EL** immigrant population. Immigrant is defined as foreign born with three years or less of schooling in the United States. Currently, over 11,000 immigrant students are enrolled in HISD. The number of immigrants has increased steadily throughout the year. Of the 11,000 nearly 6,000 are newcomer students to HISD.

Newcomer students are defined as a student who is foreign born and in their first year of schooling in the United States. The Texas Education Agency (TEA) policy states that this includes students who have spent less than 60 consecutive days in school the prior academic year. **This means that students that enrolled for the first time on February 28, 2018 would still be considered a newcomer (year 1) student for the 2018-2019 school year.**

Immigrant students are defined as a student who is foreign born and in their first three years of schooling in the United States.

Refugee students are defined as children under the age of 18, who are foreign born or have at least one foreign-born parent who is unable or unwilling to return to his or her country of national origin because of persecution or a well-founded fear of persecution on the basis of race, religion, nationality, or subscription to a particular social group or political opinion.

Newcomer and Refugee students enrolling into HISD do not always arrive with educational or medical documentation. Parents or guardians may be the only resource to provide information concerning a student's medical diagnosis.

Special Education.

Special Education referral decisions when appropriate may be needed for many newcomer and refugee students. While the Special Education referral process is consistent for all students, referrals for a special education evaluation should not be automatically ruled out because of the student's newcomer or refugee status. Circumstances may exist that justify an immediate special education evaluation referral and the process should not be delayed by Response to Intervention (RtI).

In general, if the campus Intervention Assistance Team (IAT) suspects the newcomer or refugee student may have a disability and suspects the move to the United States (US) did not cause the disability characteristics, then a special education evaluation referral may be needed. Examples include students with autism, visual impairments, auditory impairments, intellectual disabilities, orthopedic impairments, severe articulation concerns, and some health impairments. Based on parent information, documentation from the home country or documentation that is part of the resettlement process, an immediate referral for special education evaluation may be needed, regardless of the length of enrollment in a US public school. When official documentation is not available, parent information and subsequent student observation may suffice as a trigger for a special education evaluation referral. The burden is on the campus evaluation team to rule in or rule out a disability, not the parent.

Other scenarios include newcomer and refugee students with substantial and severe disability needs who may not be able to begin school in HISD without the support of special education. In these cases, like all students living within the HISD attendance boundaries, enrollment and attendance in a HISD school is not a pre-requisite for a special education evaluation referral. HISD maintains the responsibility of assessing all students suspected of having a disability who reside in the HISD attendance boundaries regardless of school enrollment.

The move to the US for newcomer and refugee students however, may cause the student to struggle in US schools as they acquire a new language and culture. Exposure to a new language, culture and customs is very difficult to immediately overcome, while also being required to keep pace in the general education curriculum. For all newcomer and refugee students, adequate exposure to the curriculum and regular school attendance is vital before the achievement gap narrows or closes in a new country. If a more substantial disability (i.e., autism, intellectual disability, auditory impairment, visual impairment, orthopedic impairment, brain injury, etc.) has been ruled out newcomer and refugee students should not be immediately referred for a specific learning disability (SLD) evaluation. Adequate exposure to the Texas Education Agency (TEA) or other US curriculum and regular attendance is required before a student can be determined eligible for special education services as a student with SLD. It is likely most newcomer and

refugees will receive some type of academic intervention as they enter HISD schools. If the campus IAT does not feel the student is making adequate academic growth in response to these interventions despite regular attendance then a newcomer or refugee student may be referred for a SLD evaluation after a period of time. However, it is important to note that a newcomer or refugee student should not be referred for a SLD evaluation if he/she is making academic growth, but not yet on-grade level. Academic growth and closing the achievement gap in response to intervention is not indicative of a SLD.

In terms of behavior, exposure to a new language, culture and customs may cause a newcomer or refugee student to exhibit behaviors that are considered inappropriate in US schools or in relation to the US culture. Other behaviors may be caused by traumatic experiences encountered in the student's home country or during the journey to the US. IATs considering special education evaluation referrals for a behavior or emotional disability, must ensure the behavior is a long-standing problem and not caused by the move to the US, demonstrated under normal circumstances and observed in multiple settings. If the exhibited behavior, even if extreme, can be attributed to the move to the US then the student should not be referred for a disability evaluation.

Referral decisions for newcomer and refugee students can be very complicated and difficult, make sure to include the campus special education evaluation specialist, speech therapist (SLP), and/or licensed specialist in school psychology (LSSP) as appropriate in the IAT process and the decision to refer a student for a special education evaluation.

Section 504.

Section 504 supports and accommodations can also be considered for newcomer and refugee students immediately or over-time similar to special education. Section 504 supports would provide the student general education accommodations to help in lessening the impact of a disability. Under Section 504, students are eligible for supports if the disability substantially impacts any major life function. There may be newcomer or refugee students who are closing the achievement gap and responding to intervention, but who have a disability such as diabetes, asthma or a seizure disorder. For these students, even though there may not be a learning need, formal classroom adjustments or accommodations may be needed to address the physical impairment to ensure the student is safe at school. In these cases referral to a Section 504 evaluation should not be delayed by the Rtl process and can be made immediately by a campus IAT.

It is important to note for many refugee students, that these children and their families may be seeking safety in the US from very difficult conditions in their home country. In some cases these students may exhibit needs associated with a trauma- and stressor-related condition such as Post Traumatic Stress Disorder (PTSD). If these circumstances exist, involve the campus LSSP and a possible referral for Section 504 supports could be considered. Similar to a special education evaluation referral, all Section 504 evaluation referral decisions must be made by the campus IAT committee if the student resides in the

HISD attendance boundary, regardless of school enrollment or if interventions are needed.

TITLE III PROGRAM

The Title III Program is an instructional support program for **EL** students served in bilingual or ESL programs from 3 year olds to 21 year olds. This program is funded by the Texas Education Agency under the federal Elementary and Secondary Education Act (ESEA), and other programs. The Title III grant currently provides one funding stream for English Language Learners (**EL**). Funds are disseminated to those campuses that are serving their **EL** students, including immigrant students, in bilingual or ESL programs. **Title III funds on school campuses are used in the following ways:**

- To increase English proficiency by providing programs based on scientifically based research demonstrating effectiveness of the program in increasing both:
 - English proficiency
 - Student academic achievement in the core academic subjects (including native language instruction)
- To provide high-quality professional development to teachers, principals, administrators, and other school or community-based organizational personnel
- To upgrade programs and effective instructional strategies
- To improve instructional program by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures
- To provide intensified instruction (tutorials and academic or vocational education)
- To develop language instruction educational programs coordinated with other relevant programs and services
- To include staff development for teachers, informational meetings, and workshops for parents

Title III Program Operation

Elementary and Secondary Specialists will be housed in the Multilingual Programs Department. These specialists provide technical assistance to campuses in program development, instructional coaching cycle development, and professional development. Parental Involvement activities, including workshops and parent seminars, are coordinated through the Family and Community Engagement Department (FACE).

Title III Immigrant Funding is used solely:

- To provide for family literacy services or parent outreach
- To provide tutorials, mentoring, and academic or career counseling for immigrants
- To allow for the acquisition of curricular materials, educational software, and technology
- To improve and supplement basic instructional services
- To develop activities coordinated with community-based organizations or businesses to assist parents of immigrants through comprehensive community services

School Guidelines, 2018-2019
Multilingual Programs

- To provide tuition free non-credit secondary ESL and tuition free regular summer school classes for credit accrual at selected summer school sites
- To provide individual and/or group counseling for immigrant students

Definition of Immigrant Student

An eligible immigrant student is one:

- who was **not born** in the United States or any of its territories, and
- has been attending schools in the United States for **less than three (3)** complete PEIMS years;
- A complete academic year for PEIMS purposes is a "**PEIMS Year**", which is defined by student enrollment from one Fall PEIMS Snapshot date to the subsequent Fall PEIMS Snapshot date. For example, if a student arrives **on** or **before** the Fall Snapshot date, then the student can be counted as an Immigrant. If a student arrives **after** this date, then the student is **not** counted as an Immigrant and does not get Immigrant funding **until the following PEIMS Fall submission**.

The term excludes:

- children of foreign diplomats
- U.S. citizens' children who were born abroad
- children of foreign residents in the US for business or pleasure
- a student born in the US

Identification Process for NEW Immigrant Students

- Upon enrollment, the Home Language Survey (HLS) serves as a document to identify immigrant students **NEW** to the district.
- School personnel must ensure that the parents/guardians or students answer the survey fully Identification of Immigrant Students in PEIMS

All information pertaining to immigrant students must be entered on the PEIMS LEP Panel, including country of origin and date entered United States schools. The field for immigrant funding is self-populated. The school must input the "date first entered United States schools".

Students who are identified as immigrant and may be eligible for Title III funding, will be identified by an Immigrant indicator code of 1 defaulted from the date entered in the Immigrant panel on SIS. The total number of eligible immigrant years will be calculated once the date the student first entered US schools is added into the Immigrant panel. This will create an Immigrant Report that can be run periodically by the person with the Special Pops role on each campus.

A student's PEIMS eligibility status should be reviewed periodically as necessary **prior to the Fall PEIMS Snapshot date**.

It is important to review the Immigrant Roster for accuracy and compliance as immigrant enrollment is not dependent to school year enrollment and tends to change throughout the school year.

Important Information Regarding Immigrant Data

1. First year (if entered AFTER PEIMS Snapshot)
SIS will calculate the number of years automatically. It will designate a “YES” immigrant status. The two dates below will indicate the beginning and the end of eligibility that will then have an Immigrant status of “NO”. The years will be calculated based on the PEIMS date.
2. First year (if entered BEFORE or ON the PEIMS Snapshot date).
This student is considered PEIMS Eligible and is in Year 1.
3. Subsequent years for **continuing Immigrants** will be updated automatically by the Student Information System in the Immigrant panel until eligibility for the Third year has been completed for funding purposes.
4. Run the Immigrant Roster for accuracy and compliance. Every time the country of origin is USA or its territories, this information needs to be researched for accuracy. Students born in the USA or its territories are **NOT** counted as Immigrant.

IMMIGRANT STUDENTS’ RIGHT OF ACCESS

The U.S. Supreme Court has ruled in *Plyler v Doe* (1982) [457 U.S. 202] that documented or undocumented immigrant children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents. In addition to this right, undocumented students have an obligation under state law, as do all other students, to attend primary and secondary schools until they reach a mandated age.

Public schools are prohibited from:

- denying undocumented students admission to school on the basis of their undocumented status during initial enrollment or at any other time;
- treating undocumented students disparately on the basis of their undocumented status to determine residency;
- engaging in practices which may “chill”(deter or impede) the right of access to public schools as established by *Plyler v Doe*;
- requiring students or parents to disclose or document their immigrant status;
- making inquiries of students or parents which may expose their undocumented status;
- requiring social security numbers of all students, as it may expose the undocumented status of students or parents.

Students without social security numbers should be assigned a number generated by the school. Adults without social security numbers who are making an application on behalf of a student for a free lunch and/or breakfast program need only indicate on the application that they do not have a social security number.

If a child’s school file should contain information exposing the student’s undocumented

status, the Family Educational Rights and Privacy Act (FERPA) and various state privacy acts **prohibit** schools from providing any outside agency, **including the Bureau of U.S. Citizenship and Immigration Service (USCIS) and the Department of Homeland Security (DHS)**, with such information without first acquiring permission from the student's parents or without being served with a court ordered subpoena of such records. Even the act of requesting permission of undocumented parents may have the effect of "chilling" the student's *Plyler* right of access and, thus, constitute a prohibited practice.

In summary, public schools and their personnel are prohibited under *Plyler v Doe* from adopting policies or taking actions, which either deny or result in the denial of access by undocumented status. Additionally, school personnel--especially building principals and those involved with student intake activities--should be informed by the superintendent that they are under no legal obligation to enforce U.S. immigration laws.

MIGRANT EDUCATION PROGRAM (MEP)

A migratory child (migrant student) means a child, ages 3-21, who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, or a migratory fisher, and who, in the preceding 36 months, in order to engage, temporary or seasonal employment in agricultural or fishing work, because of economic necessity has moved from one school district to another. Agricultural activity means any activity related to crop production (including soil preparation and storing, curing, canning, and freezing of crops); any activity related to the production and processing of milk, poultry, and livestock; or any operation involved in forest nurseries and fish farms. "Fishing Activity" means any activity directly related to the catching and processing of fish. Every effort should be made at the school to identify all students who qualify as migrant students.

Any student whose family responds in the affirmative on the Family Survey, or through conversation with school personnel should be immediately referred to the Migrant Education Program. The Family Survey is available on the Multilingual Department website or by contacting the Migrant Education Program at (713) 556-7288.

TEA Migrant Education Program staff, with the assistance of local district and education service center personnel, have identified the following seven areas of focus to be addressed by this program to ensure that migratory children are provided appropriate support services that address their special needs in a coordinated and efficient manner:

- Identification and Recruitment (Ages 3-21)
- Early Childhood Education (Age 3 through Grade 2)
- Graduation Enhancement/Post-Secondary Transition (Grades 7-12)
- Parental Involvement (All grade levels)
- Migrant Services Coordination (All grade levels)
- Secondary Credit Exchange and Accrual (Grades 7-12)
- New Generation System (Ages 0-21)

Identification and Recruitment

To satisfy the requirement of federal law to identify and recruit eligible migratory students residing within the Houston ISD boundary, it is the responsibility of each campus to include the Family Survey in their enrollment packet at the start of the school year and any time a new student enrolls at the campus.

- All Family Surveys with “Yes” to both questions should be uploaded to the Google form. Complete the electronic form and submit a PDF copy of the survey at <https://form.jotform.us/71285493497167>. File original Family Surveys in the school’s Family Survey binder. The surveys should be kept at the campus for one school year after which time they can be destroyed.
- Family Surveys with “No” in one or more questions should be filed in the school’s Family Survey binder and electronic form should be submitted at <https://form.jotform.us/71285493497167>. The surveys should be kept at the campus for one school year after which time they can be destroyed.

It is the responsibility of each school to make all referrals for the identification of potential migratory students to the Migrant Education Program. The MEP staff is responsible for the processing and the completion of these referrals. The MEP recruiters will interview the family of each referred student and a determination will be made as to the student’s eligibility. The recruiter will prepare the Certificates of Eligibility (COE). At the beginning of the new school year, the schools will be sent a reminder that campus rosters are accessible throughout the school year via the Chancery Administrative reports. Questions regarding migratory students should be referred to the HISD Migrant Education Program in the Multilingual Department, 713-556-7288.

Operational procedures for the Chancery SIS allow MEP staff to enter migratory student data on the Chancery Migrant panel. Individual schools may request their rosters of enrolled migratory students through the Chancery Administrative Reports under section ELL IMM MIG. If needed, schools may also contact the HISD Migrant Education Program at 713-556-7288 for assistance.

New Generation System (NGS)

Federal and state guidelines require every local school district to maintain up-to-date educational and health records on every identified and eligible migratory student. Through the use of a multi-state tracking system called The New Generation System, educational and health records are kept for migratory students who transfer in or out of districts. All HISD schools may request records from the migrant office for any migratory student transferring from other NGS participating states in the United States

For more information regarding the Bilingual or ESL program requirements, refer to the **Multilingual Programs Department Guidelines**.

XII. SERVICES FOR STUDENTS WITH SPECIAL NEEDS

An Intervention Assistance Team (IAT) is a team of professional educators with diverse training and experience who convene to discuss and initiate interventions for students in need of assistance and individualized services. It is a problem-solving group whose purpose is to facilitate Response to Intervention (RtI) and assist teachers, parents, and others with intervention strategies for dealing with the learning needs and behavior problems of students.

The IAT meets regularly to ensure the fidelity of the RtI process, instruction and interventions. Data are reviewed to ensure that Tier I instruction is meeting the needs of the majority of students with effective first teaching. Nationally, this is expected to be 80-85% of students. The IAT monitor Tier II and Tier III interventions, make data-based decisions regarding appropriate placement in interventions and work as a problem solving team to meet the needs of the remaining students. For a more detailed description of the IAT and how it operates, please refer to Section IV Campus Program Operations. Information about the IAT begins on page 30.

Dyslexia

Requirements Overview

To comply with TEC §7.028(b), TEC §38.003 and TAC §74.28 the HISD Board has ensured that HISD has implemented procedures for assessing, identifying and providing appropriate instructional services for students with dyslexia and related disorders. TEC §38.003 requires that students enrolling in Texas public schools be tested for dyslexia and related disorders at the appropriate times and that each school district provide for the instruction of any student determined to have dyslexia or a related disorder. Each school must provide identified students access to the services of a teacher on their campus trained in dyslexia and related disorders.

Due-process procedures are available under the provisions of Section 504 Rehabilitation Act of 1973 or the Individuals with Disabilities Education Improvement Act (IDEIA).

Characteristics of Dyslexia

1. As defined in TEC §38.003(d):

- "*Dyslexia*" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and socio-cultural opportunity.
- "*Related disorders*" includes disorders similar to or related to dyslexia such as developmental auditory imperceptions, dysphasia, specific developmental

dyslexia, developmental dysgraphia, and developmental spelling disability.

2. Primary Reading/Spelling Characteristics of Dyslexia (*The Dyslexia Handbook, Rev. 2014*, p, 8):
 - Difficulty reading words in isolation
 - Difficulty accurately decoding unfamiliar words
 - Difficulty with oral reading (slow, inaccurate, or labored)
 - Difficulty spelling
3. The reading/spelling characteristics are most often the result of difficulty with the following:
 - The development of phonological awareness, including segmenting, blending, and manipulating sounds in words
 - Learning the names of letters and their associated sounds
 - Phonological memory (holding information about sounds and words in memory)
 - Rapid naming of familiar objects, colors, or letters of the alphabet
4. Secondary consequences of dyslexia may include the following:
 - Variable difficulty with aspects of reading comprehension
 - Variable difficulty with aspects of written composition
 - Limited vocabulary growth due to less time spent reading

These difficulties are unexpected for the student's age, educational level, or cognitive abilities. Additionally, there is often a family history of similar difficulties.

Identification and Placement of Students with Dyslexia

Following a referral for a Section 504 or Special Education dyslexia evaluation the Section 504 committee or Admission, Review and Dismissal (ARD) will determine based on the evaluation if the student has dyslexia and a need for services or support. In Special Education, the student's dyslexia identification must also rise to the level of a Specific Learning Disability (SLD) as defined by the Individuals with Disabilities Education Act (IDEA) to receive Special Education supports and services if no other disability exists. If, however, other disabling conditions exist, such as a Speech Impairment (SI) or Other Health Impairment (OHI), the dyslexia "label" may be added to the concurrent Special Education "label."

Once a student is identified as having dyslexia or a related disorder and meets placement requirements, an appropriate instructional program is to be provided through Section 504 or Special Education.

Students determined by the Section 504 or ARD/IEP committee to require dyslexia instructional support, are to be served in a low-ratio setting, utilizing individualized, intensive, multi-sensory methods containing reading, writing and spelling components and supplementing the general education reading and language arts instruction as determined appropriate by the Section 504 or ARD Committee.

Dyslexia Instructional Programming and Services

Instruction for students identified as having dyslexia is to include the components of instruction and instructional approaches as indicated in *The Dyslexia Handbook – Revised 2014: Procedures Concerning Dyslexia and Related Disorders*, TEA, July 2014. Dyslexia intervention program services are offered in a small-group setting (less than 10) that includes reading, writing, and spelling as appropriate to the needs of the student for 45- 60 minutes, 4 to 5 times per week by a teacher trained in appropriate programs and strategies for students having dyslexia. The committee of knowledgeable persons determines the duration, location, and frequency of services. Students may also receive accommodations in the general education classroom setting. Campus level administrators are responsible for implementing the program and its instructional components.

Students' dyslexia services occur outside of their core instructional time. The selected dyslexia program (ex. Dyslexia Intervention Program (DIP), Basic Language Skills (BLS), Esperanza) should be delivered with fidelity in order to remain in compliance with the law.

Reevaluation Guidelines for Students Identified as Having Dyslexia

Eligible students with disabilities shall be reevaluated every three years by the campus Evaluation Specialist or more frequently if conditions warrant.

Dyslexia Teacher Requirements

Each principal must assign a dyslexia instructional support teacher who has the requisite training. Teachers of students with dyslexia and related disorders must have appropriate valid teaching certificates. The identified campus dyslexia instructional support teacher must be trained in the components and instructional approaches appropriate for students having dyslexia or a related disorder and programs to meet students' needs.

Training for teachers of students with dyslexia involves study beyond that required of a classroom teacher and may be provided by various services providers. HISD provides annual trainings for interventionists and administrators as well. Training for interventionists should include:

- Understanding the reading process
- Knowledge of related disorders, appropriate accommodations including remedial strategies
- Knowledge of the structure of language, including knowledge of:
 - English speech sound system and its production,
 - Oral language development,

- Stages of spelling development and orthography (spelling patterns) and its relationship to sounds and meaning,
- Syllabication, and
- Grammatical structure.
- Reading comprehension
- Reading fluency

Section 504

Section 504 of the Rehabilitation Act of 1973 is a civil rights law that prohibits discrimination on the basis of disability. If a student is disabled under the IDEIA, he/she is also protected from discrimination under Section 504. The law prohibits discrimination against students with disabilities and requires that school districts take affirmative actions (making buildings and programs accessible) when necessary to accommodate students and other persons with disabilities.

Students who are disabled under Section 504 **only** are generally served with accommodations in the general education program. Section 504 students with disabilities must always be served in the Least-Restrictive Environment (LRE). The Office of Civil Rights (OCR) has generally held that if a child's needs cannot be met in general education with accommodations, the student should be referred for evaluation to determine special education eligibility.

Section 504 defines a person with a disability as any person (1) who has a physical or mental impairment that substantially limits one or more major life activities without considering the effects of mitigating factors, (2) has a record of such impairment, or (3) is regarded as having such impairment.

The second and third components of this definition cannot be used to provide a free, appropriate public education (FAPE) to a student.

A physical or mental impairment is defined as (1) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs; respiratory, including speech organs, cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine; or (2) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Major life activities could include "functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working." This list is not exhaustive.

The test for determining if a student is disabled under Section 504 requires the district to

answer the following questions:

- (1) Does the student have a mental or physical impairment?
- (2) Does the physical or mental impairment affect one or more major life activities?
- (3) Does the impairment **substantially** limit one or more major life activity?

As of January 1, 2009, school districts, in determining whether a student has a physical or mental impairment that substantially limits that student in a major life activity, must **not** consider the ameliorating effects of any mitigating measures that student is using.

In §504 the focus is on non-discrimination. The language broadly prohibits the denial of public education participation or enjoyment of the benefits offered by public school programs because of a child's disability. "Substantially limits" is defined as "unable to perform a major life activity that the average student in the general population can perform."

All referrals for students that are suspected of having disabilities are facilitated by the campus IAT. The usual referral source is the classroom teacher via the IAT, but other individuals including parents, physicians, or representatives of other agencies may refer a student to the IAT. The campus Section 504 committee must convene annually to review and/or re-evaluate the accommodation plan and determine continued student eligibility. Formal re-evaluation should occur every three years if not previously requested by the teacher or parent/adult student and prior to any significant change of placement.

Placement decisions must be made by a group of persons (at least two) who are knowledgeable about the child, the meaning of the evaluation data, the placement options, the least restrictive environment requirements, nonacademic services, extracurricular activities (excluding field trips), discipline and issues related to comparable facilities.

Decisions about Section 504 eligibility and services should be documented in the student's file and reviewed annually. The database system of record for students covered under Section 504 is the *Section 504 Writer* application in *EasyIEP*. All forms and notices must be generated from the *Section 504 Writer* application in *EasyIEP*.

Section 504 students are not exempt from state and district-mandated testing (STAAR, Iowa Test of Basic Skills, etc.). Allowable test accommodations may be used for 504 students with disabilities if the students require the accommodations in the classroom on a regular basis.

Section 504 mandates specific legal obligations, the first of which is the obligation of nondiscrimination. Compliance requires that the district provide both initial and continuing notice of nondiscrimination on the basis of disability. The notice must also include the district's 504 Coordinator's name, title, address, and telephone number.

In addition, Section 504 requires that school districts have a procedure for addressing

grievances.

The student and parent have certain due process rights. When the district takes action concerning the identification, evaluation, or placement of a student under Section 504, it must:

1. Provide notice (before evaluation, before placement),
2. Provide an opportunity for the parent or guardian to examine relevant records,
3. Provide an impartial hearing when requested, with opportunity for participation by the parent or guardian and representation by counsel, and
4. Provide a review procedure.

A “manifestation determination” (an inquiry into whether a disability-misbehavior link exists) must be made by the campus 504 committee before a student in Section 504 is expelled or disciplined in a manner that may constitute a significant change in placement. (Suspension for more than 10 days is considered a significant change in placement.) If a significant change of placement may occur while the student is in the initial evaluation process for Section 504, a MDR must also occur. If a link exists, the student cannot be expelled. However, placement within a more restrictive environment that has been designed to correct the behavior is permissible. If there is no link, the student may be expelled, but services may not be eliminated.

The exceptions to this procedure relate to a student who carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the state educational agency (SEA) or the local educational agency (LEA), knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA, or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the SEA or the LEA:

Section 504 Records

Section 504 folders are general education folders and should be kept separate from special education folders. It is recommended these records be included in the student’s cumulative folder. The system of record for students served in Section 504 is the *Section 504 Writer* application in *EasyIEP*.

The principal will maintain the confidentiality of the Section 504 records are kept separate from the cumulative folder, a reference to the records and their location will be placed in the cumulative folder to ensure that the campus with responsibility for the student is aware of Section 504 obligations to the eligible student and that personnel and third-party contractors who have a duty to implement the plan have access to necessary records including the plan itself.

The parents must be allowed to review the folders upon request. The Section 504

School Guidelines 2018-2019
Services for Students with Special Needs

folder should be transferred when a student is promoted or transfers to another school.
The Section 504 folder will include:

- Notice to Parents of Evaluation under Section 504
- Notice of Section 504 Committee Meeting
- Section 504 Assessment Team Report
- Section 504 Accommodation Plan
- Section 504 Behavior Management Plan (If applicable)
- Notice to Parents of Reevaluation under Section 504 (if applicable)
- Notice of Section 504 Eligibility or Non-eligibility (if applicable)

The 504 Coordinator for Houston Independent School District is:

Cheval V Bryant, MCD
CCC-SLP
Office of Special Education Services
Senior Manager Speech –Language Services
Section 504 Coordinator

Houston Independent School District
4040 W. Fuqua
Houston,, Texas 77045
713-434-4717 (Extension 340)

Special Education

The local educational agency (LEA) must ensure that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled.

The LEA must ensure that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In providing or arranging for the provision of nonacademic and extracurricular services and activities, the LEA must ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of the child.

The ARD committee's placement decision must be based on the child's individualized education program (IEP) in compliance with the SUPPLEMENTARY AIDS AND SERVICES, SPECIAL EDUCATION, RELATED SERVICES framework.

Placement Determination

The ARD committee must provide an explanation of the extent, if any, to which the child will participate with nondisabled children:

- In the general education class
- In the general education curriculum
- In extra-curricular and other non-academic activities

Instructional Arrangements

- The LEA must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.
- The ARD must specify the appropriate instructional arrangement/setting:
 - Mainstream
 - Homebound
 - Hospital class
 - Speech therapy
 - Resource room/services
 - Self-contained (mild, moderate, severe)
 - Non-public day school
 - Off home campus
 - Vocational adjustment class/program
 - State school for persons with intellectual disabilities
 - Residential care and treatment facility

School Guidelines 2018-2019
Services for Students with Special Needs

Eligible students, ages 3 and through age 21, with the following disabilities are served if an educational need is documented:

- Specific Learning disability (SLD)
- Speech or language impairment (SI)
- Emotional disturbance (ED)
- Orthopedic impairment (OI)
- Non-categorical early childhood
- Visual impairment (VI)
- Auditory impairment (AI)
- Other health impairment (OHI)
- Deaf-blindness (DB)
- Intellectual Disability (ID)
- Autism (AU)
- Traumatic brain injury
- Multiple disabilities (MD)

The LEA must ensure that a free and appropriate public education (FAPE) is made available from birth to children with visual and auditory impairments.

For a child from birth to two years of age, with a visual impairment and/or an auditory impairment, an IFSP meeting must be held in place of an admission, review and dismissal (ARD) committee meeting.

In rare cases, an ELL receiving special education services may qualify to be exited from a bilingual or ESL program using criteria permitted under TAC §89.1225(k), which give special consideration to an ELL for whom assessments and/or standards under TAC §89.1225(h) are not appropriate because of the nature of a student's particular disabling condition. Students considered for special exit criteria under TAC §89.1225(k) should be only those designated to take STAAR Alternate 2, as determined by the ARD committee in conjunction with the LPAC.

Special Education Eligibility

In order to claim special education contact hours for funding, documentation for eligibility must be complete and students must be identified; i.e. annual or initial evaluation or re-evaluation and the ARD/IEP committee report must be current. The documentation required establishing eligibility is as follows:

- The **Admissions, Review, and Dismissal/Individualized Education Program (ARD/IEP) Committee** must determine the special education needs of the student annually.
- A special education eligibility folder must be maintained for each eligible student.
- Documentation to support ARD/IEP committee findings must be maintained in the student's eligibility folder.
- The ARD/IEP committee determines the need for a complete evaluation or additional assessment to establish continued eligibility at least annually.
- The student must receive special education services on a regularly scheduled basis (*not an "as needed basis"*).

School Guidelines 2018-2019
Services for Students with Special Needs

- Students with disabilities may not be assigned a special education instructional setting code for the purpose of contact hours prior to the date of the most recent ARD/IEP committee decision.
- A student who attends the prekindergarten program for half of the day and a Preschool Program for Children with Disabilities (PPCD) for the other half of the day should have an ADA eligibility code of 1 (eligible for full-day attendance) if the student is eligible for both programs. The student's grade level should be recorded as prekindergarten.
- For a student who is new to the school district and had been served in special education in the previous district, the ARD/IEP committee may meet when the student registers and may determine that the student is eligible under the following conditions:
 - the parent(s) verify that the student was receiving special education services in the previous school district;
 - the previous school district verifies in writing or by telephone that the student was receiving special education services;
 - special education services are temporary, contingent upon either receipt of valid assessment data from the previous school district or the collection of new assessment data; and
 - a second ARD/IEP committee meeting is held within 30 school days to develop an IEP based on the evaluation data.

Least Restrictive Environment (LRE)

The federal law, Individuals with Disabilities Education Improvement Act (IDEIA) mandates that the primary location of instructional and related services for students with disabilities is general education. Students with disabilities should receive instruction and related services to the maximum extent appropriate with their non-disabled peers and removal from general education environment occurs only if the student's disability prevents her/him from being educated in the general education setting, even with the use of supplementary aids and services. For most students with disabilities, the least restrictive environment (LRE) is in general education. Special education services are provided to the student on a continuum as indicated:

- general education with consultation services from special education;
- general education with instructional modifications and/or accommodations;
- general education with supplementary aids and services from special education;
- special education instructional services less than 21% of the school day; or
- special education instructional services at least 21% but less than 50% of the school day; or
- special education instructional services at least 50% but no more than 60% of the school day; or

School Guidelines 2018-2019
Services for Students with Special Needs

- special education instructional services more than 60% of the school day.

Students with disabilities are eligible to participate in all programs, services, extracurricular and co-curricular activities including Advanced Academics, magnet schools, Title 1, school clubs, sports, etc.

Progress Reports for Students with Disabilities

The ARD committee must include in the child's IEP a description of:

- How the child's progress toward meeting annual goals will be measured, and
- When periodic reports on the child's progress toward meeting annual goals will be provided (e.g., quarterly or other periodic reports issued concurrently with report cards)

Notice to Parents of Unsatisfactory Performance

The LEA must:

- Provide a conference between parents and teachers
- Provide notice at least once every 12 weeks of the student's performance in each class or subject; and
-
- Require that at least once every three weeks, or during the fourth week of each nine-week grading period, to give written notice to a parent or legal guardian of the student's performance in a subject included in the foundation curriculum if the student's performance in the subject is consistently unsatisfactory, as determined by the LEA.

Notice to parents regarding unsatisfactory performance must:

- Provide for the signature of the student's parent, and
- Be returned to school.

Notice to parents of unsatisfactory performance does not apply to a student who:

- Is 18 years of age or older and who is living at a different residence than the student's parents
- Is married, or
- Has had the disabilities of minority removed for general purposes.

The LEA where the student attends must provide a record of the comparisons of annual improvement of student achievement from one school year to the next in a written notice to the student's parent or other person standing in parental relationship.

For a student who failed to perform satisfactorily on a required state-mandated assessment, the LEA must include in the notice to the student's parent specific information relating to access to on-line educational resources at the appropriate assessment instrument content level, including released assessment instrument questions and answers.

Personal Graduation Plan

A principal must designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan for each student in a junior high, middle or high school who requires a personal graduation plan.

A personal graduation plan must be developed for each student who

- Does not perform satisfactorily on a statewide assessment of academic skills; or
- Is not likely to receive a high school diploma before the fifth school year following the student's enrollment in ninth grade, as determined by the LEA.

A personal graduation plan must:

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

Each LEA is encouraged to establish for each student entering ninth grade a personal graduation plan that identifies a course of study that:

- Promotes college and workforce effectiveness;
- Promotes career placement and advancement; and
- Facilitates the student's transition from secondary to post-secondary education

Student Success Initiative and Promotion Standards

Enacted by the 76th Texas Legislature in 1999 and modified by the 81st Texas Legislature in 2009, the Student Success Initiative (SSI) grade advancement requirements apply to enrolled grades 5 and 8 students who take the State of Texas Assessment of Academic Readiness (STAAR™) reading and mathematics tests at grades 5 and 8.

As specified by these requirements, a student may advance to the next grade level only by passing these tests or by unanimous decision of his or her grade placement committee that the student is likely to perform at grade level after additional instruction. The ARD committee considers the student's IEP and local policy when determining grade advancement.

School Guidelines 2018-2019
Services for Students with Special Needs

If the student fails or is absent for testing, the school notifies parents of student's failure or absence and provides the recommended time, date, and type of accelerated instruction and information about the student's possible retention. The accelerated instruction is documented through either an agreement to amend the IEP or an ARD committee meeting.

If the student retakes the grade 5 or 8 math assessment and/or grade 5 or 8 reading assessment, the principal notifies teacher and parents of student's failure or absence. Notice must include a description of the purpose and responsibilities of the ARD committee. The school also notifies parents of the recommended accelerated instruction and documents it through either an agreement to amend the IEP or an ARD committee meeting.

If it is proposed that the student not participate in the third administration, the ARD committee either agrees to amend the IEP or meets to determine whether the student will retest. If the decision is to retest and the student fails the third administration, the ARD committee meets to determine promotion or retention based upon assessment results, grades, progress toward current goals and objectives, and other facts and circumstances.

The goal of the SSI is to ensure that all students receive the instruction and support they need to be academically successful in reading and mathematics. This effort depends greatly on schools, parents, and community members working in partnership to meet individual student needs.

XIII. TITLE I, PART A AND TITLE II, PART A

Title I, Part A

Purpose

The Title I, Part A - Improving Basic Programs Operated by Local Education Agencies—of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015, provides supplemental funding to state and local educational agencies to acquire additional education resources at schools serving high concentrations of students from low-income homes. These resources are used to improve the quality of education programs and ensure students from low-income families have opportunities to meet challenging state assessments.

Title I, Part A schools implement either a Schoolwide program or a Targeted Assistance program. Both Title I, Part A models – Schoolwide and Targeted Assistance – use evidence-based methods and instructional strategies.

This purpose shall be accomplished by:

- ensuring high standards for all children;
- providing children an enriched and accelerated educational program;
- promoting school-wide reform and ensuring access for children (from the earliest grades) to effective instructional strategies and challenging academic content;
- significantly upgrading the quality of instruction;
- affording parents meaningful opportunities to participate in the education of their children at home and at school;
- distributing resources, in amounts sufficient to make a difference, to areas and schools where needs are greatest;
- improving accountability, as well as teaching and learning, by using state assessment systems designed to measure how well children served under this Title are achieving challenging state student performance standards expected of all children; and
- greater decision-making authority and flexibility to schools, teachers, and parents in exchange for greater responsibility for student performance.

Determining Eligibility for Title I, Part A, Funds

- A school is eligible to receive Title I, Part A, funds when the **percentage** of low-income children attending the school is 35% or greater.
- Campuses with a low-income percentage of 40-100% are considered “**school-wide**” campuses.
- Campuses with a low-income percentage of 35-39% are considered a “**targeted assistance**” campus.
- Campuses with a low-income percentage below 35% are **not eligible** for Title I.

How Funds are Allocated to Schools

Funds are allocated to eligible schools **served** by multiplying a per-pupil cost by the number of low-income students **enrolled** at each eligible school **served**.

How Title I, Part A, Funds Must be Spent

Title I, Part A, funds may be used:

- in combination with other federal, state, and local funds to **upgrade** the entire educational program;
- to benefit **each child** enrolled in the school (school wide) or to benefit **specific children from low-income families** at risk of not meeting the state standard (targeted assistance);
- to supplement non-federal funds that would ordinarily be allocated to the schools without the presence of Title I, Part A, funds;
- to carry out sufficient professional development activities for teachers, aides, and where appropriate, pupil-services personnel, parents, principals, and other school personnel.

Principals and their SDM committees have the autonomy to expend Title I, Part A, funds to help their students acquire knowledge and skills contained in the state's student assessments.

However, all funds and services must be used to **supplement, and not to supplant**, the district's efforts. In general, the term "Supplement, Not Supplant" means that federal funds must be used to enhance or increase the level of funding which is normally available from state or local sources; Title I, Part A funds may not supplant (take the place of) non-federal funds.

Furthermore:

- Any program activity required by state law or State Board of Education rule may not be funded with federal funds, regardless of whether any funding was provided in conjunction with the state mandate.
- Federal funds may not be used to fund positions, programs, or activities that were previously funded from state funds.
- Documentation must be maintained which clearly demonstrates the supplementary nature of federal funds.

For additional information on the expenditure of Title I, Part A, funds, refer to the Title I, Part A, Program Manual located on the External Funding Department's website.
Requirement – A District Must Develop a Plan in Order to Receive Title I, Part A Funds

A district's Title I, Part A plan must be submitted to and approved by the Texas Education Agency as part of the Standard Application System's ESSA Consolidated

Application for Federal Funding. In addition, each school receiving Title I, Part A funds must:

- Submit information describing payroll, capital outlay, debt services, contractual services, and other Title I, Part A expenditures;
- Submit information describing Title I related activities;
- Submit assurance that funds are used to supplement, not supplant, services required by state law, State Board of Education rule, or local policy.
- Jointly develop with parents a **school-parent compact** that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's performance standards.
- Jointly develop a campus **parent involvement policy**, that outlines how parents will involve parents in the planning and improvement of the Title I programs and in use of Title I funds.

Title I, Part A Programs

Title I, Part A school programs are either **school wide** or **targeted assistance**.

School Wide Program

A Title I, Part A School wide Program permits a school to use funds from Title I, Part A as well as other federal educational program funds and resources to upgrade the **entire** educational program of the school in order to raise the academic achievement of all students. All students enrolled in each of the district's school wide campuses are eligible for Title I, Part A services. A school's poverty level determines if it will be eligible to become a school wide program.

The following three elements must be included in the campus improvement plan for of a school-wide program:

1. School Improvement Plan Requirement (SIP) Schoolwide Plan Development
2. Comprehensive needs assessment
3. Strategies to increase parent and family engagement

Targeted Assistance Program

A Targeted Assistance campus is one that receives Title I, Part A funds yet is ineligible, or has chosen, to not operate a Title I, Part A school wide program. The term “targeted assistance” signifies that the **services are provided to a select group of children**—those identified as failing, or most at risk of failing, to meet the state’s challenging content and student performance standards—rather than for overall school improvement, as in school wide programs.

Like school wide programs, the goal of a targeted assistance school is to improve teaching and learning that enables Title I students to meet the challenging state performance standards that all children are expected to master.

The following three elements must be included in the campus improvement plan for targeted assistance-program:

1. School Improvement Plan Requirement (SIP) Schoolwide Plan Development
2. Comprehensive needs assessment
3. Strategies to increase parent and family engagement

Documentation Requirements

The campus Title I contact person should provide data entry/clerical personnel with names and coding information of students who are being served in the program. In no case should data entry/clerical personnel be responsible for determining whether a student is Title I. Principals must ensure that reports from TEA, which reflect actual PEIMS data, are compared to campus reports for accuracy.

The following checklist will ensure that students are properly coded in Chancery.

Schoolwide Campus:

- ☐ Is school a Title I school wide campus? Yes/No
- ☐ What is the total number of students (active and withdrawn) enrolled this year?
- ☐ What is the total number of active students with an eligibility code of “6” for “school wide”?
- ☐ Mandatory field of “parent involvement” (conference, education/training, family literacy, parent literacy, planning, volunteer) is coded and documentation on file. Yes/No?
- ☐ School/Parent Compact is coded and documentation on file. Yes/No?

Targeted Assistance Campus:

- ☐ Is school a Title I targeted assistance campus? Yes/No
- ☐ What is the total number of students (active and withdrawn) enrolled this year?

- ☐ What is the total number of active students with an eligibility code of “7” for “targeted assistance”?
- ☐ Mandatory field of “services” (homeless, math, reading, science, social studies, guidance, social work, health) is coded and documentation on file. Yes/No?
- ☐ Mandatory field of “parent involvement” (conference, education/training, family literacy, parent literacy, planning, volunteer) is coded and documentation on file. Yes/No?
- ☐ School/Parent Compact is coded and documentation on file. Yes/No?

Requirements for a Paraprofessional to be Considered “Highly Qualified”

Paraprofessionals who will perform instructional duties in a Title I, Part A program must:

- have completed at least two years of study at an institution of higher education [defined as completion of 48 semester hours (or equivalent trimester hours) of college coursework or an applicable number of semester hours as defined by the institution of higher education attended, whichever is less]; or
- have obtained an associate’s (or higher) degree; or
- have met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment 1) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or 2) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

Paraprofessionals whose duties consist solely of parental involvement activities or translation services are exempt from the qualification requirement.

Title I, Part A Parental Involvement

On HISD campuses, partnerships between parents and the school will help children learn and achieve academic success. In accordance with the Every Student Succeeds Act (ESSA), parents of children enrolled in federally funded programs shall be given opportunities to become involved in the design, development, and evaluation of campus-based programs and activities. Such programs and activities include those designed to improve student academic achievement and school performance.

Every Title I, Part A school must develop (jointly with parents of children enrolled in the school) a written parental involvement policy. This policy shall be distributed to parents and also made available to the local community. It shall address the expectations and support for parental involvement on the campus, describe how the parents will be involved in the review and improvement of campus programs, and explain the school’s role in providing a quality curriculum in an environment conducive to learning. This policy shall also explain assessments and evaluation tools used to measure student achievement and list flexible regular meetings which parents can attend to receive feedback to suggestions. The policy shall also specify how the school can use federal funds to provide childcare and other assistance to allow parents to attend these meetings. Another component of the policy shall include information on how the

Parents Right to Know will be implemented on the campus (Public Law 107-110, Section 1111).

An annual review will take place to allow all parents the opportunity to make suggestions and revisions to the policy as well as to determine the effectiveness of the policy. This meeting should be held at a convenient time for parents to participate. If the policy is unsatisfactory to a parent, the school shall submit any parent comments to the Grants Administrator of the Title I Parental Involvement Program in the Department of External Funding. If a school already has a plan that involves parents, it may amend it to meet the standards for federally funded programs.

Title I, Part A schools must have a school-parent compact. School-parent compacts are designed to promote shared responsibility for high-student academic achievement. For examples of school-parent compacts, new parental involvement funding guidelines, and additional information on parental involvement, please refer to the Title I, Part A **Parental Involvement** page on the External Funding website.

TITLE II, PART A—Supporting Effective Instruction

Title II, Part A

Purpose

The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality.

School districts that receive funds are held accountable to the public for improvements in academic achievement. Districts have the flexibility to use these funds creatively to address challenges to teacher and paraprofessional quality, whether these challenges concern teacher preparation and qualifications of new teachers and paraprofessionals,

recruitment and hiring, induction, professional development, teacher retention, or the need for more capable principals and assistant principals to serve as effective leaders.

Program Requirements

Title II, Part A Program requires that funds be used for:

- recruitment of high-quality individuals (District Requirement);
- preparation and professional development in all content areas;
- support and guidance in instruction;
- ensuring **effective** teachers, principals and paraprofessionals;
- targeting schools with the greatest need for assistance; and
- mandating stronger measures to hold schools accountable for improved teacher quality.

The district currently targets its Title II, Part A funds for activities and projects that directly correspond to all of the requirements above. Title II, Part A funds have been centralized by HISD. These funds are targeted for district-wide professional development.

How Title II, Part A Funds are Used

Consistent with its local plan and needs assessment, the Title II, Part A, program offers a school district the flexibility to design and implement a number of different activities that can result in a teaching staff that is highly qualified and able to help all students, regardless of their individual learning needs, to achieve challenging state content and academic achievement standards. Activities should also provide school principals with the knowledge and skills necessary to lead their school's efforts to increase student academic achievement.

For example, the statute specifically authorizes the following types of activities:

1. **Developing and implementing strategies and activities to recruit, hire, and retain highly effective teachers and principals.** These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in core academic subjects or schools in which the district has shortages. (Note: Because the purpose of Title II, Part A is to increase student academic achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [Section 2101(1)] **[Must receive Board approval before implementation]**); (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification;

2. Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:
 - (a) **Content knowledge.** Providing training in one or more of the core academic subjects that the teachers teach; and
 - (b) **Classroom practices.** Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills; (b) the use of challenging state academic content standards and student academic achievement standards in preparing students for the state assessments.
3. Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, regarding effective instructional practices that:
 - (a) Involve collaborative groups of teachers and administrators;
 - (b) Address the needs of students with different learning styles, particularly student with disabilities, students with special needs (including students who are gifted and talented, and students with limited English proficiency;
 - (c) Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs;
 - (d) Provide training to enable teachers and principals to involve parents in their children's education, especially parents of limited English proficient and immigrant children; and education, especially parents of limited English proficient and immigrant children; and
 - (e) Provide training on how to use data and assessments to improve classroom practice and student learning;
4. Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring, induction, and support for new teachers and principals during their first three years; and financial incentives for teachers and principals with a record of helping students to achieve academic success;
5. Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teaching in the academic subject in which teachers teach, and merit pay programs.

(Note: Because the purpose of Title II, Part A is to increase student academic achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in

student academic achievement produced by the efforts of the teacher or principal [Section 2101(1)]: **[Must have Board approval before implementation]**.

6. Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders;
7. Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation. (Note: Because the purpose of Title II, Part A is to increase student academic achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [Section 2101(1)]. **[Must have Board approval before implementation]**

REQUIREMENT: A District Must Develop a Plan in Order to Receive Title II, Part A Funds

A district's Title II, Part A plan must be submitted to and approved by the Texas Education Agency as part of the Standard Application System's ESSA Consolidated Application for Federal Funding.

XIV. RECORDS MAINTAINED BY HISD

Student Records

The principal of each school and the head of each department required to maintain student records are agents of the Superintendent of Schools for purposes of student records. Principals and/or department heads may appoint in writing other employees to serve as their agents in maintaining specific records. HISD Board Policy FL (Legal), in referring to federal law, emphasizes the responsibility that each school has to "...protect the confidentiality of personally identifiable information in collection, storage, disclosure, and **destruction of records. 34 CFR 300.572**".

Texas Local Government Code §201.003(8) defines a "record" as, any document, paper, letter, book, map, photograph, sound or video recording, microfilm, magnetic tape, electronic medium or other information recording medium, regardless of physical form or characteristic and regardless of whether public access to it is open or restricted under laws of the state, created or received by a local government or any of its officers or employees pursuant to law, including an ordinance, or in the transaction of public business.

Texas Penal Code 37.10(c)(2) increases the classification of the offense of tampering with a governmental record from a Class A misdemeanor to a third degree felony if the record is a public school record.

In 1989, the Texas Legislature enacted the Texas Local Government Records Act requiring that all local governments in the state must have a records retention schedule approved by the Texas State Library and Archives Commission and all departments of that government must be in compliance with the approved retention schedules. The updated retention schedules for records maintained by HISD schools were approved by the Texas State Library and Archives Commission on February, 2016 for the Schedule SD-Records for Public School Districts and April, 2016 for the GR-Records Common to Local Governments.

Schools must retain records for their designated retention period. Once the retention period for a particular record type has been met, all of those types of records for that time period should be destroyed in the appropriate manner. This document is available on Records Management Web page.

Records destroyed after the expiration of the retention date may not be subpoenaed or legally challenged by parents or students. Records not destroyed in accordance with the retention schedules, however, remain subject to legal action. Do not destroy any records before checking the complete listing of retention periods for all records found in the ***HISD Schedule SD-Records for Public School Districts or HISD GR-Records Common to Local Governments.***

For assistance with the destruction of records, contact Records Management at 713-556-6055. Before requesting any assistance from Records Management with the removal of student records, school personnel must ensure that all **elementary and middle school (if applicable) permanent record cards** have been removed from their cumulative record folders and stored in a dry and secure location on campus. (e.g. a metal filing cabinet or a plastic storage bin in a locked closet or storeroom).

School Guidelines, 2018-2019
Records Maintained by HISD

Please note that when the retention schedule refers to withdrawal, this means withdrawal from the Houston Independent School District, not transfer to another school within the district. This requirement under state law has important implications for elementary school records management.

Most documents that a school might place into student's cumulative folder have a retention period of "date of withdrawal + 5 years." Texas law allows students to attend school as long as they have not turned 21 on or before September 1st; therefore, the "date of withdrawal + 5 years" could be on a given student's **26th** birthday.

In making many decisions regarding the retention date for inactive student records, however, **a search on the PID/PET can be a valuable resource in helping to determine a student's withdrawal date from HISD.**

Last Year of HISD Enrollment	Number of Years Since WD	Destroy Record?
<u>2009-2010</u>	5	Yes
<u>2011-2015</u>	3	No

The chart on the following page outlines the required retention period for the most common records stored in an elementary student's cumulative record folder.

It is a violation of state law to dispose of **school district records** before its retention period has expired. For assistance with the development of a proper and systematic plan for the management of inactive student records that remain on campus, contact Records Management at 713 556-6055.

In 2006-2007 HISD began a transition to an electronic student records system for many of the required student records listed in the following charts. Hard copy or electronic records should **NOT** be destroyed unless they have met their retention period.

School Guidelines, 2018-2019
Records Maintained by HISD

TYPE OF RECORD	RETENTION
Elementary Permanent Record Card--A cumulative record of a student's grades by school year and subject	Permanent or until forwarded to another HISD school
Middle School Permanent Record Card - A cumulative record of a student's grades by school year and subject; TAKS/ <u>STAAR</u> test information	Permanent or forwarded to another HISD school
Academic Achievement Record Card - A cumulative record of a high school student's grades by school year and subject; TAKS/ <u>STAAR</u> test information	Permanent or until microfilmed
Cumulative Health Record Card-- A record of all immunizations, physical history and medical information	Until forwarded to another HISD school or filed electronically then date of withdrawal + 7 years, or until the student's 21st birthday, whichever is later.
Request For Food Allergy Information-Provides information to verify a life threatening food allergy to enable the district to take necessary precautions for a child's safety	2 years or until forwarded to another HISD school
Permanent Test Record Card	Until forwarded to another HISD school or date of withdrawal + 5 years
Individual student reports of STAAR, TAKS, TAKS-I, TAKS-M, TAKS-Alt, TAKS-Accommodated SDAII, TAAS, TPRI, Tejas LEE, and other standardized state and national achievement, mental abilities, and aptitude tests reported by score, percentile rank, etc.	1 year after recording of data or placement of test report labels on the AAR or permanent record card. Test results for K-8 student testing for 9-12 credit, must be retained PERMANENTLY.
Reports of results of other tests or measurements (e.g. tests administered by a diagnostician as part of a referral)	Date of withdrawal + 5 years
Home Language Survey--required for TEA auditing purposes	Until forwarded to another HISD school or date of withdrawal + 5 years.
Copy of Final Student Report Card/Progression of Skills Report or latest cycle copy for a withdrawn student--provides longitudinal information relating to performance, attendance and conduct	1 year after entry of grades in the AAR or on Permanent Record Card
Code of Student Conduct Acknowledgment Signature Forms--Verifies receipt of school rules and regulations	Until superseded; most current until forwarded to another HISD school or date of withdrawal + 5 years.
Campus Referral Committee Report--required to initiate the referral process for special education services	Until forwarded to another HISD school or cessation of services + 5 years.
Section 504 Program Records - provide information concerning a student's accommodations under Section 504 of the Rehabilitation Act of 1973.	Until forwarded to another HISD school or cessation of services + 5 years
Grade Placement Committee Report--provides information concerning type of movement from one grade to the next or retention in the same grade.	Until forwarded to another HISD school or date of withdrawal + 5 years.
ELL Student Assessment Form (<u>blue</u> folder) - provides information on identification, program placement, parent approval/denial, exit data, and LPAC review by grade.	Until forwarded to another HISD school or date of withdrawal + 5 years.

School Guidelines, 2018-2019
Records Maintained by HISD

TYPE OF RECORD	RETENTION
Progress Reports	Current school year + 1 year
Kindergarten Screening Instrument	1 Year
Kindergarten Developmental Survey	1 Year
Notification to Parents of Retention/ Promotion	AV (Administratively Valuable) (good idea to keep through 1 st grading cycle of the following year)
Birth Date Documentation - Copies of birth certificates, church records, Bible records, passport or immigration records, or other documents used to establish date of birth or identity (could also include social security documentation).	AV (Administratively Valuable) NOTE: It is recommended that these be kept for at least 5 years for PID research.
Custody Documents - Copies of court instruments relating to adoption, guardianship, or custody	Until student is 18 or date of withdrawal +2 years, whichever is sooner.
Credit by Examination Results	1 year after recording of data in the permanent record
Discipline Records*	Expulsion records - 5 years Records relating to forms of discipline other than expulsion, AV (Administratively Valuable). *PEIMS-related documents must be kept 5 years for auditing purposes
Dyslexia Records (could also be located in a Special Education and/or a 504 record)	Cessation of services + 5 years
Student Enrollment Card	Date of withdrawal + 5 years
Gifted/Talented Program Records	Cessation of services + 5 years
Magnet Program Records	Cessation of services + 5 years
Special Education Records	Cessation of services + 5 years

School Guidelines, 2018-2019
Records Maintained by HISD

TYPE OF RECORD	RETENTION
Previous Year Free Lunch--Continues student approval at the start of school until a new approval form is returned.	1 year or until forwarded to another school in cumulative record folder. <u>Note: This is for the campus copy. The original lunch application is required to be kept for 10 years by the Food Services Department.</u>
Signed teacher verification sheets of grades	AV (Administratively Valuable)
Elementary Teachers' Grade Books or electronic grade books with printouts signed & dated by teacher	1 year after entry of grades on Permanent Record Card
Middle School Teachers' Grade Books or electronic grade books on disk with printouts signed and dated by teacher	1 year after entry of grades on Permanent Record Card
High School Teachers' Grade Books or electronic grade books on disk with printouts signed and dated by teacher	1 year after entry of grades on AAR
Student Cumulative Record Folder - all information except the AAR or Permanent Record Card or any information which may be noted elsewhere in the <i>HISD's retention schedule SD-Records for Public School Districts</i> .	Date of withdrawal + 5 years
Public Information Management System (PEIMS) Data Submissions and back-up documentation	5 years

NOTE: The records listed above are the responsibility of the principal who designates their location.

It is mandatory that schools retain records for the required retention period. However, it is important that records be destroyed at the end of the retention period. Records that are destroyed after the duration of the retention period may not be subpoenaed or challenged by parents or students. However, if records that are past a retention period are found at the school, those records can still be subpoenaed or challenged.

Gifted and Talented Records

The original Gifted and Talented (G\T) identification student folder must be kept at the identifying campus. The G\T identification student folder contains information that documents student G\T eligibility. G\T records are maintained by the identifying campus for cessation of services plus five years. A copy of the **qualifying** G\T identification matrix must be placed in the cumulative student folder upon G\T identification. The items listed below must be included in the G\T identification student folder.

See chart on next page.

HISD Vanguard Program - Data Quality Checklist

Entering Kindergarten, Kindergarten for Spring Services through 12th Grade

Student Name: _____ HISD Student I.D. # _____

PEIMS G/T CODING FORMULA Signed G/T Identification Matrix + Student Participation in Program Services = PEIMS Funding Coding
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I. Required Documents for Student's Individual G/T Folder		
Application	G/T Qualifying Rosters	G/T Qualified HISD Student Transfer OR Students processed at another HISD campus
_____ Parent Signed/Dated Vanguard Application _____ Teacher G/T Recommendation Form _____ Parent G/T Recommendation Form (Entering Kindergarten Program only) _____ Original signed HISD G/T Identification Matrix Documents from Student's Permanent Folder: _____ Report Card (see back of matrix) _____ Abilities Test Score Report (current year's score) _____ Achievement Test Score Report (within 12 months of application)	Grades K and 5 _____ Original signed HISD G/T Identification Matrix ** Previously Qualified Students (PQ) in all grade levels (See Section II below)	_____ Copy of signed HISD G/T Identification Matrix

II. Required Documents for Vanguard Coordinator Folder (Keep in separate file in front of all G/T student folders) for obstacle documentation. _____ Chancery G/T Roster Report _____ HISD Research and Accountability Department G/T Roster (used to verify G/T Identification)

III. Program Services for G/T Students
_____ G/T Student receives instruction in the four (4) foundation curricular areas by G/T trained teacher(s) (Grades K-5)
_____ G/T Student scheduled in at least two (2) Advanced Level classes (Pre-AP, AP, IBMYP, IB, or Dual Credit) with G/T trained teachers (Grades 6-12)

Health Records

All students enrolling in HISD must have a current immunization record. A 30-day provisional enrollment is only allowed for students identified as homeless, in foster care, children of parents active in the military, and students coming from another school in Texas without immunization records. A delinquent immunization record is not applicable for a 30-day provisional enrollment. A student transferring from another public school district within Texas may be enrolled provisionally for 30 days while awaiting transfer of records. **If a student is enrolling for the first time and has begun the first set of a vaccine series and immunization records indicate that the student is on schedule with at least one dose of each specified age-appropriate vaccine then the student may be enrolled.** TEC §38.001(e) and TEC §25.002 (A validated document is a certificate of immunization that has been validated by, or for, a physician or Public Health personnel showing the month, day and year when an immunization was received.) The physician must be duly registered and licensed to practice medicine in the United States.

A student entering HISD from out of state or from another country is required to provide proof of required immunizations prior to entering, attending, or enrolling in school (no provisional period is allowed).

Evidence of immunization status and pertinent health information from the Health Inventory that has been confirmed by a physician must be recorded electronically in the Student Information System.

Immunization requirements are updated annually and posted on the Health and Medical Services portal as soon as the changes are made available by the DSHS. A hard copy is also sent to the campus by Health and Medical Services Department.

Since many types of personal immunization records are in use, any document will be acceptable, provided it has been validated by a physician or public health personnel. TEC §38.002

EL Records

Information on all students who enter school with a home language other than English is kept in the LEP Student Assessment Folder. The folder must be maintained for all students whose Home Language Survey indicates a language other than English. All required language proficiency assessments and subsequent LPAC decisions must be documented in the folder for all students.

For those students who are tested and are classified as NON-EL by the LPAC, the only information required in the folder is the home language survey, results of language proficiency assessment, and LPAC decision with dates and signatures. This information must also be entered onto the LEP panel on the SIS. These students shall be coded as (T-H) tested (T), but did not qualify, and assigned to an all-English

class (H). This information is required by TEA and is a valid part of the student's school record.

For those students who are tested and identified as EL by the LPAC, the folder must be maintained to include Bilingual **or** ESL services as well as the implementation of such services. The information is required by TEA and is a vital part of the student's school record.

The LEP student's Assessment Folder must be transferred at the same time as the student's cumulative folder to ensure continuation of Bilingual/ESL services.

The items listed below must be included in the LEP Student Assessment Folders.

- Home Language Survey
 - No. 331 ENG and -No. 332 SPAN from the warehouse.
 - other languages are available in the Bilingual/ESL Program Guidelines and the Multilingual webpage
- IPT Online Student Score Report
 - In English
 - In Spanish (when applicable)
- Achievement Test Results
 - For identification in grades 2nd 12th— 2nd 12th
 - Iowa Survey (Reading and Language)
 - For end-of-year LPAC review--Iowa, or other district-required written achievement test
- Informal Assessment (when applicable)
 - Student Interview
 - Teacher Survey
- Notification of Enrollment in a Bilingual/ESL Program (when applicable)
 - Bilingual Program
 - ESL Program
 - Denial of Bilingual Education Rights (when applicable)
- Notification of **Reclassification** (when applicable)
 - Documentation of progress in the two or four year monitoring period, depending on exit date, after reclassification date.
- STAAR Participation Forms (Grades 3rd – 12th)
- Teacher documentation of Linguistic Accommodations used during instruction and assessment throughout the school year (Grades 3rd – 12th)
- TELPAS Writing Samples 2nd – 12th (2 years' worth)
- EOY LPAC Meeting form (from SIS)
- LPAC Justification for Promotion form (If applicable)
- Note: State Test Results (STAAR & TELPAS) are kept in the Student Testing Folder.

LPAC Binder

The following Language Proficiency Assessment Committee (LPAC) records must be kept at the school in an LPAC Binder and be easily accessible for audits.

1. LPAC Committee Operation Report
2. LPAC Minutes for ELs (BOY, MOY, EOY, etc.)
3. LPAC Minutes for Monitored Students
4. Evidence of required LPAC trainings at campus (BOY, MOY, EOY)
5. TELPAS Summary Report
6. TELPAS Rating Rosters
7. IPT/IOWA Oaths and Training Certificates
8. SBEC Certifications for Bilingual and ESL teachers
9. Oaths of Confidentiality (signed by LPAC members and EL clerk)
10. Sheltered training certificate of completion (all instructional staff serving ELs)

NOTE: All forms are available on the Multilingual Department webpage.

The following LPAC decisions must be documented and filed in the ELL folder and entered into the LPAC Meeting Information Panel in SIS.

Upon student's initial entry to HISD Chancery Data Entry	Data updates from End-of-Year LPAC Reviews Chancery Data Entry
<p>Personal Panel (Demographics)</p> <ul style="list-style-type: none"> Home Language Country of Origin <p>Immigrant Panel (LEP LPAC IMM)</p> <ul style="list-style-type: none"> Date Entered US Schools Asylee/Refugee Statutes <p>LPAC Panel (LEP LPAC IMM)</p> <ul style="list-style-type: none"> Initial LPAC Date LEP Status/Program 	<p>LPAC Panel (LEP LPAC IMM)</p> <ul style="list-style-type: none"> Latest LPAC Date EL Status/Program Placement (if change occurred) ESL Level Parent Permission/Denial Date (if change occurred) Program Exit Date (if applicable) Program Exit Reason (if applicable) Meeting Participants

Special Education Records

Special education information is kept in the eligibility folder. The folder contains information that documents student eligibility and need for special education services as well as the implementation of such services. The information is required by the TEA and is a vital part of the student's record. Special education records are maintained by the district for five years after the student is no longer enrolled or qualify for services in HISD (i.e. cessation date).

Special education eligibility folders should be kept in a locked file accessible on a 12-month basis to authorized personnel. The CFR § 300.614 states, "each participating agency must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the Act (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records." Therefore, Form 7 of HISD Policies and Procedures, "Students with Disabilities Records - Report of Maintenance and Access" lists the authorized personnel and must be completed and posted each year.

The special education eligibility folder must be transferred at the same time as the student's cumulative folder to ensure continuation of special education services. The envelope must clearly be labeled, "Special Education Records." When transferring the special education eligibility folders, the district procedure for transferring student records is followed.

The following information must be included in the special education eligibility folder if applicable:

- ◆ Referral for Disability Evaluation Form
- ◆ Chancery SMS H Student Status Report
- ◆ Chancery SMS RtI Report (if applicable)
- ◆ Record of Communication with Parent(s) or Guardian(s) or other Professionals
- ◆ Notice of Referral for Full and Individual Evaluation (FIE) (signed by parent/guardian)
- ◆ Evaluation Consent- signed by parent, guardian, or adult student
- ◆ Parent's or adult student's signature of receipt for rights booklet Notice of ***Procedural Safeguards***
- ◆ Notice of ARD/IEP committee meeting
- ◆ ARD/IEP Committee Report which may include:
 - ◆ Graduation plan
 - ◆ Personal Care Services
 - ◆ Transition Services
 - ◆ Related Service Documentation
 - ◆ Transfer of Rights at Age of Majority
 - ◆ Compensatory Services Documentation
 - ◆ Notice of Refusal to Provide Special Education Services
 - ◆ Assessment Results (Local and/or State)
 - ◆ Medical Reports

School Guidelines, 2018-2019
Records Maintained by HISD

- ◆ Written Report of Full and Individual Evaluation (FIE) and Related Services Assessments (test protocols from special education evaluation)
- ◆ Sociological data/parent information
- ◆ Child Study Reevaluation Packet Information
- ◆ Information from general education and/or special education teacher(s)
 - ◆ Information from parents
 - ◆ Health information
- ◆ Behavior and Language rating scale
- ◆ Child Study Classroom Observation Report
- ◆ Vocational Assessment Folder
- ◆ Significant correspondence from parent, parent's representative, or adult student
- ◆ Home Language Survey (copy)
- ◆ Multidisciplinary Team Report (MDT)
- ◆ Mediation Agreements
- ◆ Due Process Hearing Officer Decisions and Orders
- ◆ Dual Enrollment documentation for eligible private, parochial, and home-schooled students

For students with visual impairments:

- ◆ Consent for Release of Confidential Information from the Registration of students with visual impairments
- ◆ Consultation summaries

For Deaf Blind student:

- ◆ Consent for Release of Confidential Information from the Deaf/Blind Census

Section 504 Records

Section 504 folders are general education folders and should be kept separate from special education folders. They should be kept in a locked file and are often kept with the student's cumulative record folder. The parents must be allowed to review the folders. The Section 504 folder should be transferred when a student is promoted or transfers to another school. The Section 504 folder will include:

- Notice to Parents of Evaluation under Section 504
- Notice of Section 504 Committee Meeting
- Section 504 Assessment Team Report
- Section 504 Accommodation Plan
- Section 504 Behavior Management Plan (if applicable)
- Notice to Parents of Re-evaluation under Section 504
- Notice of Section 504 Eligibility or Non-eligibility

Transfer of Records

Texas Records Exchange System (TREx)

By law (TEC§25.002(a-1)), a district must respond to a request for a student record from the receiving district within 10 days after the date the request for information is received. House Bill 1 from the 79th Legislature, 3rd Called Session, 2006 mandates participation by Texas public schools in the electronic student records exchange through the Texas Records Exchange (TREx) system. TREx is an internet-accessible, web-based application hosted by the Texas Education Agency (TEA) as mandated by TEC §7.010. The system permits the electronic transfer of student records between Texas public school districts and between Texas public schools and Texas public colleges and universities. Student records, or an electronic response explaining why records are not being transferred, must be sent to other school districts and postsecondary institutions within 10 days after the receipt of a written or electronic request.

According to the TEA Student Attendance Accounting Handbook, the minimum set of information, to be transferred from district to district as the student moves, should include the following:

- 1.) Social Security Number or state-approved Alternate ID last reported though PEIMS
- 2.) Current Social Security Number or state-approved Alternate ID, if different 3.) Local student ID number
- 4.) County-District-Campus Number 5.) Campus name and phone number
- 6.) First, middle, last name, and generation code 7.) Sex, ethnicity, and date of birth
- 8.) Current grade level
- 9.) Immunization Records TEC §25.002 (a) (3).

Each principal must appoint a primary and backup professional staff to serve as the “Campus Registrar/Counselor” responsible for student records on the campus for the entire calendar year. This role is for those who will send, receive, accept, download, view, track, and approve all information in student records or transcripts for a campus; generate and view TREx reports for a campus; manually enter student record/transcript data for a campus; attach TEA approved graduation diploma seals and send official high school transcripts for graduates at a campus. The principal must also designate campus personnel to receive the “Campus View-Only” role in TREx in order to track and view TREx transaction history logs for a campus and view TREx summary reports. Since email notice will be sent to all campus and district personnel when a campus registrar/counselor fails to process requests or records in the queue within 24 hours of transmission, it is essential that record requests be addressed in a timely manner. All transactions will be tracked to create a permanent transaction history log in order to document compliance with state law.

Further information is available at <http://www.tea.state.tx.us/trex/>.

Procedure for Records Transfer

There is one period during the school year when there is a mass transfer of student records, commonly known as "Records Exchange Day." This mass transfer occurs shortly after the beginning of the school year; at that time, records must be transferred for students who have been promoted from elementary to middle school. Only when the receiving school knows exactly which students have officially enrolled should records be requested. **Under no circumstances should any records be forwarded by the sending school until a formal written request has been sent from the receiving school.**

In-District Transfer (from middle school to high school)

The middle school shall be responsible for checking the address of every 8th grade student against the High School Directory of Streets to determine where each student should attend high school. The middle school should send to the appropriate high school the names of all students that will be attending that school. Each middle school will print a directory to check off the student names for each high school. Copies should be used to indicate students who will be attending the feeder high schools, and one copy should be kept in the middle school as a master list.

Each middle school will "process" the cumulative record folders of 8th grade students as soon as possible at the end of the school year. "Processing" includes all necessary "end-of-year" actions: completing LPAC authorization, ARD/IEP recommendations, permanent record cards, test information, etc. Each middle school will compile separate lists of all LEP and Special Education students according to the school zoned for attendance for the following school year.

Once the fall semester is under way and it can be determined which students are officially enrolled and attending classes, the high school registrar and the middle school records clerk shall request student records (cumulative and Special Education, if applicable) from the appropriate feeder schools. These records will be exchanged on a "records exchange day." The exact date will be published each year in the Superintendent's Bulletin. Do not send records until you receive a written request.

After the initial transfer of records at the beginning of the year, records should be transferred to other HISD schools within ten school days upon receipt of the records request.

In-District Transfer (from elementary school to middle school)

The elementary school shall be responsible for checking the address of every fifth/sixth grade student against the Middle School Directory of Streets to determine where each student will attend middle school.

School Guidelines, 2018-2019
Records Maintained by HISD

The elementary school should send to the appropriate middle school the names of all students that will be attending that middle school. Each elementary school will print a **directory** to check off the student names for each middle school. Copies should be used to indicate students who will be attending the feeder middle schools, and one copy should be kept in the elementary school as a master list.

In addition to the directory, each elementary school receives worksheets for fifth and/or sixth grade students. These sheets are completed according to the directions given by the representative from the feeder middle schools. If an elementary school has sixth grade, worksheets should be completed for the sixth grade students and for those fifth grade students who choose to attend a middle school in the sixth grade.

A student who applies for a Magnet transfer should complete a worksheet for his home middle school unless his transfer has already been approved. If the Magnet transfer has been approved, the student should complete a worksheet for the Magnet middle school. Receiving Magnet middle schools will complete sheets for those transfers that are approved after the initial collection of worksheets.

Each elementary school will "process" the cumulative record folders of fifth/sixth grade students as soon as possible at the end of the school year. "Processing" includes all necessary "end-of-year" actions: completing LPAC authorization for exit or continued service, ARD/IEP recommendations, permanent record cards, test information, exceptions to the promotion standards, etc.

Once the fall semester is under way and it can be determined which students are officially enrolled and attending classes, the middle school records clerk shall request student records (cumulative and Special Education, if applicable) from the appropriate feeder schools. These records will be exchanged on a "records exchange day." **DO NOT SEND ANY RECORDS UNTIL A WRITTEN REQUEST HAS BEEN RECEIVED.**

After the initial transfer of records at the beginning of the year, records should be transferred to other HISD schools within ten school days upon receipt of the request for records. All student records must contain the social security number or alternative identification number last submitted to PEIMS.

Special education records such as testing data and ARD/IEP data must be up-to-date prior to the transfer.

In-District Transfer (from elementary school to elementary school)

Once the student is officially enrolled and attending classes in the receiving school, the secretary or records clerk of that school shall request the student's records from the sending school. This request shall be in writing and shall be kept on file by the sending school. These records should be sent within ten school days.

Out-of-District Transfer

Photocopies or scanned images, not originals of records should be forwarded outside the district only after a formal written request or TREx request from the out-of-district school has been received. **Copies** of records must be sent to the requesting school within 10 days, after the receipt of the written or electronic request, and may not be withheld for money a student owes for lost textbooks, candy, etc.

Records Required to be Transferred

Texas Human Resources Code §79.001 requires a school to request information regarding the schools previously attended by any child under the age of 11 and to request the child's records from each school.

Upon official notification of enrollment and request for records, the HISD sending school shall forward the following:

In-District

- Completed copy of Student Withdrawal/Record Transfer Form – This would apply for any student withdrawn after the beginning of the school year. A student who moved over the summer would not have this form.
- Permanent Record Card--The original copy of the permanent record card, with checkout grades recorded in pencil, shall be sent to the receiving school. The school to which the permanent record card was forwarded and the date sent must be recorded and retained on file by the sending school. **The original copy of the permanent record card should always be in the school in which the student is currently enrolled or in the last school he attended.** All requests for transcripts should be forwarded to the school of present or last enrollment. Although HISD began a transition to an electronic permanent record system in 2006-2007, no existing records should be destroyed unless they have met their
- required retention period.
- Middle School Permanent Record Card (white copy)
- Copy of Academic Achievement Record -- Grades 9-12
- Cumulative Record Folder--Health Record Card or electronic immunization record, Test Record card, Home Language Survey, previous-year Free Lunch Application, etc.
- Copy of student's last report card
- Special Education Eligibility Folder (if applicable)
- LEP Student Assessment Folder (if applicable)
- Section 504 Records (if applicable)

Out-of-District (only photocopies of original records)

- Photocopy of Permanent Record Card
- Photocopy of Academic Achievement Record -- Grades 9-12
- Photocopy of Test Record Card
- Photocopy of Health Record Card or electronic immunization record
- Photocopy of the student's last report card
- Photocopy of completed copy of Student Withdrawal/Record Transfer Form
- Completed Home Language Survey
- Photocopy of special education record as requested
- Photocopy of Section 504 Records

Any request for student records between HISD schools should be processed within 10 days. It is a violation of state law for a school to withhold a record from being transferred when a student owes money for a textbook. The new school enrolling the student is not required to issue books to the student. However, the school must make the textbooks available to the student during class time.

It is mandatory that the copies of school records be transferred between Texas school districts within 10 calendar days after a student has enrolled. Failure to transfer special education records within 10 calendar days may constitute a denial of a free, appropriate public education (FAPE) to that student.

The transfer of the AAR to another school district/charter school **may not be withheld for any reason**. Although a district is authorized under Section 31.104(d) of the Education Code to withhold records under certain circumstances, those circumstances do not relieve a district of its duty under Section 25.002(a) to transmit a student's records to another school district in which the student has enrolled within 30 days. In accordance with Section 25.002(a), a school district should always transmit records promptly to another school district in which a student enrolls regardless of any payments due.

Special note about Middle School Permanent Record Cards - Grades 6 - 8:

The buff-colored card contains a cumulative record of students' courses and grades by school year. The buff-colored card remains in the middle school permanently.

The white card contains the identical information that is on the buff-colored card. In addition, all test gummed labels are affixed to the back of the white card. (This eliminates the need for a separate Test Card.)

The white card is forwarded to another HISD school when the student transfers. The name of the school where records are sent and the date sent must be recorded on the buff-colored permanent record card which is filed permanently at the sending middle school. If the student transfers out of the district, a copy of the white card is forwarded, and the white card is kept with the buff card **permanently**.

Transfer of Records to Charter Schools

- Original student records should be sent when a student transfers to an HISD charter school that operates on a regular HISD campus.
- **Photocopies** of the original student records should be sent when a student transfers to an HISD charter or alternative campus where the student will only be enrolled for a short period of time.
- **Photocopies** of the original student records should **always** be sent when a student transfers to an open-enrollment state charter school that is not affiliated with HISD.

Physical Storage of Student Records

A student's cumulative folder is usually transferred between campuses as one set of combined documents; however, the school's organizational structure may require a folder's contents to be divided among several different locations in a building (e.g. main office, clinic, counselor's office, etc.). The manner in which a student's folder is subdivided may vary from one school to another as long as:

- Ownership and responsibility for each type of student record are clearly defined.
- Standards designed to physically protect the confidentiality of the total student record are in place.

A campus must also have a system in place for tracking the locations of all documents to ensure that they can be quickly consolidated for transfer to a new campus.

Release of Student Records

Privacy Code Update/Release of Student Directory Information

At the beginning of each school year, the parents or legal guardians of all students should be notified by the school as to what directory information is maintained and may be released upon request. If the parent or legal guardian, or student if he or she is over 18 years old have the right to state in writing that they do not wish directory information released. If a "Privacy Statement" is on file for a particular student, the school must enter a "Privacy-Code" designation for that student on the school's computer master file, and no directory information is to be released on that student without written consent of the parent/legal guardian. If a student has a privacy statement on file, his or her name, address, telephone number, etc., should not appear in any school-published directory that may be purchased, unless parents specifically give permission to list their child's information in the directory.

After notice has been given and the other requirements of the federal regulations have been met, all directory information in which no privacy interest has been asserted must be disclosed upon written request under the Texas Public Information Act.

Directory information includes a list of all students in a particular school, all students in the district in a particular grade level, or members of a school athletic team or club. Many such directory lists are purchased from the district each year. If a school publishes a student directory which is sold to students, that directory may also be

School Guidelines, 2018-2019
Records Maintained by HISD

purchased by any individual or company. It has always been the district's policy to require a written request for directory information whether the request is made to an individual school or to the central office.

It is district policy to require a written request for directory information whether the request is made to an individual school or to the central office. School officials may not discriminate among individuals, institutions, business firms, recruiting officials, etc. who make a request in writing. If a school publishes a student directory that is sold to students, any individual or company may also purchase that directory.

Directory information consists of the following:

- Student's name and address
- Student's email address
- Telephone number
- Photograph
- Date and place of birth
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance (enrollment-withdrawal dates)
- Degrees, honors, and awards received
- Grade level
- The public or private school most recently attended by the student
- Other similar information

IMPORTANT NOTE: A student's Social Security number and HISD ID number are not considered a part of directory information.

Federal and State Laws Governing Disclosure of Student Records

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) of 1974 states that a school may not release personally identifiable records, or files, or personal information contained therein, without the written consent of the student's parents or legal guardians, or the student if he or she is 18 years of age to any individual, agency, or organization other than the following:

- Other school officials, including teachers and counselors who are requesting records for **legitimate** educational reasons. School officials do not have a right of access to student records for non-educational reasons (e.g., to utilize in connection with an employment dispute)
- Officials of other school systems in which the student intends to enroll
- Authorized representatives of local, state, or federal governmental agencies
- In connection with the student's application for, or receipt of, financial aid.

School Guidelines, 2018-2019

Records Maintained by HISD

Personally identifiable records includes any records, files, documents and other materials which contain information directly related to a student or personally identify a student and maintained by the District or an agency, institution or person acting on behalf of the District. Where such records or data include information on more than one student, the parents of any student shall be entitled to receive, or be informed of, that part of such record or data as pertains to their child only.

All parents, including noncustodial parents, possess a right of access to their child's records unless a court order or state statute specifically revokes their rights. Therefore, a school must honor any parental request for access to student records so long as there is no court order preventing such access. Similarly, a request for records from a lawyer, accompanied by a signed release statement from either parent must be honored, provided that there is no court order that prohibits such action.

A student under 18 cannot consent to the release of his records to third parties. Only a parent or legal guardian may consent to a third party having access to a student's records if the student is under 18. A student under 18 that has had his disabilities of minority removed by legal action **may** consent to the release of his records to a third party.

Source: USDE FERPA

Texas Public Information Act

The Texas Public Information Act (Chapter 552 of the Texas Government Code) is the state law counterpart to the federal Freedom of Information Act. It provides, in general, that records maintained by governmental bodies (such as school districts) must be made available to the public, upon written request. However, the Texas Public Information Act contains specific exceptions to the release of student records maintained by educational institutions. The Act expressly states that "information is excepted from [required public disclosure] if it is information in a student record at an educational institution." Under the Act, student records shall be made available only on the request of (1) educational institution personnel having a legitimate educational interest in the records; (2) the student's parent or legal guardian and/or, (3) a person conducting a child abuse investigation as required by the Texas Family Code.

Additional information may be located in the *Guidelines for Complying with the Texas Public Information Act* or from HISD's Department of Legal Services at 713-556-7245, and the Public Information Office at 713-556-6060.

Dependent Students -- 18 Years Old or Over

Many students reach age 18 but are still considered "dependent students" under Section 152 of the Internal Revenue Code of 1954. A dependent student is generally defined as a student who receives over one-half of his support from a parent or legal guardian, which then entitles the parent, or legal guardian to claim the student as a personal exemption on an income tax return.

The parent or legal guardian of a student who is 18 years old but still legally "dependent" have access to and may receive copies of the student's records. However, they cannot consent to the release of the student's records to a third party, nor may they contest the content of the student's records. The parent or legal guardian of such a student is not entitled to receive notice if the student consents to release his records to a third party.

For example, if a student authorizes the release of his records to a third party, the school is under no obligation to and cannot notify the parent or legal guardian of the student that the records have been released to the third party.

Release of Student Records to Authorized Agencies

Requests for information about students made by the courts, legally constituted governmental agencies who have a legitimate educational interest and are working with school personnel, will be honored. Such agencies include the Probation Department, the Department of Corrections, the FBI, etc. The types of records typically sent to such agencies are copies of the permanent record card including grades, credits, and attendance, and other similar information deemed necessary by the requesting agency in pursuance of their designated function.

Certain records of students with disabilities may also be released to governmental officials. Contact Legal Services for more information.

Records or information about students requested by other persons, agencies, or institutions will be released only by written request of the student and/or his parent or guardian, and with approval of the appropriate Chief School Officer/Principal.

Complying with a Subpoena for Student Records

Before student records can be furnished in compliance with a subpoena, the district must give written and/or verbal notice to the parents or the student, if such student is over 18 years of age. This notice may be given in person, over the telephone, or in writing, so long as any written notice is deposited in the US mail **before** complying with the subpoena. Use Form 8, "Required Notice of Subpoena of Student Records" available in the *Guidelines for Complying with The Texas Public Information Act*. This written notice should be sent by certified mail, return receipt requested, and a copy of each letter kept on file at the school. The school should also keep on file a copy of all documentation provided pursuant to a subpoena. The individual whose records are

being subpoenaed has ten days to respond. If there is no response, the records will be sent.

Record of Disclosures

No disclosure record is maintained for requests for records by the parent/guardian, eligible student, those who have consent, school officials, or for directory information. A record of all other disclosures, such as disclosures made pursuant to subpoena and court order, must be maintained.

A record of disclosure must be maintained with the educational records showing the party who made the request and the legitimate interest of the same in the records. This record of disclosure is open for inspection by the parent/guardian, eligible student, school officials who have custody of the records, and for audit purposes.

Request for Records

According to the Final Regulations-Family Educational Rights and Privacy Act (Buckley Amendment) dated June 17, 1976, it is no longer necessary to obtain written consent to release records between schools. School officials, including teachers within the educational institution, and officials of other schools in school systems in which the student may intend to enroll, may receive a student's records without a written consent for such release. As the enrollment of a student in another school constitutes parent approval, a parent's signature is not required on a request for records from that school. This applies to schools outside this district or even out-of-state districts.

Parent/guardian signatures are required for release of records to private schools.

Use of Electronic Signatures for Authorizing Release of Records

In the past, FERPA required schools to obtain an individual's formal dated signature in order to authorize the disclosure of that individual's student records to a third party. A Department of Education regulation, enacted in 2003, now provides school districts with general guidelines for accepting "signed and dated written consent" under FERPA in electronic format.

A school district may authorize the use of a student's electronic signature (or the parent of a student under 18) for formal written consent provided that the electronic signature meets the general standards defined under the state's *Uniform Electronic Transactions*

Act. The primary references to those standards in state law are located in Chapter 43 of the Texas Business and Commerce Code (§43.009, §43.012, and §43.015).

The US Department of Education rules specify that an agency or institution may accept electronic consents and signatures when reasonable security is provided for the process. The process must:

- Establish a reasonable way to identify the individual and authenticate the identity of the particular eligible student or parent as the source of the electronic message consenting to the disclosure of the record (**authentication**);
- Attribute the electronic signature to the unaltered message or document to prevent

- repudiation by the sender (**attribution**);
- Verify the integrity of the signed message or document in transmission and upon receipt (**integrity or security of transmission**); and
- Document the requester's approval of the text contained in the electronic message.

The Department of Education regulations were written in order to provide guidelines that may be needed for proper program operation; however, they do not require school personnel to accept electronic signatures. Texas Business and Commerce Code §43.005 clarifies that the *Uniform Electronic Transactions Act* only applies to situations where the parties have "...agreed to conduct a transaction by electronic means."

Enrollment of Students Who Are Delinquent in School-Related Fees at a Sending School

TEC § 25.001 provides:

"All children who are citizens of the United States or legally admitted aliens, and who are five years of age or older and under the age of 21 years on the first day of September of any scholastic year shall be entitled to the benefits of the available school fund for that year. All children enrolled in a prekindergarten class under Section 29.153 of this code are entitled to the benefits of the available school fund.

Every child in this state who is a citizen of the United States or a legally admitted alien and who is over the age of five years and not over the age of 21 years on the first day of September of the year in which admission is sought shall be permitted to attend the public free schools of the district in which the child or his parent resides at the time he applies for admission..."

Therefore, a school cannot refuse to enroll a student because he or she owes for textbooks or other school-related fees. The student must be enrolled; however, textbooks do not have to be issued to the student.

Transfer of Records for Students Owning School-Related Fees at the Sending School

Although a district is authorized under Texas Education Code §31.104(d) to withhold records under certain circumstances, those circumstances do not relieve a district of its duty under TEC §25.002(a) to transmit a student's records to another school district in which the student has enrolled. In accordance with TEC §25.002(a), a school district should always transmit records promptly to another school district in which a student enrolls regardless of any payments due. In cases of private schools withholding records because of non-payment of tuition, it is suggested that parents be notified that the child will lose credits if records are withheld.

Procedures to Challenge Content of Records

A parent/guardian or eligible student may request that records be amended if it is believed that the records are inaccurate, misleading, or violate the privacy of the

School Guidelines, 2018-2019
Records Maintained by HISD

student. The district has a reasonable period of time to consider the request. If the district decides to amend the records, that ends the process. If the district decides not to amend the records, it must inform the parent/guardian or eligible student of his or her right to a hearing. If a hearing is requested, the district must give reasonable notice to the parent/guardian of the time and place of the hearing. It must be held within a reasonable time after the request is received. The hearing may be conducted by anyone who does not have a direct interest in its outcome, including an employee of the school. The parent/guardian or eligible student may present evidence and be represented by counsel. After the hearing, a decision in writing must be made within a reasonable time. The decision is to be based solely on the evidence from the hearing and should include a summary of the evidence and the reason for the decision. If the district decides to amend the records, it should inform the parent/guardian or eligible student. If the district decides not to amend the records, it must inform the parent/guardian or eligible student of his or her right to place a statement in the records of the reasons for the disagreement. Such a statement must be maintained as long as the disputed records are maintained and must be disclosed if the records are disclosed.

If a serious challenge to the contents of a student's records occurs at a school, and a hearing is requested, the principal should contact the Director of the Federal and State Compliance department.

Records Retained at the End of the School Year

The retention periods for some school records that are retained at the end of the school year are listed here. The principal should indicate the person on each campus responsible for maintaining these records. A complete listing of retention periods for all records is found in the HISD Schedule SD-Records for Public School Districts and HISD Schedule GR-Records Common to Local Governments available on the Records Management department's webpage.

Type of Record	Person Responsible	Retention Period
Gradebook		1 Year
Special Education List and Roster		5 Years
Correspondence to and from parents concerning absences and tardies		AV (Administratively Valuable)
Curriculum Guides		Until superseded
Lesson Plans		Until end of school year
Roster—Promotion, Placement, Retention		Current school year + 1 year
Honor Roll		AV (Administratively Valuable)

School Guidelines, 2018-2019
Records Maintained by HISD

Textbook card or record documenting what books were distributed to each student and similar records documenting their		End of school year or date of withdrawal +3 years
Tabulation of Monies Collected by a Person Other Than the Financial Clerk		5 Years
Absence From Duty Reports		4 Years
Committee Meeting Minutes		2 Years
Committee Rosters		2 Years
Department Chairperson Meetings Minutes		2 Years
Student Council Meeting Reports		AV (Administratively Valuable)

XV. A GRADING REQUIREMENTS

HISD Board Policy EIA (LOCAL) provides that “the Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects student achievement and that a sufficient number of grades are taken to support the average grade assigned. Guidelines for grading shall be clearly communicated to students and parent”. School Guidelines training is offered to all Campus Administrators, Registrars and Student Information Representatives.

This policy also provides that “Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student’s performance indicates the level of mastery of the designated District standards. The student’s mastery level shall be a major factor in determining the grade for a subject or course”.

To these ends, each teacher will be responsible for:

- Having fair, valid, and consistent grading procedures;
- Ensuring that conduct grades are maintained separately from academic ones;
- Using those procedures to encourage student success;
- Exercising a high degree of professional judgment in evaluating student achievement; and
- Documenting the resulting grades in the grade book or class record book.

Associate Teachers

In HISD, a person who does not have a college degree or appropriate certification cannot officially assign grades for students, even if that person is actively participating in instruction. There must be a teacher of record with appropriate certification or a valid permit to assign and be responsible for the student’s grades. The teacher of record must spend sufficient time in the class to adequately assess a student’s performance and degree of success in mastering the TEKS. A teaching assistant, volunteer, hourly lecturer, or an associate teacher without a degree or appropriate teacher certification may work with an official teacher of record in participating in instruction as long as the teacher of record gives the official grade. All principals should be held accountable for ensuring each Teacher of Record holds a certification or permit in the subject area. Principals should not be assigned as the Teacher of Record. In addition, principals should be held accountable for ensuring compliance with parental notification requirements as outlined in TEC SEC. 21.057. In temporary situations where there is a shortage of certified teachers and the Teacher of Record has not yet been assigned, principals should direct staff to enter a grade of INC for the students until a certified Teacher of Record can be hired or assigned to the class. In situations where students may be receiving instruction from an uncertified long-term associate teacher, the department chairperson shall serve as the instructional liaison for the long-term associate teacher. In situations where students may be receiving instruction from an uncertified long-term associate teacher, an

appropriately certified teacher of records will supervise and support, all decisions and actions to promote effective student learning.

TEC §28.0212 provides that an examination or course grade issued by a Classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with school district grading policy, as determined **by the board of trustees**. The board's decision may not be appealed.

BASIS FOR GRADING

The District Grading Policy, HISD Board Policy EIA (LOCAL), includes the following provisions:

- A classroom teacher shall be required to assign a grade that reflects the student's relative mastery of an assignment;
- A classroom teacher shall not be required to assign a minimum grade for an assignment without regard to the student's quality of work; and
- A student may be allowed a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

As a result of this policy, classroom teachers shall enter weekly grades for all courses for each student. All course grades entered into the Chancery system are uploaded directly from GradeSpeed as per the existing policy and process guidelines to ensure accurate record-keeping of all grading. If extenuating circumstances prevent the use of GradeSpeed by any teacher or certified associate teacher designated as Teacher of Record for any grading period or any course, an appropriate alternative method for keeping records of course grading (i.e. hardcopy gradebook) must be in place to provide support for any grades entered into Chancery manually. In such circumstances, additional principal supervision is necessary. If a long-term certified associate teacher is designated as the Teacher of Record, they will be provided access to GradeSpeed. An administrator, department chair or lead teacher should monitor that grades are being posted on a weekly basis either in GradeSpeed or a hardcopy gradebook.

Student grades will be determined by teacher evaluation of growth attained during the significant learning activities conducted by the teacher in a given reporting period. The teacher will take into consideration all available data in judging a student's achievement in relation to the grade or course-level standards. The following indicators may be used (as appropriate) to verify that the student has mastered the required standards in a subject area:

- Standardized test performance,
- Notebooks and other class work,
- Projects,

- Performances,
- Observations,
- Teacher-made tests
- Term papers.

This information will be documented in the teachers' class record books, students' work folders, etc., and be available to parents upon request.

As an important part of the evaluation process, effective teachers identify performance standards, communicate specific expectations for achieving standards, and provide ongoing feedback as a student works to complete a task. They plan time for in-class conferences, make corrective comments applicable to all students, and provide private conversations and written comments on papers.

Spanish-speaking ELL students in bilingual programs will be assessed on progress in the primary language and in English. ELL students in ESL programs will be assessed on progress in subjects taught in English using ESL methods. Teachers should note that appropriate linguistic accommodations must be provided for ELLs and grading should reflect the student's efforts at this level.

Students with disabilities are assessed on their progress toward their IEP goals and objectives. The ARD/IEP committee does not assign or reverse grades. Students are graded as follows:

- 70-79 is awarded if the student shows evidence of demonstrating knowledge and skills.
- 80-100 is awarded if the student shows evidence of exceeding expectations toward demonstrating knowledge and skills.

Teacher Grade Changes

The **only** reasons for changing a student's grade after it has been recorded are:

- ◆ If there was an error in the computation of the student's grade; or
- ◆ If an error was made entering grades into the teacher's grade book.

All such changes must be initiated by the teacher assigning the grade and must be approved in writing by the principal and the rationale for the change kept on file. A principal may not arbitrarily change a grade. All changes must be made before the end of the next grading period.

After a cycle grade has been recorded, no additional class work may be accepted to improve a student's grade. If work assigned during the cycle was not completed, the student should receive an "INC," and the grade changed when the work is completed within the required time frame.

A sample Grade Change form to assist schools in documenting teacher grade changes may be found on the forms channel.

Academic Dishonesty

Students found to have engaged in academic dishonesty shall be subject to disciplinary penalties and grade penalties on assignments or tests. Academic dishonesty includes cheating or copying work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from students.

See: The Code of Student Conduct: Level II Acts of Misconduct

Protecting Confidentiality of Grades

Under no circumstances shall students grade test papers, record grades of other students, or handle documents on which grades are recorded.

Teacher Grade Books

- Teachers will no longer be required to print and submit paper grade books at the end of the school year. When a teacher selects the *Verify* button in the grade book, this is the teacher's electronic signature that the grades are complete and correct.
- GradeSpeed will be archived to a historical database for 5 years. Those who have Administrative rights to GradeSpeed will have view-only access to this historical data. The district will maintain the GradeSpeed data to meet all record retention requirements.
- If, for some reason a teacher maintained a paper grade book, this grade book should be turned in and maintained by the school since it is a school district record subject to record retention requirements.
- Absences must be recorded into the grade book on appropriate days. If an attendance code is entered by the clerk in the SIS database, this code will appear in the teacher grade book behind a hash mark.

School Guidelines, 2018-2019
Grading Requirements

- All grades, attendance and assignments entered into the grade book will be viewable to parents and students. Keeping timely updates to the grade book is necessary to provide adequate information to the parents and students.
- Teacher grade books for the past five years in high school or the past three years in middle school must be on file in the registrar/record clerk's office or other location designated by the school principal.
- When the grade books are turned in, they should be checked for compliance with state guidelines.
- Secondary teachers' names, course titles, and period numbers should be recorded as appropriate.
- Each grade book should contain a legend designating the weighted valued of each type of grade, i.e., test, homework, oral presentation, daily assignment, etc. and a conversion table for all non-numeric marks that apply to the grading process, i.e., letter grades, checks, pluses, etc. If the teacher is not available for a parental challenge of a student's grade, the book must contain adequate documentation to determine the final grade from the recorded marks in the grade book.
- All students enrolled should be recorded, even if enrolled for one day only.
- Instructional accommodations for students with disabilities must be recorded in the grade book to document implementation of the modifications.

Montessori Grade Books

- The above grade book requirements should be followed by all Montessori teachers.

COMPUTERIZED GRADE REPORTING

OVERVIEW

HISD employs a SIS computerized grade reporting system to produce report cards, gummed labels, and grade reporting products at the school site. Regular and Bilingual/ESL programs for students are included in the elementary grade reporting system. **Detailed information for grade reporting procedures is included in the HISD Chancery SMS documentation.** Questions regarding computerized grade reporting should be directed to the Technology Department at 713-892-SERV. Schools are advised to stay current with training, news and updates concerning grade reporting, timelines, deadlines, forms and supplies.

STUDENT FILE

The first step in the grade reporting process is recording accurate data for each student on HISD's Student File in the student information system. The Student Master File includes advisor numbers, student addresses and student telephone numbers and must be reviewed and updated periodically to ensure that accurate data are printed on the student's computerized report cards.

All grades submitted for report cards must be documented in teachers' grade books. Non-numeric symbols such as a letter grade (**A-F**), check (✓), plus (+), and/or minus(-) may be used during the grading cycle, but the student's cycle averages must be recorded in the grade book as numeric grades.

When entering grades on the Student Permanent Record Card for **PreKindergarten and Kindergarten** students, teachers are to place a copy of the Progression of Skills Report into the folder and write "**See the Report Card**" on the Student Permanent Record Card where the grades would be recorded.

Refer to the Chancery SMS documentation for instructions regarding electronic grade submission.

Elementary Academic Subjects

The following courses fall under the heading of Academic Subjects:

Reading	Science
Other Language Arts	Social Studies
Mathematics	ESL

Writing, Spelling, Listening, and Speaking make up the subject Other Language Arts. There are no individual district weights assigned to these subjects so each school must decide what weight each of these subjects will carry in order to determine the grade for Other Language Arts.

For students in a bilingual program, each academic subject shall be taught in the child's native language or in English (through ESL methodology). Students in an ESL program will be instructed in English for all content areas.

School Guidelines, 2018-2019
Grading Requirements

The criteria for evaluating student achievement in academic subjects are as follows:

A	90 - 100	Excellent
B	80 - 89	Good
C	75 - 79	Satisfactory
D	70 - 74	Passing
F	0 - 69	Failing

As the chart above indicates, **100** is the highest grade a teacher may assign to a student. A student may not be assigned a grade higher than **100** at any grade level for any subject.

The table below is used for converting letter grades to numeric grades. It is used primarily when recording academic grades from other districts or private schools.

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	60
0	0

Elementary Marks

In Chancery SMS, the subject framework is used to describe the course of study followed by a given group of students. There are a variety of subject frameworks listing the prescribed courses that will appear on the elementary report cards for the students in the same group or program. If a student with disabilities enrolled in special education receives off-level instruction in one or more academic content areas, those subjects should appear on the report card. In all but a few rare instances, the standard subject framework should be used to generate report cards for students enrolled in special education because the fields labeled “level” and “type” may be used for off-level instruction. The only time school personnel should make changes to a subject framework is when they are adding, deleting, or changing non-required supplemental courses.

Elementary Ancillary Courses/Supplemental Courses

Ancillary courses include Fine Arts, Handwriting, Physical Education, and Health and Safety. Although a student’s academic progress in ancillary courses is not measured by numeric grades, ancillary courses are required subjects that must be included on all marks. Supplemental courses are unique courses that each school chooses to enter on its master file. Examples include Title 1 Reading, Dance, Art, etc. Schools that offer the PreExit portion of the Transitional Bilingual Program must include Spanish Concept Development, as a required course, in accordance with district guidelines established for the program model.

Letter grades are reported for each course in each of the four nine-week grading cycles. If the student enrolls without grades in the first or second nine-week grading cycles, the teacher may submit grades for these grading cycles based on current observations and activities.

Schools must add, drop, or change Supplemental Courses on their SIS. Academic courses, however, must remain on all grade reporting marks. The only type of course which may be removed from a mark is one that is not required.

Middle school students receive numeric grades in all subjects including fine arts and physical education. Use the conversion table shown earlier in this section to convert numeric grades to letter grades for students transferring from sixth grade in middle school to sixth grade in elementary.

School Guidelines, 2018-2019
Grading Requirements

The following grading scale is used for Enrichment and Supplemental courses for elementary students in grades 1 - 6:

E	-	Excellent
S	-	Satisfactory
N	-	Needs Improvement
U	-	Unsatisfactory

Elementary Work Habits/Citizenship

If a student's work habits are satisfactory, no marks will be given to a student. However, if a student “**needs improvement**” in any of the citizenship areas, an “**N**” will be gridded to indicate there is a need for improvement.

Each student's work habits are evaluated in the following areas at the end of each grading cycle:

- Effective Use of Time/Material
- Follows Classroom Directions
- Class Participation
- Completes Homework
- Completes Classwork
- Is Courteous
- Works and Plays Well With Others
- Follows Classroom Rules
- Adheres to the rules outlined in HISD's Acceptable Use Policy for Electronic Services for Students

Although a student's Work Habits/Citizenship and Conduct are related, grades issued in the eight work habits/citizenship areas are not averaged to determine a student's conduct grade.

Conduct

A student's conduct grade is based on the ancillary/non-ancillary teacher's evaluation of the student's overall behavior during each of the grading cycles. Use the following grading scale when recording a student's conduct grade and grid one of the following bubbles on the grade sheet:

E	-	Excellent
S	-	Satisfactory
P	-	Poor
U	-	Unsatisfactory

Before a student can receive a “**U**” on the report card, a detailed discipline report must be submitted for administrative review. This report must be signed by the principal or assistant principal and the teacher, stating specific incidents and dates.

Honor Roll

At the elementary level, the determination of the criteria for eligibility for the Honor Roll is a building-level decision. The school determines the parameters for the Honor Roll and then enters the information into the SIS. Once the standards are established, the school can print an Honor Roll. Refer to the Chancery SMS handbooks.

Excessive Absences

Minimum attendance for class credit, **or a final grade**, may not be awarded unless certain attendance requirements are met.

The computer is programmed to determine if a student has exceeded the district attendance policy of allowing 10% unexcused absences before failing due to attendance. **Asterisks (*)**/NG will appear on the report card in the grading cycle when the excessive absences occur.

Grades Not Available (NA)

The **NA** is marked for each academic subject when grades are not available for a student for the first and second grading cycles and it is not anticipated that they will be received. If the student **has** grades for the second grading cycle, **NA** can be given only for the first grading cycle. The letters **NA** will print on the student's report card instead of grades. **NA** should not be used for more than two grading cycles unless no grades are available. If a student is enrolled in HISD for any part of a grading cycle, grades must be reported for the student in that grading cycle (**EXCEPTION: Montessori and Primary Learning Communities**).

If a student enters during the 4th nine-weeks grading cycle with no previous grades, the principal or principal's designee should review all available data and inform the parent of any administrative decision regarding the student's promotion or retention.

First grade students who are not given grades the first nine-weeks grading period should have **NA** bubbled for the academic subjects so they will receive an average at the end-of-the year.

ELEMENTARY GRADE REPORTING FOR ELL (LIMITED ENGLISH PROFICIENT) STUDENTS

In the elementary grades, ELL students are assigned either to a bilingual, dual language or ESL program. Each ELL program has a special group of subject frameworks which identifies the subjects that will appear on the report card. The type of program in which the student is enrolled will determine the grade reporting subject framework assigned. For students in ESL programs, the level of English proficiency will determine the grade reporting subject framework assigned.

The ELL **subject frameworks** are:

- Transitional Bilingual Program (PK-2)
- Transitional Bilingual Program (Spanish Phase 3-4)
- Transitional Bilingual Program (Pre-Exit Phase 3-5)
- Dual Language Program
- ESL Program (Preiterate/Beginning)
- ESL Program (Intermediate/Advanced/Transitional)

In cases where a teacher has a class comprised of students in different programs (i.e. ESL and regular) each student's subject framework must match his/her program.

ELL SUBJECT FRAMEWORKS GRADES PK-5: TRANSITIONAL BILINGUAL PROGRAM

Multilingual Programs Department
Time Allotments for the Transitional Bilingual Program
2016-2017 School Year

Expectations

- Students will make at least one level of growth in English proficiency in the areas of Listening, Speaking, Reading, and Writing as documented on TELPAS.
- Continuously enrolled non-immigrant students will successfully transfer to all English instruction no later than 5th grade and will meet program exit criteria BEFORE entering middle school.

Notes

- For grades 1-5, the courses listed below need to be selected in Chancery for grading purposes.
- The Chancery code for the Spanish Phase of the Transitional Bilingual Program is YL and the code for the English Pre-Exit Phase is YP.

Transitional Bilingual Program - Spanish Phase YL					
PK	K	1st Grade	2nd Grade	3rd Grade	4th Grade
· SPANISH	· SPANISH	· SPANISH	· SPANISH	· SPANISH	· SPANISH
Reading Language Arts Mathematics Social Studies Science	Reading Language Arts Mathematics Social Studies Science	Reading Language Arts Mathematics Social Studies	Reading Language Arts Mathematics	Reading Language Arts Mathematics	Reading Language Arts Mathematics
		· ENGLISH	· ENGLISH	· ENGLISH	· ENGLISH
· ENGLISH	· ENGLISH	ESL Science Ancillary ESL/ELD	ESL Social Studies ESL Science Ancillary ESL/ELD	ESL Social Studies ESL Science Ancillary ESL/ELD	ESL Social Studies ESL Science Ancillary ESL/ELD

Third Grade Pre-Exit Phase Readiness Indicators Based on Second Grade Data

- Students must score Advanced (3) or Advanced High (4) on TELPAS Reading and
- Students must score Advanced (3) or Advanced High (4) on TELPAS Writing

Fourth Grade Pre-Exit Phase Readiness Indicators Based on Third Grade Data

- Students must meet passing standard on 3rd grade Spanish STAAR Reading and
- Students must score Advanced (3) or Advanced High (4) on TELPAS Reading and
- Students must score Advanced (3) or Advanced High (4) on TELPAS Writing

Transitional Bilingual Program - English Pre-Exit Phase YP		
3rd Grade	4th Grade	5th Grade
· SPANISH	· SPANISH	· SPANISH
Concept Development	Concept Development	Concept Development
· ENGLISH	· ENGLISH	· ENGLISH
TBP/Pre-Exit ESL Reading TBP/Pre-Exit ESL Language Arts ESL Mathematics ESL Social Studies ESL Science Ancillary	TBP/Pre-Exit ESL Reading TBP/Pre-Exit ESL Language Arts ESL Mathematics ESL Social Studies ESL Science Ancillary	TBP/Pre-Exit ESL Reading TBP/Pre-Exit ESL Language Arts ESL Mathematics ESL Social Studies ESL Science Ancillary ** Exceptions are made for recent immigrants

Grading guidelines for EL students in the Transitional Program are in accordance with district policy. Students in Transitional Program will receive grades as follows:

Pre-Kindergarten Spanish

Language Arts (Spanish)
Mathematics (Spanish)
Social Studies (Spanish)
Science (Spanish)
Social and Emotional Development
Physical Development
Fine arts, Dramatic Play and Technology
ESL
Ancillary*

Kindergarten

Language Arts (Spanish)
Reading/Language Arts
Mathematics (Spanish)
Social Studies (Spanish)
Science (Spanish)
Health and Physical
Development
ESL
Ancillary*

First Grade

Spanish Reading
Spanish Language Arts
Spanish Mathematics
Spanish Social Studies
ESL Science
ESL/ELD
Ancillary*

Second Grade

Spanish Reading
Spanish Language Arts
Spanish Mathematics
ESL Social Studies
ESL Science
ESL/ELD
Ancillary*

Third Grade Spanish Phase

Spanish Reading
Spanish Language Arts
Spanish Mathematics
ESL Social Studies
ESL Science
ESL/ELD
Ancillary*

Third Grade Pre-Exit Phase

TBP/Pre-Exit ESL Reading
TBP/Pre-Exit ESL Language Arts
ESL Mathematics
ESL Social Studies
ESL Science
Spanish Concept Development
Ancillary*

Fourth Grade Spanish Phase

Spanish Reading
Spanish Language Arts
Spanish Mathematics
ESL Social Studies
ESL Science
ESL/ELD
Ancillary*

Fourth Grade Pre-Exit Phase

TBP/Pre-Exit ESL Reading
TBP/Pre-Exit ESL Language Arts
ESL Mathematics
ESL Social Studies
ESL Science
Spanish Concept Development
Ancillary*

Fifth Grade Spanish Phase

Spanish Reading
Spanish Language Arts
Spanish Mathematics
ESL Social Studies
ESL Science
ESL/ELD
Ancillary*

Fifth Grade Pre-Exit Phase

TBP/Pre-Exit ESL Reading
TBP/Pre-Exit ESL Language Arts
ESL Mathematics
ESL Social Studies
ESL Science
Spanish Concept Development
Ancillary*

In accordance with TEC §29.055, in subjects such as art, music, and physical education, students of limited English proficiency shall participate with English-speaking students in regular classes in the subjects.

Details on computerized grading marks come from the SIS Elementary Grade Reporting Handbook or in the elementary section of the school guidelines.

ESL PROGRAMS - BEGINNING

ESL/RD Beginning

ESL/LA Beginning

ESL Math

ESL Science

ESL Social Studies

Ancillary

ESL PROGRAMS - INTERMEDIATE/ADVANCED

ESL Program/ESL RD

ESL Program/ESL LA

ESL Math

ESL Science

ESL Social Studies

Ancillary

Grading in Dual Language Program

In Dual Language programs emergent bilinguals- ELLs- and non-ELLs exhibit different levels of language proficiency in both languages, English and Spanish, which are not grade-specific. Therefore, effective teaching must involve opportunities to listen, speak, read, and write at the students' current levels of language development while sheltering the linguistic complexity of the instruction, according to Texas Education Code, Chapter 74.4.

In order to make the standards accessible to students via comprehensible input, teachers must utilize second language methods, such as sheltered instruction, scaffolding, and language transfer strategies. Emergent bilinguals and non-ELLs will be assessed on the mastery of content standards, independent of language proficiency. Grading should be an accurate reflection of students' attainment of the Texas Essential Knowledge and Skills being measured in each content. According to HISD School Guidelines, Section XV-2-3:

Student grades will be determined by teacher evaluation of growth attained during the significant learning activities conducted by the teacher in a given reporting period. The teacher will take into consideration all available data and judge a student's achievement in relation to the grade or course-level standards.

The following indicators may be used (as appropriate) to verify that the student has mastered the required standards in a subject area:

- *Standardized test performance*
- *Notebooks and other class work*
- *Projects*
- *Performances*

Grading Requirements

- *Observations*
- *Teacher-made tests, and*
- *Term Papers*

This information will be documented in the teachers' class record books, student's work folders, etc., and be available to parents upon request.

As an important part of the evaluation process, effective teachers identify performance standards, communicate specific expectations for achieving standards, and provide ongoing feedback as a student works to complete a task. They plan time for in-class conferences, make corrective comments applicable to all students, and provide private conversations, and written comments on papers. If students are not making academic progress, teachers must implement interventions according to the HISD School Guidelines, Section XII-1-2:

The primary focus of the Intervention Process is the identification and consideration of educational opportunities in the general classroom setting that may resolve a student's academic, social, emotional, communication and/or behavioral problem(s).

The Intervention Process Includes Three Tiers:

Tier 1 – Universal interventions:

Whole class, general education curriculum.
Small group, general education curriculum.
Effective instruction/environment.
Differentiated instruction
Early intervention; universal supports.
Effective for most students.

Tier 2 – Selected interventions & progress monitoring:

Supplements core curriculum.
Use of data to develop interventions.
Problem-solving team.
Individual/small group.
Progress monitoring.

Tier 3 – Intensive interventions & progress monitoring:

Interventions are more intensive and individualized.
Function is to find successful intervention.
May be required before special education referral.

Progress monitoring
Small percentage of student population.

According to Board Policy, EIA (Local) Academic Achievement Grading/Progress Reports to Parents a student shall be allowed a reasonable opportunity to make up or redo a class assignment or examination for which a student receives a failing grade.

In accordance with TEC §29.055, in subjects such as art, music, and physical education, students of limited English proficiency shall participate with English-speaking students in regular classes in the subjects.

Details on computerized grading marks come from the SIS Elementary Grade Reporting Handbook or in the elementary section of the school guidelines.

REPORT CARDS (1st - 5th Grades)

Schools will print their report cards. Report cards are given to students by their teachers after completion of each nine-week grading cycle.

Report cards are run in sets of **three**. Report cards are produced in a PDF file. (Any number of copies can be made from the file.) **One** copy is sent home with the student to be signed by the parent/guardian. This copy should be returned to the teacher and retained in the student's classroom folder. **Another** copy is then sent to the parent. The **third** copy of the report card is kept on file in the school office. The school has the option to print or to store on external device. *If the copy given to the student is not returned signed by the parent/guardian, the **second copy is filed in the student's classroom folder.***

A custom field for "Communication Language" appears on the Contacts page to capture the parents' preferred language to be used for report cards and other types of notifications (e.g. Truancy and other uses).

The report card will reference the Communication Language for the 1st Contact to determine the report card language.

If Communication Language = N/A, English will print by default. It will not be necessary for data clerks to record English as the preferred language.

If Communication Language = Spanish, a Spanish report card will print when Elementary Report Cards-Spanish is generated.

District Information

The following information is printed on each computerized report card:

- School year with beginning and ending dates,
- School name,
- Principal's name,
- Teacher's name, and
- School telephone number.

Averages - Individual Subjects

The computer automatically calculates a final average for each subject if grades were reported in each of the four nine-week grading cycles or an "NA" was reported properly. A final average in a subject is determined by dividing the sum of the nine-week numeric grades by the number of grading periods in which grades were reported.

A final average in a subject with grades reported in all four nine-week grading cycles, is determined using the formula in the following example:

Subject	Nine-Week Grades	Total		Final Average
Reading	85, 87, 92, 87	351	$\div 4 =$	87.75 = 88
Other Lang Arts	90, 95, 94, 95	374	$\div 4 =$	93.5 = 94
Mathematics	81, 82, 84, 86	333	$\div 4 =$	83.25 = 83
Science	82, 89, 85, 92	348	$\div 4 =$	87
Social Studies	90, 81, 85, 86	342	$\div 4 =$	85.5 = 86

A remainder of .5 or above, including 69.5, is rounded to the next highest number.

If a student enrolled during the second nine-weeks, and had no grades for the first nine-weeks, the final average in a subject is determined as follows:

Subject	Nine-Week Grades	Total		Final Average
Reading	NA, 87, 92, 87	266	$\div 3 =$	88.67 = 89
Other Lang Arts	NA, 95, 94, 95	284	$\div 3 =$	94.67 = 95
Mathematics	NA, 82, 84, 86	252	$\div 3 =$	84
Science	NA, 89, 85, 92	266	$\div 3 =$	88.67 = 89
Social Studies	NA, 81, 85, 86	252	$\div 3 =$	84

If **NA** had not been entered for this student, the computer would assume a zero for each subject and divided by four for the average.

Final Average - All Academic Subjects

If numeric grades in all academic subjects were properly recorded and submitted on an Elementary Grade Reporting Form (*Grade Sheet*), the computer will automatically calculate each student's final average and print it, as well as the promotion status, on the report card. The final average is calculated by averaging each of the individual academic subjects and then adding the five averages and dividing by 5.

Subject	Nine-Week Grades	Total		Final Average
Reading	85, 87, 92, 87	351	$\div 4 =$	87.75 = 88

School Guidelines, 2018-2019
Grading Requirements

Other Lang Arts	90, 95, 94, 95	374	÷ 4 =	93.5 = 94
Mathematics	81, 82, 84, 86	333	÷ 4 =	83.25 = 83
Science	82, 89, 85, 92	348	÷ 4 =	87
Social Studies	90, 81, 85, 86	342	÷ 4 =	85.5 = <u>86</u>

Final Average

87.6 = 88

Note: Students taking ESL as a subject under the **TRANSITIONAL BILINGUAL PROGRAM, OR DUAL LANGUAGE PROGRAM** will receive a numeric grade but this grade will not be calculated in determining averages or promotion status. ESL courses (apart from those in academic content areas), enrichment courses and supplemental courses have no subject weight and are not considered when calculating the final average.

PREKINDERGARTEN ELECTRONIC GRADE BOOK

All Prekindergarten teachers are requested to keep an electronic book in GradeSpeed. The reporting scale for The Progression of Skills Report Card is based on performance observations, checklists, student products, and anecdotal records, as well as formal and informal assessments. This data is collected for portfolio documentation during large and small group instruction as well as during independent work station activities. Texas Prekindergarten Guidelines taught are fundamental in nature, and spiral throughout the year. The intent is to build children's skills over time, working toward the school's readiness outcomes step by step as children demonstrate mastery of beginning level skills. Standards for the Prekindergarten Progression of Skills Report Card are aligned with the Texas Prekindergarten Guidelines, HISD Vertical Alignment Matrix, and the Prekindergarten HISD Curriculum Planning Guides.

Documentation of student progress is based upon sequentially recorded developmental stages of performance observations.

The criteria for evaluating student achievement in all subjects are as follows:

1	<u>Discovery—First Steps</u> Is a stage in which children <i>develop an awareness</i> of their surroundings and exhibit a need for more instruction and interaction with objects, people, events and concepts. At this stage the child still needs multiple experiences coupled with direct instruction from the teacher.
2	<u>Exploring – Showing Progress</u> Is a stage in which children <i>develop an understanding</i> of the components and attributes of their surroundings and exhibit a need for more practice with objects, people, events and concepts. At this stage the child understands the concept, but needs numerous opportunities to practice the concept.
3	<u>Connecting - Ready to Apply</u> Is a stage in which children <i>bring their own personal meaning</i> to make use of their surroundings and links purposeful interaction with objects, people, events

and concepts. At this stage the child has had instruction and multiple experiences to practice a particular concept and can transfer his/her learning from one area of learning to a new area of learning.
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At the end of the year, campus staff is required to generate a final report card for Prekindergarten students. This report card will be archived for five years, in accordance with the retention requirements for all other elementary grade books in the Records Management Plan for Schools. There is no electronic archival for Prekindergarten students in Gradespeed.

MONTESSORI PREKINDERGARTEN ELECTRONIC GRADE BOOK

All Montessori Prekindergarten teachers are requested to keep an electronic grade book in GradeSpeed. The reporting scale for the Montessori Progression of Skills Report Card is based on performance observations, checklists, student products, and anecdotal records as well as formal and informal assessments. Standards for the Montessori Prekindergarten Progression of Skills Report Card are aligned with the Texas Prekindergarten Guidelines and the Correlation of Montessori with Texas State Standards 3-6 guide. Refer to the above section for details – PREKINDERGARTEN GRADE BOOK.

PREKINDERGARTEN PROGRESSION OF SKILLS REPORT CARD

The Houston Independent School District has the *Prekindergarten Progression of Skills Report Card*. Student progress is to be reported to parents at twelve-week intervals and documented on an individual performance basis in GradeSpeed. The *Progression of Skills Report Card* reflects each student's growth over time in Language Arts/Reading, Mathematics, Science, Social Studies, Social Development, Health and Physical Development, Fine Arts and Technology. Social Development (Conduct) will be evaluated and recorded in the electronic grade book using the same criteria.

English, Spanish, and ESL versions of the *Prekindergarten Progression of Skills Report Card* are generated through GradeSpeed (HISD electronic grading system).

MONTESSORI PREKINDERGARTEN PROGRESSION OF SKILLS REPORT CARD

The Houston Independent School District has the Montessori Prekindergarten Progression of Skills Report Card. Student progress is to be reported to parents at twelve-week intervals and documented on an individual performance basis in GradeSpeed. The Montessori Progression of Skills Report Card reflects each student's growth over time in Language Arts/Reading, Mathematics, Science, Social Studies, Social Development, Health and Physical Development, Fine Arts and Technology. Social Development (Conduct) will be evaluated and recorded in the electronic grade book using the same criteria.

English and Spanish versions of the Montessori Prekindergarten Progression of Skills Report Card are generated through GradeSpeed (HISD electronic grading system).

KINDERGARTEN ELECTRONIC GRADE BOOK

Kindergarten teachers are required to keep documentation of performance progress on their students in GradeSpeed (the HISD electronic grading system). Students' developmental stages are determined by teacher evaluation of progress attained during a given reporting period. Student progress documentation is based on performance observation, checklists, student products, and anecdotal records, as well as formal and informal assessments. This data is collected for portfolio documentation during large and small group instruction and during independent work station activities. This documentation is to be made available to parents upon request.

Standards for the Kindergarten Progression of Skills Report Card are foundational in nature and are aligned with the Texas Essential Knowledge and Skills (TEKS), HISD Vertical Alignment Matrix, and the Kindergarten HISD Curriculum Planning Guides (Kindergarten Scope and Sequence).

Documentation of student progress is based upon sequentially recorded developmental stages of performance observations.

The criteria for evaluating student achievement in all subjects are as follows:

1	<u>Discovery—First Steps</u> Is a stage in which children <i>develop an awareness</i> of their surroundings and exhibit a need for more instruction and interaction with objects, people, events and concepts. At this stage the child still needs multiple experiences coupled with direct instruction from the teacher.
2	<u>Exploring – Showing Progress</u> Is a stage in which children <i>develop an understanding</i> of the components and attributes of their surroundings and exhibit a need for more practice with objects, people, events and concepts. At this stage the child understands the concept, but needs numerous opportunities to practice the concept.
3	<u>Connecting - Ready to Apply</u> Is a stage in which children <i>bring their own personal meaning</i> to make use of their surroundings and links purposeful interaction with objects, people, events and concepts. At this stage the child has had instruction and multiple experiences to practice a particular concept and can transfer his/her learning from one area of learning to a new area of learning.

At the end of the year, campus staff is required to generate a final report card for Kindergarten students. This report card will be archived for five years, in accordance with the retention requirements for all other elementary grade books in the Records Management Plan for Schools. There is no electronic archival for Kindergarten students in GradeSpeed.

MONTESSORI KINDERGARTEN ELECTRONIC GRADE BOOK

Montessori Kindergarten teachers are required to keep documentation of performance progress on their students in GradeSpeed. Students' developmental stages are determined by teacher evaluation of progress attained during a given reporting period. Standards for the Montessori Kindergarten Progression of Skills Report card are foundational in nature and are aligned with the Texas Essential Knowledge and Skills in the Correlation of Montessori with Texas State Standards 3 – 6 Guide.

KINDERGARTEN PROGRESSION OF SKILLS REPORT CARD

State law requires school districts to notify parents of student academic progress. The Kindergarten Progression of Skills Report card reflects student's growth over time in each of the following academic content areas: Language Arts/Reading, Mathematics, Science, Social Studies, Social Development, Health and Physical Education, and Fine Arts. Social Development (Conduct) will be evaluated and recorded in the data book using the same criteria.

English, Spanish, and ESL versions of the Kindergarten Progression of Skills Report Cards are generated through GradeSpeed.

MONTESSORI KINDERGARTEN PROGRESSION OF SKILLS REPORT CARD

State law requires school districts to notify parents of student academic progress. The Montessori Kindergarten Progression of Skills Report card reflects student's growth over time in each of the following academic content areas: Language Arts/Reading, Mathematics, Science, Social Studies, Social Development, Health and Physical Education, and Fine Arts. Social Development (Conduct) will be evaluated and recorded in the data book using the same criteria

English and Spanish versions of the Montessori Kindergarten Progression of Skills Report Cards are generated through GradeSpeed (HISD electronic grading system).

GRADE BOOK REQUIREMENTS (for Montessori Schools only) Primary Progress Report Program

Primary Progress Report Schools are waived by the state of Texas and HISD for letter and number grading; however, PPRP teachers are required to keep a grade book. Although it may not contain all of the elements found in a traditional grade book, the PPRP teacher's grade book must include very specific documentation of the progress of their students.

Each teacher will maintain a 3-ring binder which will contain the following information on their students: entry and withdrawal date, absences (*excused and unexcused*), students receiving special services (*resource, speech, etc.*) and copies of modifications, all reporting period scan forms reflecting the progress of students, interim reports to parents, teacher comment forms and a copy of the Criterion Chart (*the framework for assessing students*). Additionally, teachers collect student work and record observations of student learning in a portfolio. This not only demonstrates current levels of achievement but allows parents to see the growth made over time by their child. At the end of the year, these “**progress books**” are turned into the school office and kept for **three** years, according to the requirements for traditional grade books.

ELEMENTARY TRANSFER OF GRADES AND ABSENCES

The counting of all absences, excused and unexcused, begins with the day a student is enrolled in an HISD school for the first time for that school year. If a student transfers from one HISD school to another during the school year, all absences, both excused and unexcused should be transferred with the student.

When students transfer from one school to another, excused and unexcused absences and grades should be clearly indicated on the **Elementary Check-Out Sheet**. If a student withdraws before the cycle ends, it is the responsibility of the receiving school to combine current absences with those recorded by the previous school when coding the attendance of the student's current cycle grade report. .

Likewise, it is the responsibility of the receiving school to combine current grades with grades reported by the sending school. Grades must be given if a student has been in attendance for ten (**10**) days or more.

When a student enrolls from another school district with grades, those grades should be entered into Chancery SIS. Because HISD's promotion standards are based on whole-year grade averages, all academic subjects (those with numeric grades) must have numeric grades entered into Chancery SIS for **each nine-weeks grading cycle**.

Students frequently enroll in HISD from school districts that have a six-week grading period rather than a nine-week grading period. The following example is included to illustrate the conversion of six weeks grades to nine weeks grades.

Six Weeks Report Card				
	1st	2nd	3rd	Average
Reading	80	80	70	77
Language Arts	86	84	88	86
Mathematics	80	77	68	75
Science	76	76	85	79
Social Studies	95	90	90	92

To change three six weeks grades to two nine-weeks grades:

- Take 2/3 of each of the grades for the first six-weeks and 1/3 of the grades for the second six-weeks to get the grade for the first nine-weeks.
- Take 1/3 of the grades for the second six-weeks and 2/3 of the grades for the third six-weeks to get the grade for the second nine-weeks.

Reading

$$\begin{array}{rclcl}
 \text{First Six-Weeks} & = & 80 \times \frac{2}{3} & = & 53 \\
 \text{Second Six-Weeks} & = & 80 \times \frac{1}{3} & = & \frac{27}{80} \\
 & & & & - \text{Reading grade for first nine-weeks}
 \end{array}$$

$$\begin{array}{rclcl}
 \text{Second Six-Weeks} & = & 80 \times \frac{1}{3} & = & 27 \\
 \text{Third Six-Weeks} & = & 70 \times \frac{2}{3} & = & \frac{47}{74} \\
 & & & & - \text{Reading grade for second nine-weeks}
 \end{array}$$

Language Arts

$$\begin{array}{rclcl}
 \text{First Six-Weeks} & = & 86 \times \frac{2}{3} & = & 57 \\
 \text{Second Six-Weeks} & = & 84 \times \frac{1}{3} & = & \frac{28}{85} \\
 & & & & - \text{Language Arts grade for first nine-weeks}
 \end{array}$$

$$\begin{array}{rclcl}
 \text{Second Six-Weeks} & = & 84 \times \frac{1}{3} & = & 28 \\
 \text{Third Six-Weeks} & = & 88 \times \frac{2}{3} & = & \frac{59}{87} \\
 & & & & - \text{Language Arts grade for second nine-weeks}
 \end{array}$$

School Guidelines, 2018-2019
Grading Requirements

Mathematics

First Six-Weeks	=	80 x 2/3	=	53	
Second Six-Weeks	=	77 x 1/3	=	<u>26</u>	
				79	- Mathematics grade for first nine-weeks

Second Six-Weeks	=	77 x 1/3	=	26	
Third Six-Weeks	=	68 x 2/3	=	<u>45</u>	
				71	- Mathematics grade for second nine-weeks

Science

First Six-Weeks	=	76 x 2/3	=	51	
Second Six-Weeks	=	76 x 1/3	=	<u>25</u>	
				76	- Science grade for first nine-weeks

Second Six-Weeks	=	76 x 1/3	=	25	
Third Six-Weeks	=	85 x 2/3	=	<u>57</u>	
				82	- Science grade for second nine-weeks

Social Studies

First Six-Weeks	=	95 x 2/3	=	63	
Second Six-Weeks	=	90 x 1/3	=	<u>30</u>	
				93	- Social Studies grade for first nine-weeks

Second Six-Weeks	=	90 x 1/3	=	30	
Third Six-Weeks	=	90 x 2/3	=	<u>60</u>	
				90	- Social Studies grade for second nine-weeks

Nine Weeks Report Card			
	1st	2nd	Average
Reading	80	74	77
Language Arts	85	87	86
Mathematics	79	71	75
Science	76	82	79
Social Studies	93	90	92

It is the principal's responsibility to review the grades from any out-of-district schools, transitional schools, or any special cases before entering grades into the HISD grading system.

REVIEW OF ACADEMIC PROGRESS

Academic progress is determined by achievement of **Texas Essential Knowledge and Skills (TEKS)**. Consistent advancement is the goal and expectation for all students. Periodic reviews of student progress are essential to ensure that students are achieving appropriately.

Each school shall develop a plan for periodic assessment of the documented progress of all students for the purpose of making improvements, if needed, in a student's instructional program. Schools will establish criteria for evaluating student progress based on the TEKS. Such criteria may include:

- Report cards (traditional or alternative);
- Student attendance;
- District or teacher developed checklists;
- Portfolios of student works;
- Results of alternative assessments;
- Performance on state assessments of the TEKS;
- Teacher evaluation of student performance through anecdotal records or narrative descriptions; and
- Other forms of evaluation identified by the school.

A review of student progress will occur at least once at mid-year in all schools serving any combination of grades 1-8. Teachers will identify all students whose progress falls below the expected range on the established criteria. Committees of teachers, administrators, and other school professionals will review each identified student. The committee will encourage parental involvement and commitment to improve student achievement. Options may include **school-based interventions** such as:

- Instructional assignment based on a continuous progress model;
- Instructional assignment involving multi-age/cross-age grouping;
- Participation in an extended year program;
- Participation in an extended day program;
- Instructional modifications that accelerate progress;
- Participation in a tutoring program (specialized, peer, and/or cross-age);
- Special program assignment; and/or
- Other interventions designed by the school that provide for maximum instructional progress by the student.

Since students' progress at different rates, assignment for the next school year should be based on the best educational interests of the student. The above instructional options must also be considered in cases where a student's annual progress is less than what might be expected for traditional promotion to the next grade level.

Whether retaining or placing a student, provision must be made to modify the student's instructional program and accelerate progress. Using information on the student's performance during the year and encouraging parental participation, the school's Grade Placement Committee will document the planned alternative.

NOTICE TO PARENTS OF UNSATISFACTORY GRADES/EXCESSIVE ABSENCES

TEC §28.022 states that parents or legal guardians **must** be notified at least once every 12 weeks of unsatisfactory grades. This legal requirement applies to all grades, including Prekindergarten. This notice must provide for the signature of the parent or legal guardian and should be returned to the school.

However, in HISD, notice of progress reports shall be distributed to parents/legal guardians during the **fourth week of each nine-week grading** for each student who is failing a subject.

School Guidelines, 2018-2019
Grading Requirements

- Current grades contained in the notice should be based on the student's academic achievement for the first four weeks of the nine-week period.
- For each subject that a student is failing, the notice must provide for a conference between the appropriate teacher and the parent.
- A notice of progress must be sent to parents of students who have exceeded 10% unexcused absences by the fourth week of the reporting period and as often as may be deemed necessary after the fourth week.
- If a student's average falls **below 70**, or the unexcused absences exceed 10% after the scheduled notice of progress reports have been sent home, **the teacher *should* send a notice of progress report home immediately.** *It is imperative that extra effort be made to give parents advance notice of a pending failing grade before the report card is sent home.*
- **Progress reports for instruction and related services must also be sent to parents of students with disabilities as required for parents of non-disabled students.**

Each campus will develop a plan of intervention strategies for students who will possibly be at risk of not meeting promotion standards, and thus, being retained. Principals and staff must strongly encourage both student and parent involvement in the intervention strategies.

Progress Reports will no longer be mailed out to the parents. It will be the responsibility of each school to develop a plan in order to follow up on Progress Reports that are not returned in a routine manner. The teacher must note that a Progress Report was sent to the parent or guardian and the date sent.

Tutoring of students

A teacher shall not be permitted to use the school building for giving private lessons for pay nor to receive any money for giving instruction outside of school hours to pupils whose promotion he or she will be called upon to pass judgment.

SECONDARY GRADE REPORTING

Sufficient Attendance for Secondary Grading

Cycle grades will be issued for all students enrolled in a course for more than one week at a school using six-week reporting cycles or more than two weeks at schools using nine-week reporting cycles. Students transferring into an HISD school who are enrolled for one week or less in any six week period at a school on a conventional system or two weeks or less in any nine-week period at a school on an accelerated block schedule will be given the grade of the previous school for that grading cycle. Students identified as migrant students must be issued a grade regardless of the length of their enrollment since this must be entered into the state New Generation System.

A student who drops a course after the third week of the semester (15 school days for schools with a conventional schedule or after 6 days for students in schools with 9-week accelerated block schedule) will have a "50 W" recorded on the permanent record or Academic Achievement Record (AAR) for that course. This grade will be used in computing the student's grade point average and rank in class.

Exceptions to the 15/6-day rule for dropping courses:

- ◆ A student forced to drop a course because of illness or some other circumstance beyond his/her control would have only a "W" recorded. The principal will make the final determination in such cases.
- ◆ All middle and high school homeless and migrant students are exempt from the 15/6-day rule if students withdraw from school for issues related to their homeless or migrant condition.
- ◆ A student exited from a Pre-AP, AP, Pre-IB, or IB course into a regular section of the same course through the exit process described in the section on Advanced Academics is exempt from this rule. In such cases, grades from the Pre-AP, AP, Pre-IB, IB course should be transferred to the corresponding grading cycle for the regular class the student enters. The student will earn regular, not honors, points for the course and the final ranking will reflect the credit in the regular course.
- ◆ Dropping a course means that the student is no longer taking the course in any fashion. This does not apply to students who have approved schedule changes which may include changing from a direct-teach classroom to a virtual environment such as GradLab.

Grades on Report Cards, Academic Achievement Records, and middle school Permanent Record Cards are reported as numeric scores, not letter grades. The only exceptions are two types of middle school enrichment courses. One type requires only a Pass/Fail indicator; the other requires only conduct grades.

Cycle grades will be reported on a range of **0–100**. Grades recorded in teacher grade books over a grading period may range from **0–100** based on the actual score earned by the student. The actual grade assigned by the teacher will appear on the report card. Students must be given opportunities to make up or redo a class assignment or examination for which the student received a failing grade.

Final exams will be reported on a range of **0–100** based on the actual score achieved on the test.

Grade averaging routines are as follows:

NOTE: This section is subject to change pending decisions from TEA regarding the inclusion of an EOC score into the course final average.

When a school restructures its schedule system (e.g., Conventional six weeks to A/B Block nine weeks), school personnel must verify that all student information system (SIS) setup fields are correct. Failure to do so will result in incorrect averages.

	Cycle	Exam
Conventional High School (6 weeks)	25 - 25 - 25	25
Accelerated Block (9 weeks)	75	25
Every Other Day Block (6 weeks)	25 - 25 - 25	25
Every Other Day Block (9 weeks)	40 - 40	20
Middle School - 6 weeks	1/6 per cycle	
Middle School Credit Courses	25 - 25 - 25	25
Middle School - 9 weeks	25 - 25 - 25 - 25	
Middle School Credit Courses	40 - 40	20

Nonacademic considerations such as attendance or participation in extracurricular activities **should not** be used in determining grades.

Scores on the required TAKS may not be used in any way when determining any student's course grade.

Conduct "cuts" in a class should be recorded on the Office **Conduct** Panel in SIS. Under no circumstance may conduct infractions be used to affect the student's academic grade.

School Guidelines, 2018-2019
Grading Requirements

All grade averages with a remainder of .5 or above will be rounded off to the next highest number, including 69.5, which rounds off to 70. In order to receive credit for a course, a student must earn an average of 70.0 or better.

If a student exceeds the absence limit for a semester or for the year on an annual promotion course, an asterisk (*) will appear next to the grade on the report card for the appropriate cycle. The absence limit for all courses will be set at 10%. This is calculated and posted by the computer, based on the number of days the course is scheduled during the semester. When a student exceeds the unexcused absence limit during the first three grading cycles, an NG will appear in place of the Semester Average on the report card. This indicates the student has had credit denied due to the accumulation of an excessive number of **unexcused** absences. The asterisk(*)/NG will appear if the student's **unexcused** absences exceed 10% of the class meetings. **Excused** absences do not apply toward any district policies regarding grading or promotion standards.

The only way a student can pass, if he/she has met the other promotion standards but has unexcused absences exceeding 10% but less than 25% of class meetings, is to complete a plan approved by the principal. Students with absences in excess of 25% of class meetings must appeal to the campus Attendance Committee to determine that the unexcused absences were due to extenuating circumstances and then recommend promotion TEC 25.092 (a-1). The Attendance Committee's decision is then documented in the SIS. If the Committee denies credit, the student can appeal that decision through the current appeal process: School Attendance Committee, to Principal, to School Support Officer, to HISD Student Record Appeals Committee. If credit is denied at each level, the student can then appeal to the HISD Board of Education.

A school may not adjust the excessive absence limit used to deny credit; however, each school must have a well-publicized system to appeal denial of credit. The asterisk (*)/NG will continue to appear at each succeeding grading cycle. Even though the grade may be passing, no credit is awarded. A legend appears on the Report Card, Academic Achievement Record, and the middle school Permanent Record Card explaining that if the student has exceeded the absence limit, the student will not receive credit for the course unless the passing average is appealed. If the School Attendance Committee decides to award credit for a passing average with an asterisk (*)/NG, then school personnel will take necessary action to allow the credit to be awarded to the student.

Whole Course Credit (Composite Grading)

The TEKS for many courses include objectives covered throughout both semesters the course is offered. Whole course credit applies to **all** HISD two-semester sequential high school courses (designated “A” and “B” including distance learning, original credit, credit recovery and summer school) and not to one semester courses. Credit by Exam (CBE) may not be considered for composite grading. Should a student fail one semester and pass the other semester of a two-semester course, the student will earn one whole credit if the average is a 70 for both semesters combined. A remainder of 0.5 will be rounded off to the next highest number, including 69.5 -69.9; thereby equaling a grade of 70. For example, (139 grade points = 69.5 which rounds up to 70. These rules apply to courses taken and completed in HISD only and may not be combined with courses taken out of district. Students moved from a Pre AP, Pre IB, AP, or IB course into a corresponding regular course will only receive quality points for the advanced course if the student successfully completes the advanced course with a grade of 70 or above.

Grading Scale

Even though all grades will be reported as numeric scores, these scores will still represent various levels of achievement which can be compared to letter grades. The following grading scale will be used in HISD to determine the grade points for each credit course:

LETTER GRADE / GRADE / POINTS (HISD POLICY)

NUMERIC AVERAGE				EQUIVALENT			
					Quality	Regular	Modified
90	–	100	=	A	5	4	3
80	–	89	=	B	4	3	2
75	–	79	=	C	3	2	1.5
70	–	74	=	D	2	1	1
Below		70	=	F	0	0	0

Grade points are significant in that they are used to determine a student's grade point average and subsequently his/her rank in class. Courses designated as Pre AP/AP, Pre IB/IB and academic dual credit, receive quality grade points for As, Bs, Cs, and Ds. Grade Point Averages are determined by adding the total number of grade points accumulated in high school credit courses by a student in grades 7 through 12 and dividing by the total number of credit courses that the student has taken (unless the school has been granted a waiver from HISD Board Policy). The HISD GPA is a 4.0 weighted GPA.

School Guidelines, 2018-2019
Grading Requirements

Grades must be recorded in teachers' grade books only as **numeric** scores. Letter grades may be marked on individual student assignments, but the teacher must also indicate the numeric value assigned to that letter grade (e.g., B/82). The following conversion table should be used to convert the letter grades to numeric equivalents:

A+	=	98	D+	=	74
A	=	95	D	=	72
A-	=	92	D-	=	70
B+	=	88	F	=	60
B	=	85	0	=	0
B-	=	82			
C+	=	79			
C	=	77			
C-	=	75			

On transcripts of students who transfer into HISD from another district, the registrar/records clerk may use either the above HISD conversion table or the conversion table on the transcript of the student's previous school. Consideration should be given as to which system is fairer to the student.

If a student enters HISD from a private school or a district outside of Texas, he may have grades based on a different grading scale. For example, in HISD a grade of 90-100 equates to a letter grade of **A**. Another district outside of the state may use a range of 93-100 to represent an **A** and 86-92 to represent a **B**.

If a student's report card shows a **B** as the grade in a particular subject but a numeric grade of 91 is also indicated, the numeric grade should be recorded as the student's transfer grade.

Also, if a transfer student's grade is below 70, but the sending school's grading scale indicates it to be a passing average, the student should receive a grade of 70 or "P" (Pass) and awarded a credit value of 0.5 when entered in Chancery Historical panel. Indicate in the Description field the student's transfer grade.

IB Conversion:

100 Point Scale	Letter Grade Range	IB Grade	IB Grade 100pt value
90-100	A	7, 6	7 = 98; 6 = 95
80-89	B	5	85
75-79	C	4	77
70-74	D	3	72
0-69	F	0-2	2=65, 1= 60, 0=0

GRADE CONVERSION IN QUALIFYING ELECTIVES

It is the intention of the District to bolster student participation in elective courses. To that end, the District makes available to students the option of taking qualifying elective courses as “pass/fail”, within the guidelines outlined below.

Students entering grade nine in school year 2017-2018 and thereafter, may, after earning an overall course average of at least 85 in a qualifying elective course, opt to have the numeric grade converted to a “pass”. Pass/fail grades do not affect grade point averages.

Qualifying elective courses adhere to University Interscholastic League “No Pass, No Play” guidelines.

The option to convert a numeric grade of 85 or higher to a “pass” applies only to:

- high school students enrolled in qualifying elective courses; and
- upon receipt of a fully executed intention statement, submitted by the student to the building principal or designee before the end of the first grading cycle.

Intention statements shall be completed by a student, with the assistance of the principal or designee, using the form below.

Once a numeric grade is converted to a “pass”, the “pass” cannot be converted back to a numeric grade. Similarly, after the end of the first grading cycle, a student cannot opt in to convert a numeric grade to a “pass”.

Overall course grade averages less than 85:

- are not eligible for conversion to pass/fail, and
- will be included in the student’s overall grade point average calculation.

The option to convert a numeric grade of 85 or higher to a “pass” may be applied in up to four (4) qualifying elective courses during a student’s high school tenure. Students receiving a “pass” for the semester grade average will receive a 0.5 credit value.

Qualifying Elective Courses

Aligned to elective courses identified in 19 TAC Chapter 74, Subchapters 61 and 63, the following course categories qualify for conversion:

- athletics
- art
- band
- cheer
- choir
- color guard

School Guidelines, 2018-2019
Grading Requirements

- dance
- drill team
- driver education
- JROTC
- music
- theatre
- physical education

A numeric grade must be assigned to a high school student's first full physical education credit (1.0). Any additional physical education credits can be converted to a "pass" if the course grade average requirements are satisfied.

In addition, qualifying elective courses may include mathematics, English language arts, science and social studies courses that are taken beyond what is required to meet requirements for the Foundation High School Program or other graduation requirements.

During course scheduling and at the beginning of each semester, principals or their designees shall communicate to all students the guidelines for optional grade conversion in qualifying electives. See Intention Statement below.

Statement of Intent
Numeric Grade Conversion in Qualifying Electives

Students entering grade nine in school year 2017-2018 and thereafter, may, after earning an overall course grade of 85 or higher in a qualifying elective course, request that the numeric grade be converted to a “pass”.

Qualifying elective courses adhere to University Interscholastic League “No Pass, No Play” guidelines. Pass/fail grades do not affect grade point averages.

Guidelines

- The option to convert a numeric grade of 85 or higher to a “pass” applies only to high school students and only to qualifying elective courses.
- Once converted, a “pass” cannot be changed back to a numeric grade.
- Overall course grade averages that are less than 85
 - are not eligible for conversion to a “pass”, and
 - will be included in the student’s grade point average calculation.
- The option to convert a numeric grade of 85 or higher to a “pass” may be applied in up to four (4) qualifying elective courses during a student’s high school tenure.

Qualifying Electives

◆ Athletics	◆ Cheer	◆ Dance	◆ JROTC	◆ Physical Education*
◆ Art	◆ Choir	◆ Drill Team	◆ Music	
◆ Band	◆ Color Guard	◆ Driver Education	◆ Theatre	

* A numeric grade must be assigned to a high school student’s first full physical education credit (1.0). Any additional physical education credits can be converted to a “pass” if the course grade average requirements are satisfied.

Student Printed Name: _____ Student ID#: _____

Class(es) requested for conversion to pass/fail: _____

Student Signature

Date

Parent/Guardian Signature

Date

FOR OFFICE USE ONLY

Counselor Signature

Date

Final Examinations

- ◆ A student cannot retake a final exam to improve his/her grade.
- ◆ No final examination will be required in any course in which credit is not awarded. The final average in such courses will be computed from the cycle grades.
- ◆ In HISD, a final examination will be required in all state and local credit courses, including PE and electives, except second semester seniors who qualify for an exemption.

To be exempted from final examinations, second semester senior students must have:

- ▶ **Senior** classification
- ▶ 85 average or better in course
- ▶ S or E conduct average
- ▶ No more than three (3) total absences not including ADA exemptions.

FINAL EXAM EXEMPTIONS – COLLEGE-LEVEL COURSES

Schools may, under the following conditions, exempt students from a final exam in college-level courses for which the students take an externally-assessed national or international exam during that same semester. College-level courses are defined as Advanced Placement (AP) courses with corresponding College Board AP exams, International Baccalaureate (IB) courses with corresponding International Baccalaureate Organization SL- and HL-level exams, and dual-credit courses that are appropriately assessed with a CLEP, AP, or similar externally-assessed college-level content test. (Per the College Board, SAT Subject Tests are intended to test “knowledge of subjects on a high school level,” and therefore do not qualify as a college-level test for this exemption.) To qualify for this exemption, a student must sit for the corresponding college exam during the same semester of course enrollment, and have in the course an average of 85 or better, three (3) or fewer absences, and an “S” or better conduct average.

- ◆ A student who is awarded an exemption from any final exam is **not** counted present for ADA funding purposes, even though the student is not required to be in attendance when the exam is given.
- ◆ Under no circumstance will a student be allowed to retake a final examination to improve his grade.
- ◆ The grade averaging routines described at the beginning of this section and in the section on summer school will apply to all high school courses that are required to include a final examination grade.

- ♦ *The HISD Code of Student Conduct* indicates that it is a disciplinary infraction to cheat or copy another student's work in class. Therefore, students who are found to be cheating on their final exams should be given a zero on the exam. The results of their cheating need to be very carefully explained to them. Present guidelines mandate the computation of the final examination grade into the final grade.
If a student is found to be cheating on the final examination and given a zero, the zero will be averaged in as zero and will have a significant impact on the final grade in the course. This rule on cheating applies to all schoolwork. A student found cheating on any assignment or test will be given a zero.

Final Exam Exemptions – All High School Courses

To incentivize the daily attendance rate, eligible grade 9 students may be allowed one spring final exam exemption; two spring final exam exemptions may be allowed for eligible 10th and 11th graders. Eligible students are those with no more than three (3) absences in any one course for the duration of the semester. In addition, eligible students must have an 85 or higher semester average in the specific course(s) where the final exam exemption is applied.

Principals seeking stricter final exam exemption criteria may request such through their School Improvement Plan (SIP) under the Waiver Section.

Virtual School Grade Procedures

The Virtual School teacher conducts the Virtual School grading with input taken from a campus-based mentor teacher if the Virtual School course is being taken through a “home” school. Each semester completion grade will be determined based on two factors:

- ♦ Demonstration of mastery of the TEKS through a **Quality of Work** grade. This will include all coursework submitted to the instructor and also posted class discussions. This grade will be 75% of the semester grade to be reported on the report card.
- ♦ Demonstration of mastery of the TEKS through a **final examination** to be proctored by the Virtual School or an approved representative. This grade will be 25% of the semester grade to be reported on the report card. **Students must earn a minimum of 60% on the final examination in order to receive credit for the course.** Students Total Grade must also average a minimum of 70% to get credit for the course.

At the end of each cycle and/or semester, the Virtual School compiles student data that includes:

- ♦ Student's name
- ♦ Course taken

School Guidelines, 2018-2019
Grading Requirements

- ◆ Instructor
- ◆ Mentor teacher/School contact person
- ◆ Current Grade (Quality of work grade + Class Discussion Grade)
- ◆ Course start and completion date
- ◆ Final grade
- ◆ Withdrawal date and reason

At the end of each cycle, the Virtual School will provide a Virtual School grade to the campus mentor based on the Quality of Work grade. While campus staff may monitor the grade on-line, the final cycle grade is to be provided directly by the Virtual School staff through one of four methods: mail, e-mail, facsimile, or in-person.

The Virtual School will verify receipt of the grade at the campus through monitoring that the e-mail was opened, receiving a call from the campus mentor, or having the campus mentor or principal sign to verify receipt of data. Virtual School personnel will follow up to ensure that verification is achieved.

At the end of the semester the campus will receive a final grade report for each student. This final grade report will contain the students Quality of Work grade,

Final Exam grade, and the student's total grade for the semester.

For example, if all of the student's work throughout the semester averaged out to a 92, and the student earned an 80 on the final exam, the final grade for the semester would be an 89.

Quality of Work grade	(92)	x 75% =	69
Final Exam	(80)	x 25% =	<u>20</u>
Total Grade			89

- ◆ All students enrolled in Virtual School courses, during the regular school year and summer school, are required to complete online course work during the appropriate periods.

UIL Eligibility for Students Enrolled in a Virtual School Course

In order for a student to qualify for a grade and UIL eligibility, the student must complete a body of work equal to the appropriate proportion of the semester to represent the six-week or nine-week grading period with a grade of 70 or above. For example, during the first cycle in a school on a six-week grading cycle, the student must have completed 1/3 of the course content in order to receive a grade. In a school with a traditional calendar on a nine-week grading cycle, the student must have completed ½ of the course content to receive a grade for the first cycle. In a school using the accelerated block schedule, the student must complete the entire course content in order to receive a grade at the end of the nine weeks. **If a student has not completed the appropriate amount of**

course work, the student will earn an “I – Incomplete” and will be ineligible for UIL participation until the “I” is removed.

Conversion of Elementary Grades to Secondary Grades

Grade reporting rules for sixth grade in elementary schools are different from those used for sixth grade in middle schools. Most elementary schools are on 9-week cycles while most middle schools are on 6-week grade reporting cycles.

If a student transfers from sixth grade in elementary school to sixth grade in middle school during the school year, his grades must be converted to the middle school format using the following guidelines:

- ◆ Move reading, math, science, and social studies for cycles 1 and 2 to the corresponding course section for these subjects.
Add the two cycle grades and divide by 2 to get an average, and post that average as the cycle 3 grade in these courses.
- ◆ If a student has Other Language Arts, ESL, or ESL/Second Language, then move that grade as the English grade for cycles 1 and 2. Average the two cycle grades to get a cycle 3 grade.

Enrichment Courses: Sixth grade students in elementary schools take fine arts and physical education and are graded with the letter grades of E, S, N, and U.

The following conversion table should be used for sixth grade students who transfer from elementary to middle schools:

Excellent	=	95
Satisfactory	=	85
Needs improvement	=	75
Unsatisfactory	=	65

This table should be used in determining numeric grades required for transfer, check-out, and/or report cards.

Conversion of Six-week Grades to Nine-week Grades

In schools using a nine-week grading cycle, it is sometimes necessary to convert grades for students coming from schools using a six-week grading cycle. To change three six-week grades to two nine-week grades:

- ◆ Add two-thirds of each of the grades for the first six weeks and one-third of the grades for the second six weeks to get the grade for the first nine weeks.

- ◆ Add one-third of the grade for the second six weeks and two-thirds of the grade for the third six weeks to get the grade for the second nine weeks.

The principal or designee should review the grades from any out-of-district schools, transitional schools, or any special cases before entering grades into the HISD grading system.

Conversion of Nine-week Grades to Six-week Grades

In schools using a six-week grading cycle, it is sometimes necessary to convert grades for students coming from schools using a nine-week grading cycle. To change two-nine week grades to three six-week grades:

- ◆ Move grades for cycles 1 and 2 to the corresponding course section for these subjects. Add the two cycle grades and divide by 2 to get an average, and post that average as the cycle 3 grade in these courses.

Language Arts Average in Middle Schools

Report cards in the middle schools show an average for Language Arts. To determine the average for Language Arts, add the final average for the English course to the final average for the reading course. Divide the total by **2**. A remainder of .5 will be rounded off to the next highest number, including **69.5-69.9**.

EXAMPLE:

Eng 7	73	73	<u>78.5</u>
Read 7	84	<u>+ 84</u>	<u>2) 157</u>
		157	

Language Arts Annual Average is 79

If an elective course is substituted for reading, then the annual averages for English and language other than English are figured separately. In this case, the final average in English becomes the Language Arts final average. Language Arts counts as one of the core courses.

Computing Overall Yearly Average in Middle Schools

To determine the overall yearly average, the following procedure should be used:

- ◆ Take the final average in each annual course and double it.
- ◆ Take the final average in each semester course and figure it at face value.

School Guidelines, 2018-2019
Grading Requirements

- ♦ Add the doubled value of each annual course to the face value of each semester course.
- ♦ To determine your divisor, each annual course counts as 2 and each semester course counts as 1.
- ♦ A remainder of .5 will be rounded off to the next highest number, **including 69.5-69.9**

EXAMPLE:

Eng 7	73	146	
Read 7	84	168	
Math 7	85	170	
Hist 7	73	146	<u>14</u>) 83.64
Sci 7	87	174	
Art 7	95	95	
Comp Lit 7	78	78	
PE 7	97	<u>+ 194</u>	
		1171	

Overall Yearly Average is 84

Since all students in middle school are required to take at least seven courses, students must have grades in all courses in order for the computer to calculate the yearly average. If all grades are not on the computer file, schools will have to calculate manually the annual and overall (yearly) averages.

Promotion Standards in Middle Schools

At the end of the year, if all grades are present, final averages will be printed on the student's report card for each course. The computer will compute the grade average promotion standards but not the actual promotion status. To satisfy the grade average promotion standards, a middle school student must earn at least a passing grade of 70 in three of the four core courses: language arts, mathematics, science, and social studies.

The language arts average is derived from averaging the English and reading grades together. The student must also earn at least a passing grade of 70 for the overall yearly average. For this promotion standard to be computed correctly, all courses must be on grade level. To determine the promotion status of a student, all designated promotion standards as outlined in the section on Student Classification must be evaluated.

Incomplete Grades

Any grade reported as "Incomplete" must be resolved before the end of the next grading period. It is the responsibility of the teacher issuing the Incomplete to determine the reasonable timelines for the completion and assessment of the missing material and to promptly report the grade. A grade reported as "Incomplete" for the final grading cycle must be resolved by the end of the regular summer school program. This applies to both cycle grades and final exams. (Note: In Chancery, we enter an "INC", not an "I".)

If an "Incomplete" cycle grade is not made up within the prescribed time frame, a grade of zero (0) should be given for each missing assignment and then all grades should be averaged to determine that cycle grade. If an "Incomplete" final exam grade is not made up within the prescribed time frame, the grade reverts to a "0" and is averaged as such along with the cycle grades to determine the semester average.

Grading Regulations

Under no circumstance shall students grade test papers or record grades of other students. Students should not be allowed to handle any documents on which another student's grades are recorded. This includes grade books, report cards, notice of progress forms, permanent record cards, academic achievement cords, etc. The computation of a student's grade average or grade point average by another student is also prohibited.

The above policies on incomplete grades, teacher grade changes, grade books, and grading regulations apply to middle school grade reporting as well as high school grade reporting.

FINAL EXAM — grades are accepted only for the last grade reporting cycle of each semester. Grades marked in this field in any other cycle are rejected as if unmarked. If a middle school is offering a Level I course such as Algebra IA, Spanish IB, etc., the school should select a one-semester credit course number from the HISD Catalog. These courses require that an exam grade be marked. They are averaged the same as all other high school courses. Level I courses, when taken in grade 8, will show 0.50 credit per semester and will require a final exam since this credit will apply to the credits required for graduation.

PREVIOUS CYCLE – A teacher may change an "Incomplete" ("I") given the previous cycle to a numeric grade. A correction (grade change) may also be made with approval of the principal. The principal's approval must be provided to the data clerk in writing with the signature of the teacher. No grade will be changed without appropriate teacher and administrative authorization.

School Guidelines, 2018-2019
Grading Requirements

Subject and homeroom teachers issue a conduct grade to each student. The conduct grades are:

E = Excellent	3 points
S = Satisfactory	2 points
P = Poor	1 point
U = Unsatisfactory	0 point

For each grading cycle, the conduct grades will be averaged numerically and a conduct average determined as follows:

3.0 - 2.5 = E
2.4 - 1.5 = S
1.4 - 0.5 = P
0.4 - 0 = U

- ◆ Any teacher who plans to issue a **U** in conduct must refer the student to the principal or assistant principal for administrative review. For each student so referred, a detailed discipline report should be prepared and signed by the assistant principal and the teacher, stating specific incidents and dates.

- ◆ If the principal or assistant principal for disciplinary reasons gives a conduct cut, it shall become the cycle average, regardless of what conduct marks may have been assigned by individual classroom teachers. The data clerk will enter this grade, with written documentation from the administrator.

- ◆ A conduct mark, once given, cannot be changed on the permanent record unless it has been determined by the principal that a mistake was made in the original mark.

- ◆ Under no circumstance may conduct infractions be used to affect the student's academic grade.

HONOR ROLL

The Secondary Honor Roll Report lists students who meet the numeric grade, conduct, and course requirements described below. The schools can choose grade levels and/or Honor Roll type.

Honor Roll numeric grade options:

- ◆ Option All = All of the Honor Roll types
- ◆ Option 0 = grades are all A's (90-100 range)
- ◆ Option 1 = grades are one B (80-89) and the rest are all A's (90-100)
- ◆ Option 2 = grades are two B's (80-89) and the rest are all A's (90-100).

Conduct Grade Requirement:

A student must maintain at least an S average in conduct to qualify for honor roll and to be eligible for other recognition, awards, or offices.

Students must have at least six courses on file. Non-graded electives and Administrative courses **will not** be included in the calculations

NOTICE TO PARENTS OF UNSATISFACTORY GRADES

TEC §28.022 requires that the parent or a legal guardian **must** be notified at least once every three weeks or during the fourth week of a nine-week grading period, in writing, if a student's progress in any one of the foundation areas is unsatisfactory. HISD requires that the parent or a legal guardian must be notified if a student's grade is below 70 in any course. This notice must provide for the signature of the parent or legal guardian and must be returned to the school.

There is no longer a requirement to mail notice of progress reports that are not signed and returned.

Schools using either the SIS generated notice of progress report or an individual campus developed report must ensure that the middle school promotion standards displayed on the report have been revised according to district policy.

- ◆ Current grades contained in the notice should be based on the student's academic achievement on the first three weeks of the six-week grading period or the first four weeks of the nine-week grading period.
- ◆ For each subject that a student is failing, the notice must provide for a conference between the appropriate teacher and the parent.
- ◆ A notice of progress report must also be sent to the parent if a student is absent:
 - ▶ more than five days in an 18-week class which is scheduled to meet every day,
 - ▶ more than three days in a 9-week class which is scheduled to meet every day,
 - ▶ more than three days in an 18-week class which is scheduled to meet every other day,

- ▶ more than ten days in an all-year class scheduled to meet every day, or
- ▶ more than five days in an all-year class scheduled to meet every other day.
- ◆ Notice of progress reports must be sent to parents of students with disabilities on the same schedule as general education students.

In HISD, notice of progress reports shall be distributed to parents/legal guardians of secondary students every three weeks in accordance with the UIL Grade and Progress Reporting Date calendar posted on the Calendar channel on Federal & State Compliance website of the HISD Portal.

- ◆ The notification of unsatisfactory grades requirement does not apply to a student who:
 - ▶ is married,
 - ▶ is 18 years of age or older and who is living in a different residence than the student's parents, or
 - ▶ has had the disabilities of minority removed for general purposes.
- ◆ If a student's average falls below 70 or the absence limit is exceeded after the scheduled notice of progress reports have been sent home, the teacher should send a report home immediately. It is imperative that extra effort be made to give parents advance notice of a pending failing grade or of excessive absences in a class before the report card is sent home.
- ◆ The absences recorded on the progress report are a combined total of excused and unexcused absences and only indicate a concern over the loss of instructional time due to absences. Since only unexcused absences are applied to the HISD attendance policy regarding loss of credit, absence designations on the progress report do not necessarily indicate potential loss of credit.

ATTENDANCE

Excused and unexcused absence data, which are properly recorded in the Student Information System are printed on the student's report card. This data must be supported by documentation in the teacher's grade book.

When a student exceeds the unexcused absence limit during the first three grading cycles, an NG will appear in place of the Semester average on the report card. This indicates the student has had credit denied due to the accumulation of an excessive number of **unexcused** absences. The NG will appear if the student's **unexcused** absences exceed 10% of the class meetings. **Excused** absences do not apply toward any district policies regarding grading or promotion standards.

The only way a student can pass if he/she has met the other promotion standards but has unexcused absences exceeding 10% but less than 25% of class meetings is to complete a plan approved by the principal. Students with absences in excess of 25% of class meetings must appeal to the campus Attendance Committee to determine that the unexcused absences were due to extenuating circumstances and then recommend promotion TEC 25.092 (a-1). Completion of the Principal's approved plan or the Attendance Committee's decision is then documented in the SIS. If the Committee denies credit, the student can appeal that decision through the current appeal process: School Attendance Committee, to Principal, to School Improvement Officer, to HISD Student Record Appeals Committee. If credit is denied at each level, the student can then appeal to the HISD Board of Education.

However, if a student is being retained for failure of any of the academic promotion standards in addition to failing due to excessive unexcused absences, the retention cannot be overridden by the Principal or an Attendance Committee decision because the failure is due to academic promotion standards--not exceeding the absence limit. Likewise, a Grade Placement Committee cannot address attendance related retentions.

Teachers need to be very careful when recording absences to make sure a correct record is made; otherwise, excused absences may show up as unexcused absences on the report card.

XVI. ATTENDANCE ACCOUNTING

The TEA *Student Attendance Accounting Handbook*:

- describes the Foundation School Program (FSP) eligibility requirements of all students;
- prescribes the minimum standards for all attendance accounting systems, whether manual or automated;
- lists the documentation requirements for attendance audit purposes;
- specifies the minimum standards for systems that are entirely functional without the use of paper; and
- details the responsibilities of all district personnel involved in student attendance accounting.

This document is available on the TEA webpage at:

www.tea.state.tx.us/school.finance/handbook/index.html

The principal should print a copy for all appropriate staff involved in attendance accounting and assign a professional staff member to serve as campus contact to answer questions by the attendance/PEIMS data personnel concerning each of the following areas:

- General Attendance Requirements
- Special Education
- Career and Technology Education
- Bilingual/ESL
- Pre-kindergarten
- Gifted and Talented
- Pregnancy Related Services
- Alternative Education and Discipline
- Optional Flexible School Day Program (OFSDP)

This section of the Guidelines provides guidance in areas concerning state and local rules on ADA accounting, HISD instructional attendance, and absences for extracurricular activities. It does not replace the TEA *Student Attendance Accounting Handbook*. School staff should refer to that document for specific rules on ADA accounting and coding for program funding.

Student Eligibility

Texas Education Code (TEC) §42.003:

- A student is entitled to the benefits of the Foundation School Program if he is **5 years of age or older** and under 21 years of age on September 1 of the scholastic year and has not graduated from high school. A student may be enrolled in the first grade if he is at least six years of age at the beginning of the scholastic year or has been enrolled in the first grade or has completed kindergarten in the public schools in another state prior to transferring to a Texas public school.
- Students age 21-26 may be eligible to enroll in certain Dropout Recovery Programs to complete the requirement for a diploma.
- However, if a student is 18 years or older and has more than **five unexcused** absences in one semester, that student's enrollment may be revoked for the remainder of that school year. Students who are removed from school under this provision will be considered a dropout for accountability purposes.
- If the school year starts before the student's birthday, the student is eligible to attend school for the entire year as long as he/she will be the required age on or before September 1. TEC §25.001(a).
- Students with disabilities may be served **through** age 21 years.

TEC §29.003 states that students with disabilities may be served **through** age 21 years. The TEA *Student Attendance Accounting Handbook* specifies that a student receiving special education services who is 21 years of age on September 1 of a scholastic year shall be eligible through the end of the scholastic year or until graduation, whichever comes first.

A student who is at least three but not more than 21 years of age and has one or more of the following disabilities that prevents the student from being adequately or safely educated in public school without the provision of special services is eligible to participate in a school district's special education program:

- | | |
|---|-----------------------------------|
| • Other health impairment | • Emotional disturbance |
| • Traumatic brain injury | • Autism |
| • Speech or language impairment | • Specific Learning disability |
| • Intellectual Disability | • Auditory impairment or deafness |
| • Multiple impairment | • Deaf-Blindness |
| • Orthopedic impairment | • Other health impairment |
| • Visual impairment including blindness | |

School Guidelines, 2018-2019
Attendance Accounting

TAC §89.1035 provides that graduation with a regular high school diploma (relating to Graduation Requirements) terminates a student's eligibility to receive special education and related services. An eligible student receiving special education services who is 21 years of age on September 1 of a school year shall be eligible for services through the end of that school year or until graduation with a regular high school diploma, whichever comes first. Therefore, a student with disabilities shall not return to school, following the receipt of a regular high school diploma.

If the Admission, Review, Dismissal/ Individualized Education Program (ARD/IEP) Committee decides the student is in need of additional special education and related services, then the student does not meet graduation requirements and should neither receive a diploma nor participate in graduation ceremonies.

TEC §29.153(b): A child is eligible for enrollment in a prekindergarten class if the child is at least three years of age and is:

- unable to speak and comprehend the English language;
- educationally disadvantaged; or
- homeless, as defined by 42 U.S.C. Section 11302, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child.
- the child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority; or
- the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty, or
- a child who is or has ever been in the custody of in the conservatorship of the Department of Family and Protective Services following an adversary hearing under Section 262.201, Family Code.

A child who is eligible under bullets 4 and 5 above remains eligible for enrollment if the parent leaves the armed forces or is no longer on duty, after the student begins a Prekindergarten class.

Compulsory Student Attendance

TEC §25.085:

- A child is required to attend a school under this section shall attend school each school day for the entire period the program of instruction is provided.
- Unless specifically exempted by Section 25.086, a child who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached the child's 19th birthday shall attend school.

School Guidelines, 2018-2019
Attendance Accounting

- Prekindergarten and kindergarten students who are enrolled in school are subject to the Compulsory School Attendance section of the Texas Education Code. However, if the child has not reached mandatory compulsory attendance age (six years old as of September 1 of the current school year) the parent/guardian may withdraw the student from school and the child will no longer be in violation of compulsory attendance rules.
- Unless specifically exempted by Section 25.086, a student enrolled in a school district must attend:
 - an extended-year program for which the student is eligible that is provided by the district for students identified as likely not to be promoted to the next grade level or tutorial classes required by the district under Section 29.084;
 - an accelerated reading instruction program to which the student is assigned under Section 28.006(g);
 - an accelerated instruction program to which the student is assigned under Section 28.0211; or
 - a basic skills program to which the student is assigned under Section 29.086.

Exceptions to Compulsory Attendance Law

Texas Education Code §25.086:

- (a) A child is exempt from the requirements of compulsory school attendance if the child:
- (1) attends a private* or parochial school that includes in its course a study of good citizenship;

*Includes children involved in a legitimate home schooling situation.

- (2) is eligible to participate in a school district's special education program under Section 29.003 and cannot be appropriately served by the resident district;
- (3) has a physical or mental condition of a temporary and remediable nature that makes the child's attendance infeasible and holds a certificate from a qualified physician specifying the temporary condition, indicating the treatment prescribed to remedy the temporary condition, and covering the anticipated period of the child's absence from school for the purpose of receiving and recuperating from that remedial treatment;
- (4) is expelled in accordance with the requirements of law in a school district that does not participate in a mandatory juvenile justice alternative program;*

* Counties with populations of greater than 125,000 population are required to have Juvenile Justice Alternative Education programs, and expelled students are subject to compulsory attendance.

- (5) is 18 years old on September 1;

School Guidelines, 2018-2019
Attendance Accounting

- (6) is at least 17 years old and attending a GED course may be exempted if they are court-ordered to take the course, have parental permission to take the course, are homeless, or have established a residence separate and apart from their parents or legal guardians;
 - (7) has received a high school diploma or GED certificate;
 - (8) is enrolled in the Texas Academy of Leadership in the Humanities;
 - (9) is enrolled in the Texas Academy of Mathematics and Science;
 - (10) is specifically exempted under another law; or
 - (11) is at least 16 years of age and attending a GED course **only** if the student is recommended to take the course by a public agency that has supervision or custody of the child under court order.
- b) This section does not relieve a school district, in which a child eligible to participate in the district's special education program resides, of its fiscal and administrative responsibilities under Subchapter A, Chapter 29, or of its responsibility to provide a free appropriate public education to a child with a disability.
- (c) The provisions of the TEC concerning compulsory school attendance refer to a child's age on his birthday, whether the child reaches the age during or prior to the beginning of the scholastic year (September 1).

Warning Notices

- 1.) TEC §25.095 requires the school district to notify a student's parent or legal guardian in writing at the beginning of the school year that if the student is absent from school three days or parts of days in a four-week period without parental consent or is absent without an excuse for more than 10 or more days or parts of days in a six-month period:
 - The student's parent or legal guardian is subject to prosecution under TEC §25.093.
 - The student may be subject to referral to truancy court pursuant to Texas House Bill 2398.
- 2.) The notice must:
 - a.) Inform the parent that it is the parent's duty to monitor the student's attendance, require the student to attend school, and the parent is subject to prosecution under Section 25.093(b) for failure to require the child to attend school; and
 - b.) Request a conference between school officials and the parent to discuss the absences.

State law has been amended to require a school district to provide evidence of the parent's "criminal negligence" in contributing to the non-attendance of the student.

3.) TEC §25.0951 requires the district to :

- a.) File a petition/complaint within 10 days against the student and/or the student's parent or both in a justice or municipal court if the student fails to attend school without an excuse on 10 or more days or parts of days within a six-month period in the same school year; or
- b.) Refer the student to a juvenile court for conduct indicating a need for supervision under Section 51.03(b)(2) Family Code.

A district may delay referral to truancy court if the district is applying Truancy Prevention Measures (TPM) and the TPM's are succeeding, or it is not in the best interest of the student to refer the student to truancy court.

A school district may refer a student ages 12-18 to truancy court.

According to a 2001 memorandum from the Commissioner of Education, excused absences are distinctly different from the "unexcused absences" and "without excuse". They "are not grounds for filing a complaint or making a referral to juvenile court. There is no basis for referring a student for nonattendance based upon absences that have been excused". In addition, schools are prohibited from converting "tardiness to class as an absence for the purpose of compulsory attendance enforcement".

RULES OF ADA ACCOUNTING

Each school has a copy of the TEA Student Accounting Handbook. This document is also available on the Internet at <http://www.tea.state.tx.us/school.finance/handbook/index.html>.

The rules listed below can be found in this document. No school officer or any other person has the authority to change the instructions. A person or persons may be selected to be responsible for the safekeeping of the basic attendance records throughout the school year. At the end of the school year, all records are to be signed by a certified person and delivered to the school's regional administrative office and then delivered to the warehouse where they are stored for five years. However, signed copies should be kept in each school for **five years** for state audit purposes.

School personnel have the legal and professional responsibility to maintain accurate, current daily attendance records. It is most important that this responsibility be carried out efficiently, since these records serve as the basis for computing average daily attendance figures on which state funds are distributed.

- For attendance accounting purposes, all pupils must be assigned to a grade level and documentation of attendance must be kept for each grade. It is important that the grade level be identified and kept separate from other grade levels.

School Guidelines, 2018-2019
Attendance Accounting

- The time of day that attendance is taken should be established at each campus and every teacher on that campus should take attendance at that time. In elementary schools, attendance should be taken during the second instructional hour. **The time for taking attendance must be posted.**
- The established period in which absences are recorded may not be changed during the school year. TAC 19, §129.21

COMMUNICATION WITH PARENTS REGARDING SPECIAL ATTENDANCE DAYS

It is the responsibility of school principals to provide timely and accurate information to all parents regarding student non-attendance days, early dismissal days, and any other adjustments in days and/or time of attendance due to school waivers or other circumstances. Some instances of miscommunication and lack of timely notice in this regard indicate the need for a more structured plan for addressing this issue and ensuring that appropriate information is disseminated in a timely manner.

Accordingly, principals should take the following actions:

- Upon receipt of the Board-approved school year calendar, disseminate it to all staff, all parents, and other appropriate community groups and agencies.
- Prior to the opening day of the school year, send the calendar, along with an informational memorandum to all parents. Be certain to identify clearly any differences between your school calendar and the official HISD calendar (e.g., days on which students will not be attending, so that parent conferences and/or professional development training can occur, based on an approved waiver).
- Post the calendar in common areas throughout the campus. At least five school days prior to a special attendance day (a student non-attendance day for the school or early dismissal) send a written reminder to all parents.
- Directly involve the PTA/PTO, alumni and other school and community organizations in ongoing communication with parents and other community members regarding special attendance days and any other days for which parents need to adjust their schedules and make special arrangements to accommodate their children.

Once the changes have been approved; they cannot be adjusted without formal approval of the HISD Board of Trustees.

These procedures are to be followed annually to ensure that flexibility in schedules provided at individual schools is routinely accompanied by timely parental notification.

HISD's designated make-up days that are scheduled for staff development may not be arbitrarily used to schedule a day off for staff members.

TYPES OF ABSENCES FOR WHICH RECORDS MUST BE KEPT

TEC §42.006 (b):

All school districts are required to adopt an attendance accounting system, whether manual or automated, which includes the accurate taking, recording, and reporting of attendance. Attendance and contact hours will be reported on the student level for the entire school year through the PEIMS.

Absences for ADA Accounting

In ADA accounting, there is no distinction between excused or unexcused absences. For official attendance accounting purposes, “tardies” do not exist. A student is either present for the day or absent for the day depending on whether or not he is in class at the time the roll is checked, unless the absence meets the exemption criteria listed later in this section. Absences recorded during the official attendance accounting process are used only to determine ADA for state reporting purposes.

Absences for HISD Instructional Attendance

- Elementary teachers must check attendance each day. The absences are either excused or unexcused and must be recorded accordingly in GradeSpeed. These absences apply to the number and type of absences accumulated under the HISD instructional attendance policy as identified later in this section. The only acceptable excuses for tardies and absences are
 - Personal illness;
 - Illness or death in the family;
 - Quarantine;
 - Weather or road conditions making travel dangerous;
 - Participation in school activities with permission of the principal; or
 - Emergencies or any unusual circumstances recognized by the principal or person designated;
 - Any cause acceptable to the teacher, principal, or superintendent of the school in which the person is enrolled.
- Secondary teachers must check attendance each class period each day. The absences are either excused or unexcused and must be recorded accordingly in GradeSpeed. These absences apply to the number and type of absences accumulated under the HISD instructional attendance policy as identified later in this section. Absences for extracurricular activities do **not** count as absences as they apply to the HISD attendance policy unless a student accumulates more than five for one semester.

School Guidelines, 2018-2019
Attendance Accounting

If a student accumulates more than five absences for extracurricular activities for one semester in one class or subject, each absence over five becomes an **unexcused** absence, and these unexcused absences apply to the HISD attendance policy. Schools must have clear procedures and full faculty participation to avoid conflicting attendance reports.

- The reason for an excused absence must be stated orally or in writing and signed by the parent/guardian of the student or a school official. The written, electronic or oral excuse must be received by the school within three days after the absence or tardy. School personnel should document phone calls, email messages, or oral statements of parents excusing student absences. These notes should be kept by the classroom teacher or the attendance clerk and secured for storage at the close of the school year for storage. Teachers and principals may accommodate special circumstances for late notes or absence verification. The district attendance specialist assigned to the school may investigate any excused case. A student found guilty of misrepresenting the validity of an excuse or permit is subject to disciplinary action.
- A student must be in attendance at least 35 minutes during a regular class period or 60 minutes in a 90-minute class period in order to be counted present. A student who arrives in class at the significant period after the tardy bell but before official attendance is taken is to be counted "Tardy". During the significant period, a student not present at the time ADA attendance is taken is to be counted "Absent."
- Absences for extracurricular activities do **not** count as absences as they apply to the HISD attendance policy unless a student accumulates more than five for one semester. If a student accumulates more than five absences for extracurricular activities for one semester in one class or subject, each absence over five becomes an **unexcused** absence, and these unexcused absences apply to the HISD attendance policy.
- A student must be in attendance at least two instructional hours in order to be counted present for one-half day and at least four hours to be considered present for one full day.
- School districts may not receive ADA funding for students who attend school only to "sign in" unless the student attends school for a minimum of 2 hours for half-day or 4 hours for full day. **This includes testing days when seniors report to school on an altered schedule.**
- The counting of all absences, including excused and unexcused absences for individual class periods, begins the day after a student is enrolled in an HISD school for the first time for that school year. If a student transfers from one HISD school to another all absences should be transferred and applied at the new school.

Absences for Extracurricular Activities

- Teachers must record each time a student misses a class or subject to participate in an extracurricular activity. Extracurricular activities are those school-sponsored or school-sanctioned activities that are not directly related to instruction of the Texas Essential Knowledge and Skills, but might have an indirect relation to some areas of the curriculum. They offer worthwhile and significant contributions to a student's personal, physical, and social development. Participation in extracurricular activities is a privilege and not a right, and students must meet specific requirements in order to participate. Activities may include, but are not limited to performances, contests, demonstrations, displays, and club activities, athletic events, other UIL and vocational competitions, club or organization meetings, etc.
- Absences for extracurricular activities do **not** count as absences for ADA accounting no matter how many a student may accumulate since under state regulations a student is counted present for ADA purposes if he is participating in an activity approved by the local school board and is supervised by a professional staff member who has a bachelor's degree and is eligible for participation in the Teacher Retirement System of Texas.
- Absences for extracurricular activities do **not** count as absences as they apply to the HISD attendance policy unless a student accumulates more than five for one semester in a particular class or subject. If a student accumulates more than five absences for extracurricular activities for one semester in one class or subject, each absence over five becomes an unexcused absence, and these unexcused absences apply to the HISD attendance policy.
- A student's absence during official ADA attendance time as a result of an individual visit to a Magnet school during Magnet Week is not considered an extracurricular, cocurricular, or district-sponsored activity for the purposes of attendance accounting. The student must be counted absent.

Guidelines for Extracurricular Activities

Participation in or practice for extracurricular activities during the school day and school week is limited according to State Board of Education rules. Extracurricular activities expand and enrich learning. Implementation of these rules at the school level is the responsibility of the principal.

- Extracurricular activities are all approved out-of-classroom activities, both individual and group.
- A student may not have more than five extracurricular absences **per semester**.
- The teacher is responsible for documenting the absences as extracurricular in GradeSpeed.

School Guidelines, 2018-2019
Attendance Accounting

- The principal of the school is responsible for **scheduling staff to provide meaningful instruction** in the appropriate subject area(s) for those students not accompanying the class in an extracurricular group activity.
- All extracurricular activities must be selected from the district-approved list or receive the approval of the principal. **District-approved extracurricular activities** include:
 - Fairs
 - Assemblies
 - Pep rallies
 - Athletic events
 - Student organization meetings and activities
 - Other subject-related activities in Language Arts, Reading, Math, Science, Social Studies, Fine Arts, Foreign Language, etc.

NOTE: *A fifth or sixth grade promotion party is considered to be a social activity but not an extracurricular activity.*

- A school shall not approve a request for a student to miss class for an extracurricular activity if that student has already accumulated five absences for extracurricular activities in that class for that semester. If for some reason the student does miss class a sixth time for extracurricular activities, that absence is to be considered **unexcused** and will apply to the HISD Attendance Policy.

These guidelines apply to all annual promotion subjects for which academic grades are given. Annual subjects must be broken down into semester segments for recording absences for extracurricular activities since a student may have no more than five absences **per semester**.

19 TAC 76.1001

COCURRICULAR ACTIVITIES

Certain activities, although carried out in locations outside the regular classroom, are directed specifically toward the Texas Essential Knowledge and Skills (TEKS) in one or more subjects. The district places special emphasis on these activities, designated cocurricular, because they enhance learning. Administrators and teachers should encourage student participation in such approved cocurricular activities.

- Participation in an approved co-curricular activity directed specifically toward the Texas Essential Knowledge and Skills (TEKS) in one or more subjects does NOT count as an absence against the five days allowed for extracurricular activities in the subject(s).

Examples:

- Participation in any of the Magnet Outdoor Education Centers will not be counted as extracurricular absences.
- A partial day visit by a regular class during the science and social studies time to the nearby fire station for a lesson on fire safety and community helpers would not be counted as an extracurricular absence in science and social studies.
- Where a cocurricular activity in one subject takes time allotted to other subjects, the extra time counts against the five days allowed for extracurricular activity in those other subjects.
 - Children excused to perform with a local choral music organization would receive an extracurricular absence in all subjects missed except music.
 - Students missing music, social studies, and science to attend the symphony for three hours may receive an extracurricular absence in social studies and science, but not in music.
- Adjustment to the class time schedule may permit some activities to qualify as cocurricular as opposed to extracurricular.

Magnet Outdoor Education Center (OEC) Participation

Magnet Outdoor Education Center provides 5th grade elementary students with unique educational field experiences in environments created to celebrate diversity. Schools arrange transportation to the OEC sites.

Currently, there is insufficient capacity for all 5th graders to attend each year so schools are allocated slots by OEC staff. Schools with questions or requests should address these to outdooreducation@houstonisd.org.

The Outdoor Education Centers at Camp Forest Glen and Camp Olympia provide fifth grade students with instruction in all content areas of the fifth grade level and should be treated as regular classroom instruction so it is not to be coded as an absence. Students attend for 4 days and 3 nights.

StarBase provides students with instruction in all content areas of the fifth grade and should be treated as regular classroom instruction. Students attend one day per week for five consecutive weeks.

SUMMARY OF ATTENDANCE RULES AND REGULATIONS

19 TAC §129.21 (h,i):

Any student served by the school district is considered **enrolled** in the district. A student must be enrolled for at least two hours to be considered in **membership** for one-half day and for at least four hours to be considered in membership for one full day. These time limits refer to instructional time, not including lunch, homeroom, passing periods, or other non-instructional time.

Parents or legal guardians shall enroll their child under the child's legal name. Parents of a student whose name on the enrollment card differs from the legal name should be advised that the school **MUST** enroll all students under legal names. A parent or legal guardian who requests the school to use a name other than the legal name for his child should be directed to institute legal proceedings to change the legal name.

No student can be enrolled in multiple campuses on the same date(s). When a student checks out of one school to attend another during the year, the receiving school must carefully check the effective withdrawal date. If there is a problem, the receiving school must contact the sending school.

Teachers must check attendance daily. The teacher is responsible for checking the attendance of students, recording all absences and tardies, and following through with appropriate procedures.

Students who have been absent or tardy must present a written excuse from the parents or guardian when they return to school, unless the parent has notified the school of the absence by phone or visit. Excuses for absences and tardies are: personal illness, sickness or death in the family, quarantine, weather or road conditions making travel dangerous, participation in school activities with permission of the principal, juvenile court proceeding documented by a probation officer, emergencies, or "any other cause acceptable to teacher, principal, or superintendent."

Students **must** be given the opportunity to make up work missed due to excused and unexcused absences. Reasonable time frames for the completion of assignments must be established.

Written, oral or electronic excuses for absences or tardies should be in the school's possession no later than three school days after the date of the absence or tardy. The three-day period shall begin with the day the student returns to school. School personnel should document phone calls, email messages, or oral statements of parents excusing student absences.

Students Leaving Campus

Effective January 1, 2001, a district may count a student in attendance for the school day or during any part of the school day when the student was allowed to leave campus only if the district has adopted procedures addressing parental consent for a student to leave campus and distributed this information to staff and parents.

Under state law, a district may count a student in attendance for the school day or during any part of the school day when the student was allowed to leave campus only if the district has adopted procedures addressing parental consent for a student to leave campus and distributed this information to staff and parents. HISD policy is described in full at the [Policy Administration Web page](#).

According to Houston Independent School District (HISD) board policy, no student under 18 years of age may leave campus during school hours for any reason without prior approval in writing or by documented phone call from the student's parent or guardian. This applies to lunch, extracurricular activities, field trips, and any other activity supervised by campus or district personnel. Such excuses must be approved by the principal or principal's designee. BP FEA

The principal or designated administrator at each campus is responsible for ensuring that school-based personnel and students follow board policy and TEA guidelines regarding students leaving campus. Each campus must develop a school plan and procedures to implement board policy. Schools are responsible for developing a plan as follows:

- The principal or designee shall develop campus-specific practices and procedures regarding student attendance, including documentation and parent notification.
- The principal or school attendance clerk shall maintain documentation for state funding, parent notification of absences and classes missed, and documented excuses for absences in compliance with the local state requirements.
- These rules and procedures must be incorporated in a student and parent handbook or included in a parent newsletter for distribution to staff and parents.
- Each principal is responsible for distribution of the student and parent handbook or parent newsletter for his or her campus. The student and parent handbook or parent newsletter must be distributed to all staff and parents at the beginning of the school year.

HISD policy is described in full in – **Students Leaving Campus; Guidelines and Procedures Regarding**, available at the Policy Administration webpage on the HISD internet or intranet.

Schools shall attempt to notify parents or guardians when a student has three absences.

Unexcused tardies are **not** converted to unexcused absences. Tardies are a disciplinary issue.

An adequate and proper information management system is the key to a successful automated attendance accounting system. Locally-designed internal controls must be established to ensure the security of the system. Only personnel with the proper security clearance level should have access to the system. Proper review procedures must be in place to review attendance data for accuracy and reasonableness at the end of each six-week reporting period.

HISD policy clearly defines the role of the teachers and administrators. Supervision of student attendance will be the responsibility of teachers and school administrators.

The **role of the principal** (and administrative team) is to:

- Establish an attendance management system.
- Design and implement a process for identifying and counseling students with attendance problems.
- Communicate with parents about student attendance problems.
- Chair the statutorily required School Attendance Committee and facilitate the collection of documentation.
- Develop and implement a system to ensure that parents are notified when a student returns from an absence without an excuse or has been absent for three or more days.
- Develop an attendance referral system for appropriate students, in accordance with district guidelines, which may include a process for teachers to notify parents about absences.
- Review the campus reports for accuracy and completeness. Compare the PEIMS data to locally produced reports for reasonableness and accuracy.
- Approve a plan by which students with absences in excess of 10% but less than 25% of class meetings can regain credit.
 - Note: A student under the jurisdiction of a court in a criminal or juvenile justice proceeding may not receive credit under this subsection without the consent of the judge presiding over the student's case.
 - Successful completion of a credit restoration plan does not excuse the absences, the attendance record remains unchanged. An over-ride is used to restore the credit.
- Ensure proper coverage of attendance office duties

Campus Administration

- Receives and processes attendance referrals
- Ensures the publication and issuance of the Compulsory Attendance Law to all students at the beginning of the school year, and to all new enrollees thereafter
- Collaborates on attendance issues with key personnel
- Arranges conference opportunities for parents and students
- Documents results of contact with parents
- Documents any information received from parental contact
 - May include other school personnel involved in investigation
 - Verifies contact information during conference
- Conducts student conference
- Refers students with unresolved unexcused absences to attendance clerk or attendance committee
- If determined that there has been a violation of the student code of conduct, a discipline record should be made
- Develops interventions and/or service referrals
- Supervises the attendance office and campus attendance procedures for timeliness, efficiency, and compliance
- Supervises the issuance/publication of the annual notification of compulsory attendance to all students and families
- Coordinates with the Attendance Clerk on possible cases of withdrawal due to non-attendance
- Supervises the PEIMS discipline coding of returned dispositions
- Supervise the monitoring of court orders
- Evaluates teachers in PDAS Domain VIII (B-6) and develop appropriate growth plans
- Approves ADA and Instructional Attendance correction forms
- Reviews the Unsubmitted Attendance by Period report for corrective action
- Communicates with the Special Education Department Chair concerning the attendance of students receiving special education services

The campus principal and administrative team should develop a school wide attendance system which includes the following elements:

- Efficient and accurate reporting of ADA and Instructional (period) attendance
- Clear publication of ADA time and campus policies regarding excuse notes
- A regular system of communication to parents regarding absences
- A clear referral system for teachers and attendance personnel
- A system to monitor the prompt processing of excuse notes
- A system to monitor the issuance of warning letters
- A system to monitor the referrals for court filings to the district Student Case Worker
- Methods to minimize changes to the attendance record and notification to the district Student Case Worker of changes made to the attendance record
- Effective method of communicating attendance of students who are out of the classroom of record during the attendance time:

School Guidelines, 2018-2019
Attendance Accounting

- Suspension
 - In-school
 - Out-of-school
- Office
- Clinic
- Library
- Field trip
- Testing
- Late Bus
- Extracurricular Activities
- Co-curricular Activities
- Other approved locations
- Effective method of communicating schedule changes, withdrawals, and other program changes
- Monitoring of attendance taken by associate (substitute) teachers
- Procedures for attendance during emergencies and drills

19 TAC §129.21(a):

The **role of the teacher** is to:

- Take attendance at the official time designated and for each class period.
- Maintain accurate attendance records as a grade book component.
- Communicate absences to the office in a timely manner.
- Implement the schoolwide attendance management system.
- Ensure that opportunities are provided for all students to make up work for excused and unexcused absences.

AVERAGE DAILY ATTENDANCE

Average Daily Attendance (ADA) will be the average attendance for 180 days of instruction (or as approved for the district by TEA). Since most HISD schools have a waiver to use five days for staff development, ADA will be calculated on the basis of 175 days.

The final Superintendent's Report will be based on membership throughout the school year, and each school must maintain an accurate audit trail to validate the data contained in this report.

Special program directors and/or staff are responsible for reviewing special program data and totals for accuracy and completeness.

If an HISD bus breaks down and the students do not arrive at school until after the designated time for taking attendance, these students are to be counted absent for ADA purposes. This provision also applies to private buses that transport students to HISD schools.

Official attendance for ADA purposes shall be recorded at the second **instructional hour (not homeroom period)**. Each secondary school must decide a specific time during the second instructional hour when attendance is taken, and every teacher on that particular campus must take attendance at that specific time. The time should be posted in the building. This time may vary from campus to campus but is not to vary within an individual school. Once the official time for ADA attendance has been established, the time cannot be changed during that school year. Even though under block scheduling, it would be legal to record ADA attendance in the first period; it is **strongly** recommended that schools continue to take attendance during the second period at a time which falls within the second instructional hour. Attendance may be taken during an advisory period only in cases where this is an instructional period covering state-approved TEKS.

Attendance Waiver for Standardized Testing and Final Exam Days

If standardized achievement tests or final exams are administered during the period designated for attendance, absences should be recorded just before, during, or immediately after the test/exam. During testing periods, a campus may adjust the time for taking ADA attendance if they have applied for and received a waiver to modify the class schedule of classes for days of testing, but the change must be documented and filed with the Federal and State Compliance Department. **Students not actually in attendance at the time official attendance is taken must be counted absent.**

ADA Absence Exemptions

A student not actually on campus at the time attendance is taken may be considered in attendance for ADA purposes if the student —

- is enrolled in and attending an off-campus dual credit program course.
- is participating in an activity that is approved by your local school board and is under the direction of a professional staff member of your school district or an adjunct staff member. The adjunct staff member must have a minimum of a bachelor's degree **and** be eligible for participation in the Teacher Retirement System of Texas.

Students participating in any activity that is not approved by your local school board or without certified district personnel supervision must be counted absent. For attendance to qualify for funding purposes, the certified district staff member or adjunct staff member must be accompanying the students as an official of your school district for the specific purpose of supervising the students and must be approved by your school board to supervise the activity.

- is participating in a mentorship approved by district personnel to serve as one or more of the advanced measures needed to complete the Distinguished Achievement Program outlined in 19 TAC §74.13(a)(3).
- is a Medicaid-eligible child participating in the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) programs implemented by the Texas Health and Human Services Commission. Such students may be excused for up to 1 day at a time without loss of ADA.
- misses school for the purpose of observing religious holy days, including traveling for that purpose. Travel days for which the student is considered in attendance shall be limited to not more than 1 day for travel to and 1 day for travel from the site where the student will observe the holy days. The campus may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes.
- is in Grades 6 through 12 and misses school for the purpose of sounding “Taps” at a military honors funeral held in Texas for a deceased veteran.
- misses school for the purpose of attending a required court appearance, including traveling for that purpose. Travel days for which the student is considered in attendance shall be limited to not more than 1 day for travel to and 1 day for travel from the site where the student is required to appear in court. Your school campus may elect to excuse additional travel days; however, the student would be considered absent, not exempt, for the additional travel days for attendance accounting purposes.

School Guidelines, 2018-2019
Attendance Accounting

A court appearance is considered to be required if the law (federal or state) or the court mandates an appearance by the student in a criminal, civil or traffic matter. Examples of required court appearances would be a jury summons in the name of the student, a subpoena in the name of the student, a traffic ticket marked "You Must Appear" or "Court Appearance Required," the student appears in court as a plaintiff or defendant, or the student is the subject of a court proceeding, such as an adoption or custody proceeding. Acceptable forms of documentation may be a copy of a pleading or other document filed with the court, a notice from the court clerk regarding a hearing or trial date, a jury summons, a subpoena, etc.

Important: Absences to meet with probation officers do not qualify for funding but must be excused if they meet the criteria in the TEC, §25.087(b)(1)(B).

Important: If a student is required to appear in court for truancy charges the absence would qualify under this provision. However, if only the student's parent is required to appear in court but the parent takes the student then the absence does not qualify for an ADA exemption, although the campus may decide to excuse the absence.

- misses school for the purpose of serving as an election clerk, including traveling for that purpose. Travel days for which the student is considered in attendance shall be limited to not more than 1 day for travel to and 1 day for travel from the site where the student is serving as an electing clerk. Your school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes.
 - To serve as an election clerk, a student must —
be eligible to serve as an election clerk under the Texas Election Code, §32.051(c), **or**
be at least 16 years of age, have the consent of the principal of the school the student attends, be a United States citizen, and have completed any training course required by the entity holding the election.
- misses school for the purpose of appearing at a governmental office to complete paperwork required in connection with the student's application for United States citizenship, including traveling for that purpose. Travel days for which the student is considered in attendance shall be limited to not more than 1 day for travel to and 1 day for travel from the site of the governmental office.
Your school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes.
- misses school for the purpose of taking part in a United States naturalization oath ceremony, including traveling for that purpose. Travel days for which the student is considered in attendance shall be limited to not more than 1 day for travel to and 1 day for travel from the site of the ceremony.

Attendance Accounting

Your school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes.

- is temporarily absent because of a documented appointment with a health care professional for the student or the student's child. A documented appointment with a health care professional includes an appointment of a student diagnosed with autism spectrum disorder with a health care practitioner to receive a generally recognized service for persons with that disorder. To be considered temporarily absent, the student must begin classes or return to school on the same day of the appointment. The appointment should be supported by a document, such as a note from the health care professional.
 - Note that this provision only valid for face-to-face consultations and not for telephone or internet based consultations.

The Texas Health and Safety Code, §105.003, requires the statewide health coordinating council to collect information on the following professionals, any of which would be considered examples of health care professionals.

- audiologists
 - chiropractors
 - licensed professional counselors
 - licensed chemical dependency counselors
 - dentists
 - dental hygienists
 - emergency medical services personnel
 - marriage and family therapists
 - medical radiologic technologists
 - licensed vocational nurses
 - registered nurses
 - certified nurse aides
 - occupational therapists
 - optometrists
 - pharmacists
 - physical therapists
 - physicians
 - physician assistants
 - psychologists
 - social workers
 - speech-language pathologists
- is in his or her junior or senior year of high school and misses school for the purpose of visiting an institution of higher education accredited by a generally recognized accrediting organization to determine the student's interest in attending the institution.

School Guidelines, 2018-2019
Attendance Accounting

Your district 1) may not excuse for this purpose more than two days during a student's junior year and two days during a student's senior year and 2) must adopt a) a policy stating when an absence will be excused for this purpose and b) a procedure for verifying students' visits to institutions of higher education.

- is a student in DFPS(CPS) conservatorship who misses school to participate in a court-ordered activity related to child protection or review of placement. The exemption includes a day of travel to and a day of travel back from the location of the activity if it is out of town.

A student whose absence is excused for any of the previously listed reasons will be allowed a reasonable amount of time to make up school work missed on these days, and if the student satisfactorily completes the school work, the day of absence is counted as a day of compulsory attendance. Certain special attendance codes related to ADA exemptions should be used to record the student's attendance status.

The above listed exemptions from ADA do NOT count as absences for the purpose of determining perfect attendance or other campus or district recognitions, rewards or incentives related to attendance.

Atty. Gen. Op. JC-0099 (1999)

Make up work is required of students for whom attendance exemptions have been entered. This may be audited through the correspondence of attendance records and teacher gradebooks.

AUDITABLE RECORDS FOR ADA

19 Texas Administrative Code (TAC) §129.21(a):

All public schools in Texas shall maintain records to reflect the ADA for the allocation of Foundation School Program (FSP) funds and other funds allocated by the TEA.

Information for all FSP attendance reports shall be made a part of the school's permanent records. Superintendents, principals, and teachers are responsible to their school board and to the state for maintaining accurate and current attendance records, regardless of the attendance accounting system in use.

Regardless of where such records are filed or stored, they must be readily available for audit by the School Financial Audits Division of the Texas Education Agency.

Classroom Attendance Records (CARs) are maintained in GradeSpeed.

- Make sure the student is in the correct grade level.
- Take attendance at the time of day officially set by the principal.

School Guidelines, 2018-2019
Attendance Accounting

The following codes are used on attendance correction forms:

- OSP A student was with official school personnel.
- RH A student was absent for religious reasons.
- ER An error in recording was made.
- MD The student was at a medical or dental appointment.

CARs printed from Chancery should be used in verifying that all information is accurate.

NOTE: Teachers must not *trade* students without the knowledge and approval of the principal who, in turn, gives the information to the attendance clerk.

Role of the Attendance Clerk

The person responsible for attendance accounting will be responsible for:

- Enrolling and withdrawing students;
- Keeping the Daily Transaction Log or verifying that computer records are accurate;
- Keeping the Daily Membership Summary or verifying that computer records are accurate;
- Inputting required information on the computer;
- Inputting absences;
- Checking with teacher to verify and balance the information;
- Verifying and correcting information submitted to the computer;
- Working closely with each department when input problems occur;
- Balancing;
 - First-day membership;
 - Each day's membership for the whole year;
 - Each day's absences for the whole year;
- Verifying transfers;
- Keeping immigrant information; and
- Ordering and filing records received.

Role of the Principal

The principal's signature must be employed in order to verify the accuracy of the entire Principal's Report. The principal is also responsible for the assignment of personnel to carry out the necessary functions.

Role of the School Support Officer

The School Support Officer's role in attendance accounting is to assist their schools' student accounting personnel in carrying out the state-mandated guidelines in all areas pertaining to ADA. The areas involved are Refined ADA, Bilingual, Special Education, Gifted and Talented, Pregnancy Related Services, and Career and Technology Education.

Each of the above-mentioned departments is responsible for keeping accurate documentation on students involved in the specific department.

A copy of a school's ADA audit is given to each school's School Improvement Officer.

Role of the Student Caseworker

The Student Caseworker serves as a district liaison to various courts regarding truancy cases against students and parents. Management of the truancy cases includes submission of the complaint and supporting documentation to the court, advising campuses of docket dates, serving as a witness to the State during deliberation, and reporting the case results back to the campus. In cases where students have gone missing and the family cannot be located, the Student Caseworker can assist in attempting to locate the family.

Role of the Senior Student Information Representative and Campus Contact Person(s)

The Senior Student Information Representative works closely with one or more professional staff members to ensure quality control over the attendance accounting process at an individual campus.

HISD Guidelines Regarding Audit Requirements for Attendance Records

- The HISD receives funds based on data that is reported from or about the students who attend each campus. One of the requirements for the receipt of funds is the burden of proof. The HISD must be able to verify the data submitted in reports in the event of an audit. Most auditable records are required to be kept for a period of five years. **In the case of an audit, if records are not available to support the data reported, funds will be reclaimed from the current year's budget.**

School Guidelines, 2018-2019
Attendance Accounting

- All manual attendance records (absentee slips, absentee bulletins, email attendance corrections, class admit slips, the school calendar, official school personnel lists, check-out sheets, permits, copies of any waiver that affects funding, copies of transfer forms, and any other data that supports the claim for funds) must be collected and reviewed to verify that they are complete with the required signatures.
- Schools using on-line attendance that allows the teacher to post absences directly to the computer, a correctly dated and signed copy of the classroom attendance screen is included as “manual records.”
- After all entries, withdrawals, and absences have been posted to the computer for the school year, the procedures in the student information system (SIS) documentation must be followed to create the required PEIMS records and a final attendance report which includes the following report selections:
 - Individual Student,
 - Attendance Errors,
 - Days No Absences,
 - Principal’s Tables,
 - PEIMS Record Summary,
 - ADA Transaction List,
 - Absence/Membership Table,
 - Perfect Attendance,
 - Age/Grade Distribution, and
 - Percent Attendance.
- All steps required to load data into PEIMS must also be completed before the final PEIMS submission and any changes made before the final PEIMS submission must be reflected on the final attendance report.
- Two copies must be printed. All errors must be corrected or documented. For example, if a student appears on the error report because of his age and the age is correct, the only action necessary is to write a note on the report indicating that the student’s age has been verified. **The principal must sign both copies of the final attendance report verifying review of the report and the belief that it is correct.**
- The final report together with the manual records listed below must be delivered to the department of Federal and State Compliance for storage in a central location in the case of an audit, where the ADA representative will document receipt of all the required records, verify that the records are complete and signed, boxed, and labeled for storage.

School Guidelines, 2018-2019
Attendance Accounting

- Membership/Transaction Log;
- Color-coded cards with entry code, entry date, and withdrawal information (if applicable) signed by the teacher, packaged by grade level, and labeled with grade level, campus number, campus name, and school year;
- Absentee slips signed in ink by authorized school personnel, wrapped and labeled by six week period; OR
- Signed attendance verification sheets, wrapped, and labeled by two week period;
- Screen print with signature (schools using Classroom software) signed, wrapped, and labeled by six-week period;
- Documentation supporting the reasons in the Student Attendance Accounting Handbook section 3.6.3 that allows a student to be considered in attendance for FSP purposes even though the student is not actually on campus

Daily Absence Log

- Documentation supporting the twelve reasons in the Student Attendance Accounting Handbook Section 3.6.3 that allows a student to be considered in attendance for FSP purposes even though the student is not actually on campus.
- The second copy of the final attendance report (containing all documented errors or changes since the report was produced) and all the manual records listed below must be boxed, labeled, and stored at the school and remain readily available to state auditors upon request.
 - School calendar
 - Official school personnel lists
 - Check-out sheets, and any other documentation to indicate student is not a dropout
 - Copies of any waiver that affects funding
 - Copies of transfer forms
 - Any other data that supports claims for funds
 - Grade books
 - Class admit slips, permits
 - Bell Schedule
 - Schedule changes
 - Any other data that supports claims for funds
- Refer to the Records Management Plan for Schools to determine how long records must be kept.

Please refer to the Student Attendance Accounting Handbook for the current school year published by the TEA for additional information concerning the official rules and regulations for attendance accounting.

HISD INSTRUCTIONAL ATTENDANCE GUIDELINES

Excessive Absences

The Texas Education Code (25.092) sets a minimum attendance requirement of 90 percent of class meetings for the award of course credit. Houston ISD requires a minimum attendance of 90% of class meetings. In addition to a 90% requirement for course credit, district promotion standards for grades 1-8 require 90% attendance.

A 2007 amendment to TEC §29.092 allows a student who is in attendance for at least 75 percent but less than 90 percent of the days a class is offered to be given credit if the student completes a plan approved by the school's principal. The plan should provide for the student to meet the instructional requirements of the class. A student under the jurisdiction of a court in a criminal or juvenile justice proceeding may not receive credit under this provision without the consent of the judge presiding over the student's case.

Minimum attendance for credit begins on the day the student enrolls in the district. TEA has verified that a student should never be denied credit for a class that he could not have attended, before enrollment in the district.

A school may not adjust the excessive absence limit used to deny credit. The excessive absence limit must comply with district policy.

Middle school students must meet all promotion standards and must not exceed the 10% limit on excessive absences for promotion.

The intent of the district's policy is to encourage students who exceed the absence limit and are in a position to be denied credit to stay in school.

All students in the HISD are expected to be in attendance in all their classes and to take advantage of the opportunity to learn and to pass their courses. Excessive unexcused absences may result in failure for the student even though the grades were passing depending upon the determination of the Principal or School Attendance Committee. An asterisk (*) will appear on the report card next to the grades. (See "Attendance" in Section XIII for instructions regarding removal of the asterisk.)

Schools shall attempt to notify parents/guardians of all unexcused absences immediately. Any unexcused absence is to be investigated by the attendance teacher assigned to the school. A **notice of progress** must be sent to parents of students who have exceeded unexcused absences by the fourth week of the reporting period or as often as may be deemed necessary after the fourth week.

This notice must provide for the signature of the parent or legal guardian and should be returned to the school. This notice of progress requirement is in addition to the legal actions related to compulsory attendance enforcement that were outlined earlier in this section.

Credit Restoration via Plan Approved by Principal or Attendance Committee

Students who have lost credit due to course attendance from 75% to 90% of class meetings may appeal for restoration of credit directly to the campus principal. Upon successful completion of a plan approved by the principal, credit may be restored. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

Note: A student under the jurisdiction of a court in a criminal or juvenile justice proceeding may not receive credit under this subsection without the consent of the judge presiding over the student's case. Successful completion of the plan to restore credit does not excuse the absences, the attendance record remains unchanged, an over-ride is used to restore credit.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit by submitting a written petition to the appropriate attendance committee. Petitions for credit may be filed at any time the student receives notice, but in any event, no later than 30 days after the last day of classes or the date the parent or adult student receives notification. The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit.

The committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered. Students who have lost credit because of excessive absences may regain credit by fulfilling the requirements established by the attendance committee.

The attendance committee shall adhere to the following guidelines to determine attendance for credit:

1. All absences shall be considered in determining whether a student has attended the required percentage of days. Students not in attendance because of TEA-approved absence exemptions, such as religious holy days, required court appearances, and health-care appointments, are counted present for ADA accounting purposes. However, to determine attendance for credit, work must be made up.
2. A transfer or migrant student incurs absences only after his or her enrollment in the District.
3. In reaching consensus regarding a student's absences, the committee shall attempt to ensure that its decision is in the best interest of the student.

4. The Superintendent or designee shall develop administrative regulations addressing the committee's documentation of the decision.
5. The committee shall consider the acceptability and authenticity of documented reasons for the student's absences.
6. The committee shall consider whether the absences were for reasons out of the student's or parent's control.
7. The committee shall consider whether or not the student has completed assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
8. The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit. The committee may impose any of the following conditions for receiving credit lost because of excessive absences:
 - a) Completing additional assignments, as specified by the committee or teacher.
 - b) Satisfying time-on-task requirements before and/or after school.
 - a. Saturday or before/after school programs required to make up for absences may not be counted as attendance, and do not nullify previously recorded attendance. (AAH 3.6.4)
 - c) Attending tutorial sessions as scheduled.
 - d) Maintaining the attendance standards for the rest of the semester.
 - e) Taking an examination to earn credit.

While the committee may stipulate additional requirements that a student must meet to regain credit in a class, the classroom teacher may not be held responsible for additional assignments or classwork outside of the regular workday unless the employee is compensated for the duties at a reasonable rate of pay. This does not mean that a teacher can veto the decision of the committee but does mean the teacher would be aware of the final decision.

A committee approval to award credit does not remove or excuse the absences. The attendance record remains unchanged. An over-ride is used to restore the credit or grant promotion.

In all cases, the student must also earn a passing grade in order to receive credit.

The computer grade reporting system in the student information system will be programmed to flag subjects where the absence limit has been exceeded. If the student who has exceeded the absence limit is given the opportunity to make up all work missed and still has earned a grade below 70, he may not petition the Principal or School Attendance Committee to regain credit. In that case, he is failing because he has not mastered the academic elements of the course, not because he exceeded the absence limit.

All students will be given the opportunity to make up work in both excused and unexcused absences.

The School Attendance Committee should review and rule on all petitions, regardless of how initiated, ***by the end of the school year***. All appeals for restoration of credit denied because of excessive absences must be addressed and resolved by the school in which the student was enrolled at the time the grade was issued. ***The committee decision in each review must be documented and kept on file***. Another school ***cannot*** override or waive a grading decision made by the school that issued the grade and/or addressed the appeal.

The Attendance Committee's decision is then documented in the SIS. If the Committee denies promotion, the student can appeal that decision through the current appeal process: School Attendance Committee, to Principal, to School Improvement Officer, to HISD Student Record Appeals Committee. If promotion is denied at each level, the student can then appeal to the HISD Board of Education.

Absentee Guidelines Regarding Tardies

In elementary school, if a student arrives after the scheduled time for school to begin but before the designated time for attendance taking, the student is marked tardy in the teacher's grade book. The same criteria in determining whether an absence is excused or unexcused apply to tardies. Students who are tardy must bring a written explanation signed by the parent/guardian no later than three school days after the date of the tardy. Tardies cannot be counted toward absences considered for the excessive-absence rule. Tardies are a disciplinary issue.

In secondary school, students must be present at least 35 minutes of the class period (or 60 minutes of a 90-minute class period) in order to be considered in attendance unless they are participating on a field trip or other activity approved by the principal. However, tardies cannot be counted toward absences considered for the excessive-absence rule. Tardies are a disciplinary issue.

Absentee Guidelines Regarding Students with Disabilities

Absences directly related to a student's disability would be considered excused regardless of how they might be classified for a student without disabilities. For example, if a student with an emotional disability is truant from class and that truancy is directly related to the student's emotional disability, the absence from class would be considered excused.

Principals are to take into consideration a student's disability and its relationship to the student's absences in determining whether or not to excuse the absences. The ARD/IEP committee must meet to determine appropriate options/services to reduce student absences.

Attendance Guidelines Regarding Course Credit for Late Entries/Early Withdrawals

A high school student **who enters at the beginning of the semester** may not enroll in a **new** course for credit after the first 15 days of a semester **unless** he receives a special exemption from the principal or the School Attendance Committee.

In other words, a student cannot request a schedule change to a new course after the first 15 days of a semester. However, a student **entering school for the first time** after the first 15 days of a semester should be enrolled and may receive credit for courses. (The rule changes to 6 days for students in 9-week accelerated block schedules.) This rule does not prohibit schedule changes which simply reassign the student to a different teacher or period for the same course.

At whatever time during the school year a student enrolls, it must be determined by the principal what that student must accomplish in order to receive credit in the course. The teacher must certify that the student has demonstrated mastery of the TEKS of the course; the student may be required to make up all work missed during the time he was not enrolled; or he may be entered on a conditional basis that if he does passing work from the point of entry on, he may receive credit in the course. The student may choose to audit the course for the remainder of the semester and take Credit by Exam to earn the credit. Whatever option is chosen, the parent/guardian or student, if 18 years old, must verify in writing the option chosen.

A student who drops a course after the third week of the semester (15 school days) will have a "50 W" recorded for that course on his permanent record, and it will be figured into his GPA. A student forced to drop a course because of illness or some other circumstance beyond his control would have only a "W" recorded. The principal shall make the final determination. The rule for 9-week accelerated block schools is 6 days.

All middle and high school homeless and migrant students are exempt from the 15-day/6-day rule. The 15/6 day rule for dropping courses does not apply to a student who is exited from an pre-AP/IB or AP/IB class through the exit process described in the section on Advanced Academics into a regular class in the same subject. Grades from the pre-AP/IB or AP/IB class should be transferred to the corresponding grading cycles for the regular class where appropriate. The final ranking should reflect the credit in the regular class.

Absentee Guidelines Regarding Homeroom

When a student accumulates four unexcused absences in homeroom for one semester, he will receive "P" as an office conduct grade. The "P" will automatically become the student's conduct average unless a "U" as an office conduct grade has been assigned due to a different infraction of the rules.

When a student accumulates six unexcused absences in homeroom for one semester, he will receive a "U" as an office conduct grade. The "U" will automatically become the student's conduct average.

Absentee Guidelines Regarding Student Suspensions

All days missed (**no more than three**) by a student during the suspension period will be considered excused absences. The student will be required to make up all work missed during the days of suspension.

If the student makes up the work, the grades from the make-up work will be averaged with other grades for the grading period to determine the cycle-end grade.

Within five school days of the student's return to school from the suspension, all missed work must be made up. If the student does not make up the work within the five-day period, he will receive a "0" for whatever work was assigned for that day.

The "0" will be averaged with all other grades for the grading period to determine the cycle-end grade. If these "0s" result in failure of the student, the failure would be justified because it is not a direct result of the suspension.

A suspended student will receive a "U" in Office Conduct, which in turn becomes the student's conduct average for that grading period.

A record of the suspension must be entered in the SIS discipline panel as required for PEIMS reporting.

Absentee Guidelines Regarding Academically Engaged Time

Students' participation in standardized testing procedures, the interpretation of the test result, and in counseling sessions on student learning and impediments to student learning is academically engaged time. Therefore, time allocated to facilitation of student learning is not to be treated as an absence.

Verification of Enrollment and Attendance for Driver's License

Any person who is under 18 years of age cannot get a driver's license unless he has been graduated or in attendance at school for at least 80 days in the fall or spring semester preceding the date of application. Excused absences do not count against the 80-day requirement. The "Verification of Enrollment and Attendance" forms are available on-line at <http://www.tea.state.tx.us/safedriver/voe04.html>. **Schools are responsible for notifying students of this requirement and for providing them with the necessary verification information.** Students are responsible for obtaining the verification forms **before the end of the school year**. This information will otherwise not be available to students who enroll in drivers' education classes during the summer. A school may not impose more stringent attendance requirements than provided by law.

ATTENDANCE REFERRAL PROCEDURES

Texas Education Code §25.093-25.095 and TEA guidelines governing student nonattendance apply uniformly to all school districts. Campus personnel must respond to absenteeism through interventions targeting the particular reasons behind the lack of attendance with the goals of improving the student's attendance and avoiding a mandatory referral to truancy court. The following procedures should be followed:

- An attendance referral should be completed by campus personnel after three consecutive absences if the school is unable to determine why the student is absent or if the school questions the validity of the reason for the absence.
- A school district is prohibited from referring the following students to truancy court for truancy conduct and must provide counseling:
 - Pregnant students;
 - Students in foster care program;
 - Homeless students;
 - Students who are principal income earners for their family
 - Students with Disabilities Attendance Referral:

Students with Disabilities Attendance Referral:

The ARD/IEP committee should determine if an evaluation or reevaluation is needed and revise the IEP to include strategies to target chronic absences. If the interventions developed by the ARD/IEP committee and truancy prevention measures fail to meaningfully address the student's conduct, the student may be referred to truancy court. Each referral to truancy court must specify whether the student is eligible for or receives special education services and must be accompanied by a statement from the student's school certifying that the school applied the truancy prevention measures, including the holding of an ARD/IEP committee, and the measures failed to meaningfully address the student's school attendance.

- ***It is not necessary to wait until a student has missed three consecutive days to send a referral.*** It is important to notice patterns of irregular attendance (i.e., absent Mondays and Fridays, every other day, one day a week, and so on) and to refer these students early so proper action can be taken to improve attendance.

A warning may be sent on the first ***unexcused*** absence if school personnel wish to use that occasion to inform parents of the law regarding compulsory attendance.

- It is essential that follow-up referrals be written in order to resolve the problem, or if necessary to develop a valid court case if the student continues having unexcused absences. State law requires campuses to conduct and document attendance intervention measures before a truancy case can be submitted.
- An attendance referral should be made before any student can be withdrawn

for “whereabouts unknown.” When the referral has been completed by the attendance specialist and the student or family cannot be found, the student may be withdrawn. Also, if all efforts fail to improve the attendance of students that are ***not of compulsory school age***, a request for withdrawal should be made by the principal or designee. Students withdrawn under this provision will be considered dropouts for accountability purposes for students in grades 7-12 if the students fail to re-enroll before the end of the next school start window.

- Tardiness, except when occurring during the time of attendance accounting, are in-house concerns covered by the Code of Student Conduct. In extreme situations, after the school has exhausted its disciplinary options and there is documented evidence that the student’s grades are being affected, a referral requesting a warning notice would be in order. The law states that a student shall attend school for the entire period in which the program of instruction is provided.

APPLICATION OF TRUANCY PREVENTION MEASURES (TPM’s)

1) TEC §25.0915 requires the district to:

a) adopt at a minimum the following TPM’s:

- Impose a behavior improvement plan including the specific behavior required or prohibited of the student and the period of time the plan will be in place;
- Refer the student to counseling, mediation, mentoring, teen-court, or other in-school out-of-school service aimed at addressing the truant behavior.

b) begin application of TPM’s if a student fails to attend school without excuse on three or more days or parts of days within a four-week period.

A school district may apply TPM’s to all age students required to attend school under compulsory attendance requirements.

COMPULSORY ATTENDANCE LAW AND ATTENDANCE REFERRAL PROCESS

At the beginning of the school year, the school must send home with each student the Superintendent’s letter regarding to TEC §25.0951 and TEC §25.0952 as authorized by Senate Bill 1432.

TEC §25.095 requires the school district to notify a student's parent or legal guardian in writing at the beginning of the school year that if the student is absent from school three days or parts of days in a four-week period without parental consent or is absent without an excuse for more than 10 or more days or parts of days in a six-month period:

- The student's parent or legal guardian is subject to prosecution under TEC §25.093.
- The student may be subject to referral to truancy court pursuant to Texas House Bill 2398.

The school must send a "Warning Letter" to a student's parent if the student has been absent from school, without excuse for three days or parts of days within a four-week period. The notice must:

- Inform the parent that it is the parent's duty to monitor the student's attendance, require the student to attend school, and the parent is subject to prosecution under Section 25.093(b) for failure to require the child to attend school and
- Request a conference between school officials and the parent to discuss the absences.

State law has been amended to require a school district to provide evidence of the parent's "criminal negligence" in contributing to the non-attendance of the student. If a student fails to attend school without excuse for 10 or more days or parts of days within a six-month period in the same school year, the school must:

- Send an Attendance Referral to the Attendance Specialist requesting a court case be filed against the student's parent, the student, or both in Justice of the Peace Court with the exception of students who are:
 - Pregnant students;
 - Students in foster care program;
 - Homeless students;
 - Students who are principal income earners for their family

Students with Disabilities Attendance Referral:

The ARD/IEP committee should determine if an evaluation or reevaluation is needed and revise the IEP to include strategies to target chronic absences. If the interventions developed by the ARD/IEP committee and truancy prevention measures fail to meaningfully address the student's conduct, the student may be referred to truancy court. Each referral to truancy court must specify whether the student is eligible for or receives special education services and must be accompanied by a statement from the student's school certifying that the school applied the truancy prevention measures, including the holding of an ARD/IEP committee, and the measures failed to meaningfully address the student's school attendance.

and/or

- Send "HARRIS COUNTY JUVENILE PROBATION REPORT" to Intake Court Services at Juvenile Probation Department and send a copy to parent and attendance specialist.

TEC §25.0951 requires the district to :

- File a petition/complaint within 10 days against the student and/or the student's parent or both in a justice or municipal court if the student fails to attend school without an excuse on 10 or more days or parts of days within a six-month period in the same school year;
- School Guidelines, 2015-2016
Attendance Accounting

Or

- Refer the student to a juvenile court for conduct indicating a need for supervision under Section 51.03(b)(2) Family Code.

School districts are now required to report to PEIMS any violations of compulsory attendance requirements outlined under these provisions of state law. More specific details regarding this new discipline-reporting requirement are contained in Section IV and the *HISD Code of Student Conduct*.

Classroom/ADA Teacher

The classroom teacher is assigned responsibility for student attendance and serves as the ADA teacher. The ADA teacher initiates parent contact when a student has three or more absences. The ADA teacher completes an Attendance Referral Form, the existing building reporting form, the HISD Discipline form, or requests a computerized Attendance Referral Form from the ADA clerk, and submits it to the administrator in charge of attendance. The ADA teacher is required to monitor absenteeism and to submit additional referrals when students fail to attend school regularly.

Administrator in Charge of Attendance

The administrator in charge of attendance receives the Behavior/Nonattendance Report, existing discipline card, or Attendance Referral Form from the ADA teacher and proceeds with one or more of the following actions:

- Documents results of contact with parents
- Documents information received from parent contact (assistant principal, counselor, or attendance clerk may be involved in investigation)

- Conducts student conference(s), if necessary (assistant principal or counselor)
- Develops and monitors any necessary interventions
- Monitors court orders related to truancy cases
- Refers students with unexcused absences to attendance clerk or other campus or district student-support personnel.

Attendance Clerk

- Manages campus attendance data, including the prompt posting of absence codes, and the processing and storage of attendance documents such as ADA slips, excuse notes, and correction sheets
- The campus attendance clerk is responsible for running truancy reports such as:
 - Student Attendance Exception Report, or the
 - Secondary Truancy Absences to determine students with excessive absences on a regular basis.

These reports can be regularly scheduled through Chancery SMS.

- After three unexcused absences (or a pattern of irregular attendance), the attendance clerk mails a *Warning Letter* to the parents.
- The attendance clerk is responsible for generating the Attendance Referral Form for *submission to the school administrator* before forwarding to the Student Caseworker. The form must document all campus interventions and communications under the school comments section.
- Submits the attendance referral to the campus administrator for review and completion before forwarding to an Student Case Worker.
- An attendance referral should be sent to the Student Case Worker after three consecutive absences if the school is unable to determine why the student is absent or if the school questions the validity of the reason for the absence. It is the collaborative responsibility of the teacher, attendance clerk and campus administration to determine cases of referral.
- When the administrator or Student Caseworker returns the completed referral, the Attendance Clerk makes copies available for teachers, and maintains a record of the referral.
- The campus attendance clerk sends a *Warning Letter* if the student is absent without excuse from school three days or parts of days in a four-week period, to the student's parent, with a copy kept on file for possible court referrals. The Student Caseworker should be informed of the notices.
- If a student is absent without an excuse for 10 days or parts of days in a sixth month period, the campus attendance clerk must send an Attendance Referral to the Student Caseworker requesting a court case be filed against the student's parent, the student, or both. The complaint must be filed with the court by the 10th school day after the 10th absence. In order for the Student Caseworker to have sufficient time to file the court case in a timely manner, the referral should be made within 5 school days of the 10th absence and have all necessary documentation.
- The attendance clerk sends follow-up referrals in order to resolve the problem,

monitor sanctions, or if necessary to develop a valid court case.

- Coordinates with the administrator on cases of possible withdrawal due to non-attendance.

Attendance Specialist/Student Caseworker

Student Caseworkers

- Trains and advises school staff, parents and community on issues and policies related to attendance and dropouts.
- Advises campus staff on policies, resources and best practices related to truancy prevention. Advises campus committees in the analysis of attendance data.
- Processes attendance referrals after campus interventions have been exhausted.
- Assists in locating families which the campus has been unable to locate.
- Provides direct services or referrals to students and families to resolve issues affecting attendance.
- Submits truancy cases as warranted.
- Serves as a district witness to the State in cases of non-attendance.
- Collaborates with campus committees and administration to identify students in need of interventions and support services or referrals for dropout prevention.
- Provides direct services when campus services have been exhausted.
- Assists campuses in developing strategic community and agency partnerships, relationships and connections to improve graduation rates and lower dropout rates.
- Assists schools in investigating and locating potential dropouts, documenting leaver status, and advises on leaver coding.
- Completes student home visits within the HISD school zone after the campus has initiated and completed the first home visit. The team does not initiate address verifications for students or families.
- Conducts home visits and conferences with potential dropouts and family members to resolve barriers, explore options and alternatives, and facilitate re-enrollment of recovered students.
- Documents and reports results of referrals, court cases, consultations with parents and students, meetings with school staff members, and referrals to agencies.







RECORDING CLASSROOM ABSENCES IN GRADESPEED

In order to have a record of excused, unexcused, and extracurricular absences:

Students are to be officially enrolled with a large **E** on the very first day they report to school. This is to be done even if they were enrolled the previous year and are returning to school. They are not to be considered officially enrolled for the new school year until they actually report to school and are entered with the **E**.

Students are not to be marked absent until after they are marked as entered with an **E**. All students who report to class on the first day are marked **E** and all students who do not report are not yet officially enrolled. Thus no one is absent on the first day of the school year.

Teachers are encouraged to employ attendance symbols for the year such as:

	Absent		Excused absence		Unexcused absence
	Tardy		Early dismissal		Extracurricular

ELIGIBILITY FOR PROGRAM FUNDING

Many types of funds allocated to HISD are computed on annual ADA figures; therefore, it is very important that schools maintain meticulously accurate records on student enrollment and attendance. Effective dates must indicate a student's movement in and out of special programs.

- ◆ Special program staff and/or teachers should provide attendance personnel with the names and coding information of students who are eligible, whose documentation is in order, and who are being served. They are also responsible for ensuring that attendance personnel are aware of changes in a student's services and the effective dates of the changes.
- ◆ Attendance personnel are then responsible for entering the data in the attendance accounting system of the student information system. ***In no case should attendance personnel be responsible for determining a student's special program indicator codes.***
- ◆ At the end of each six-week cycle reporting period, special program staff should review and verify the appropriate reports to identify coding errors.

Each program has different eligibility requirements. A school may **not** code a student as eligible for special program funding unless the student meets **all** eligibility criteria for the program for which funds are being claimed (special education, **EL**, PRS, prekindergarten, etc.). The following categories or programs should be understood by HISD personnel:

Special Education

In order to claim special education contact hours for funding, documentation must be current and complete. Students must be properly identified and coded in the student accounting system once the ARD/IEP committee meets to determine eligibility and completes the Individualized Education Program (IEP). The documentation required to establish eligibility is as follows:

- ◆ The ARD/IEP committee must determine the special education needs of the student annually. However, if a student with disabilities fails a course(s) for two consecutive grading periods, the ARD/IEP committee must reconvene to reconsider the needs of the student and to adjust the student's IEP accordingly.
- ◆ Documentation to support the ARD/IEP committee findings and a copy of the IEP must be retained in the student's eligibility folder.
- ◆ The IEP must identify all services to be provided for students on a regularly scheduled basis (not an **as needed, consulting, or monitoring basis**), and special education contact hours may not be claimed if the IEP is not implemented as determined by the ARD/IEP committee.
- ◆ Special education contact hours may not be claimed when students with disabilities are placed in disciplinary settings [i.e., In School Suspension (ISSD), Disciplinary Alternative Education Program (DAEP)] if the special education services prescribed in the IEP are not provided while the student is in the disciplinary setting. This includes short-term removals of not more than ten consecutive school days. Schools must ensure that special education services are continued in these settings or funding codes must be removed from the student accounting system.
- ◆ For students with disabilities, who are eligible for speech services, the PEIMS reports must show a disability code, an instructional setting, and a speech indicator.
 - A student receiving only speech therapy will have an instructional setting of **00** and a speech indicator of **1**.
 - A student receiving speech in addition to other special education services/instruction will have an instructional setting code (40, 41, 42, etc.) and a speech indicator of **2**.
 - The speech therapy indicator "0" must be used if a student does not receive speech therapy services. The instructional setting code must be a code other than 00.
 - A student's ARD/IEP Committee reviews the student's IEP, including the instructional arrangement /setting code at least annually and at each subsequent ARD/IEP meeting.
 - A listing of all instructional arrangement/setting codes for students with disabilities may be found in the Texas Education Agency, Student Attendance and Accounting Handbook.

School Guidelines, 2018-2019

Attendance Accounting

- ◆ Students with disabilities may not be assigned a special education instructional setting for the purpose of contact hours prior to the date of the ARD/IEP committee decision, all documentation being on file, and **actual service begun**.
- ◆ The effective date of service for funding is the date service begins, not the ARD/IEP meeting date.
- ◆ As soon as the ARD/IEP committee has dismissed the student from special education, the student should be withdrawn from special education in the attendance accounting system. The effective date of dismissal, which is stated in the IEP, is the date the ARD/IEP committee dismisses the student from the special education program.
- ◆ It is extremely important that ARD/IEP meetings and reevaluations are up-to-date. Funding for special education is dependent upon the posted dates of the annual ARD/IEP meetings. ARD/IEP meetings must be completed annually by the date of the previous year's ARD/IEP meeting. Re-evaluations must be completed within a three-year period from the date of the last evaluation/re-evaluation.
- ◆ Students with disabilities, whose only service is transportation, are not considered to be eligible for special education and are not eligible for special education funding. 34 CRF 300.24(a)
- ◆ Campus staff must monitor PEIMS data by running the appropriate SIS Report biweekly to ensure compliance for state funding.
- ◆ The appropriate SIS reports must be run bi-weekly to ensure accurate data for federal funding.
- ◆ Students who receive **all** of their service through a **special education nonpublic contract** and those placed in the Texas School for the Blind and Visually Impaired (TSBVI) or the Texas School for the Deaf (TSD) by the local district are coded "**0**" – enrolled, not in membership. Demographic and special program information **must** be maintained in the accounting system for these students.

For additional information, refer to the Special Education section of the Texas Education Agency, Student Attendance and Accounting Handbook.

State ADA Funding for ELL Students

Funding will be determined by the information entered onto the LPAC Meeting Information Panel. Funding is viewable in the **EL** Coding Panel in the Student Information System (SIS). If all the information on the LPAC panel is accurate and the student is in the correct program, funding for the student is claimed automatically. Each campus must run their **EL** reports to make sure information is accurate and there are no out-of-date LPAC reports or coding issues at the beginning of each school year for all eligible students. Schools are responsible to enter changes in eligibility as necessary throughout the school year.

Funding for **EL** students is calculated daily beginning on or after the first day of enrollment (not sooner) each year provided that they meet **all** the criteria listed below:

- ◆ Student must be identified as **EL** by the LPAC, Home Language Survey and Oral/Written Proficiency test scores must be on file. Although identification as **EL** is done only once, proof of LPAC end-of-year reviews showing a student remains **EL** is critical. Only the original copy of the home language survey should be kept in the student's cumulative record folder. Only one survey is to be conducted for each student.
- ◆ Student must be receiving bilingual instruction by a teacher certified in Bilingual Education (or on valid permit) or ESL, instruction/sheltered English courses by a teacher certified/endorsed in ESL (or on valid permit), and Evidence of Bilingual or ESL instruction must appear on lesson plans and class schedules. The teacher's major duty code must reflect such assignment.
- ◆ Student must have current LPAC authorization for placement in Bilingual Education or ESL instruction, and LPAC dates must be prior to funding eligibility. End-of-year LPAC review dates in May or June allow for **immediate** eligibility on criteria 3 provided there is no change in program or campus.
- ◆ Student must have parental approval on file (i.e., **signed** Notification of Enrollment) for the authorized instructional program. A notification of enrollment and date are valid as long as student remains **EL** and in the program for which parental approval was obtained.

Once eligibility has been confirmed by the campus LPAC Committee, the information for new students needs to be verified and entered on the LPAC Meeting Information panel. The information then will automatically populate the **EL** Coding Panel with an effective date and YES on the **EL**, and ESL or Bilingual Indicators. The effective date will reflect the date in which the student met all criteria above. The **EL** Coding Panel will reflect a historical record of all entries of eligibility (or ineligibility) for each **EL** student. A student's funding eligibility automatically stops when the student withdraws from the school.

Schools must pay close attention to the sequence of events in a **EL** student's services and make changes to **EL** data in a timely manner to avoid fatal errors. In particular, make sure that **EL** funding is stopped, if services are stopped, by accessing the LPAC Meeting Information panel and adding a new record. Schools will need to select a new LPAC Review date from the dropdown list for **EL** students who have been exited from the Bilingual/ESL program by LPAC.

Returning **EL** students may be eligible for funding on their first day back to school, but not sooner, if:

1. there is evidence/documentation that they were reviewed by the LPAC in May or June,
2. they remain classified as **EL**,

School Guidelines, 2018-2019
Attendance Accounting

3. they will receive the same type of instruction (Bilingual or ESL) by an appropriately certified teacher, and
4. they already have a signed parent notification letter on file.

These students do not need to be reviewed again by the LPAC in the fall.

Students who enroll for the first time in HISD or transfer to a different campus with no evidence/documentation of meeting all four criteria must be reviewed by the LPAC **prior to funding eligibility**.

For students who transfer within HISD schools, some LPAC information may already be on the student's file and may be accessed through the student information system. In this case, all criteria (items 1 through 4) must be met before declaring eligibility for funding at the new school. These students do not need to be reviewed again by LPAC in the fall.

RELATION between EL FUNDING PANEL and LPAC MEETING LOG PANEL

EL funding eligibility is based on the input of several items on the student's LPAC Meeting Information panels – LPAC date, **EL** Status/Program Placement, Parent Notification Date, and Parent Permission Date and Code. The **EL** Funding information will be self-populated based on the information entered manually on the LPAC Meeting Log. The date/information on the **EL** Funding panel line is very critical and must match and/or reflect the appropriate sequence of events in the students' instruction. See examples below:

- a) For a **new EL** student who has met the criteria for PEIMS **EL FUNDING**.....1) has been identified as **EL** AND 2) has LPAC authorization for current service AND 3) is served in bilingual or ESL AND 4) has parent permission for that program, the process to enter the data in SIS will start in the LPAC Meeting Information Panel. Once all the data has been entered, the information will self-populate the **EL** Coding Panel, and a "1" will be shown on the **EL** Indicator, a "0" ESL Indicator and a "5" Bilingual Indicator, additionally the parent permission code will be listed. The effective date for **EL** Funding is either the LPAC date OR the Parent Permission date.

See example below.

IF			
LPAC MEETING LOG			
LPAC Review Date	EL Status Prog. Place	Parent Perm. Date	Parent Denial Date
9/16/2014	Y-L	9/17/2014	N/A

THEN				
PEIMS ELL FUNDING PANEL				
DATE	EL Indicator	BIL Indicator	ESL Indicator	Parent Permission
9/17/2014	1	5	0	D

- b) For students **continuing** the program and who meet the criteria for **EL FUNDING**, will have an effective date of 8/04/2012. Schools will not need to re-enter or add any data, as the funding will start on the first day the student returns. See example below.

School Guidelines, 2018-2019
Attendance Accounting

IF			
LPAC MEETING LOG			
LPAC Review Date	EL Status Prog. Place	Parent Perm. Date	Parent Denial Date
5/25/2014	Y-P	8/27/2011	N/A

THEN				
PEIMS ELL FUNDING PANEL				
DATE	EL Indicator	BIL Indicator	ESL Indicator	Parent Permission
7/29/2014	1	5	0	D

c) For a **continuing EL** student **who requires a change in program** (i.e., bilingual to ESL), the addition of a new entry on the LPAC Meeting Panel should NOT be entered until the LPAC authorizes such a program change and the parent grants permission for the new program. Remember, the **EL** Funding Panel information will be self-populated based on the information entered manually on the LPAC Meeting Information Panel. See example below.

IF			
LPAC MEETING LOG			
LPAC Review Date	EL Status Prog. Place	Parent Perm. Date	Parent Denial Date
05/27/2011	Y-B	8/16/2009	N/A
05/26/2013	Y-L	8/16/2009	N/A
6/2/2014	Y-E	06/16/2014	N/A

THEN				
PEIMS ELL FUNDING PANEL				
DATE	EL Indicator	BIL Indicator	ESL Indicator	Parent Permission
08/01/2011	1	5	0	D
07/29/2012	1	5	0	D
07/29/2014	1	0	2	E or F

d). For a student who is **NOT receiving bilingual or ESL services** (I-H, I-M, I-Q), the PEIMS **EL** Funding panel must reflect that information with an effective date, whether the student received services then stopped receiving OR whether the student never received services. The "0" on the PEIMS **EL** Funding panel must reflect the date the students' services were stopped if it occurred during the school year. If a student begins the school year not served in bilingual or ESL, the "0" will be dated on the first date of enrollment. The PEIMS **EL** Funding Panel information will be self-populated based on the information entered manually on the LPAC Meeting Log. See examples below.

Bilingual Student

IF			
LPAC MEETING LOG			
LPAC Review Date	EL Status Prog. Place	Parent Perm. Date	Parent Denial Date
5/27/2014	Y-L	8/17/2009	N/A
9/25/2014	I-H	8/17/2009	N/A
10/9/2014	Y-L	8/17/2009	N/A

THEN				
PEIMS ELL FUNDING PANEL				
DATE	EL Indicator	BIL Indicator	ESL Indicator	Parent Permission
7/29/2014	1	5	0	D
9/25/2014	1	0	0	7 or 8
10/9/2014	1	5	0	D

School Guidelines, 2018-2019
Attendance Accounting

ESL Student

IF			
LPAC MEETING LOG			
LPAC Review Date	EL Status Prog. Place	Parent Perm. Date	Parent Denial Date
5/27/2014	Y-E	8/16/2003	N/A
9/27/2014	I-H	8/16/2003	N/A
10/9/2014	Y-E	8/16/2003	N/A

THEN				
PEIMS ELL FUNDING PANEL				
DATE	EL Indicator	BIL Indicator	ESL Indicator	Parent Permission
7/29/2014	1	0	2	E or F
9/25/2014	1	0	0	7 or E
10/9/2014	1	0	2	E or F

e) For a student who has a **parent denial** (W-H), the PEIMS **EL** Funding Panel will need to reflect a **EL** Indicator of “1” and a “0” in both the Bilingual and ESL Indicators since the student does not meet the funding criteria. See example below.

IF			
LPAC MEETING LOG			
LPAC Review Date	EL Status Prog. Place	Parent Perm. Date	Parent Denial Date
5/27/2014	Y-E	8/16/2003	N/A
9/18/2014	W-H	N/A	9/18/2009

THEN				
PEIMS ELL FUNDING PANEL				
DATE	EL Indicator	BIL Indicator	ESL Indicator	Parent Permission
7/29/2014	1	0	2	E or F
9/18/2014	1	0	0	C

f) For a student who meets **exit criteria** (M-1, M-2), the PEIMS **EL** Funding Panel should reflect “F” or “S” in the **EL** Indicator field and a “0” in both the Bilin **EL** gual and ESL Indicators since the student does not meet the funding criteria. When LPAC “exits” or “reclassifies” students in the fall, due to spring or summer testing, no funding claimed in the fall.

IF			
LPAC MEETING LOG			
LPAC Review Date	EL Status Prog. Place	*Exit Date	Exit Reason
5/27/2014	M1	5/27/2014	2

THEN				
PEIMS ELL FUNDING PANEL				
DATE	EL Indicator	BIL Indicator	ESL Indicator	Parent Permission
7/29/2014	S	0	0	0

Following is a chart that shows the relation between the PEIMS **EL** Funding panel and the LPAC Meeting Log panel on SIS.

*Exit date will be the last instructional day of the current school year.

Reasonable Code Combinations For ELL Data on SIS

In reviewing the PEIMS **EL** Funding Panel (or queries) for accuracy, school personnel should: 1) verify data on the LPAC Meeting Log Panel first, such as **EL** STATUS & PROG. PLACEMENT, etc.2) make changes to those fields as necessary. 3) change PEIMS **EL** funding, if necessary. **NOTE:** In cases where students change from service to non-service or vice-versa, PEIMS **EL** Funding panel must reflect same pattern.

School Guidelines, 2018-2019
Attendance Accounting

LPAC MEETING LOG PANEL							PEIMS LEP FUNDING PANEL				
LPAC Date	LEP status prog place	Parent Perm. Date	Parent Denial Date	Home Lang. other than Eng.	Prog Exit Date	Prog Exit Rsn	Effect Date	LEP INDIC.	BIL. Prog Type	ESL Prog Type	Parent Perm Code
Current	YL	MUST	n/a	MUST	n/a	n/a	MUST	1	5	0	D
Current	Y-P	MUST	n/a	MUST	n/a	n/a	MUST	1	5	0	D
Current	Y-T	MUST	n/a	MUST	n/a	n/a	MUST	1	4	0	D
Current	Y-C	MUST	n/a	MUST	n/a	n/a	MUST	1	2	0	D
Current	Y-E	MUST	n/a	MUST	n/a	n/a	MUST	1	0	2	E or F
Current	Y-X	MUST	n/a	MUST	n/a	n/a	MUST	1	0	3	E or F
Current	I-H	MUST*	n/a	MUST	n/a	n/a	MUST	1	0	0	7 8
Current	I-M	MUST	n/a	MUST	n/a	n/a	MUST	1	0	0	7 or 8
Current	W-H	*	Current	MUST	n/a	n/a	No \$	1	0	0	C
Current	M1	*	n/a	MUST	MUST	MUST	No \$	F	0	0	n/a or G
Current	M2	*	n/a	MUST	MUST	MUST	No \$	S	0	0	n/a or G
*	F	*	n/a	MUST	MUST	MUST	No \$	0	0	0	n/a
*	T-H **	n/a	n/a	MUST	n/a	n/a	No \$	0	0	0	n/a
	N-T						No\$	0	3	0	4
	P-T						No\$	0	3	0	5
	U-T	n/a	n/a	n/a	n/a	n/a	No \$	0	0	0	n/a

* Must have an entry, but does not need to be current. Whatever was in place at time of change remains valid...do not remove from previous record.

** This type of student must have OLPT/CAT testing information entered onto the required **EL** Identification Assessment Panel.

At the beginning of the school year, the final **EL** status code, according to the End of the Year LPAC decision entered on the LPAC Meeting Information Panel, will be reflected on the **EL** coding Panel with an effective date of August for the current school year.

ADA Funding for ELL Students in High School Block Scheduling

High Schools offering accelerated or alternative block scheduling must adhere to special provisions in order to claim ADA funding for eligible **EL** students. If the LPAC identifies a student as **EL**, determines he/she needs language support, and serves an **EL** student with sheltered English/Language Arts courses **sometime** during the school year, they can code the student Y-E **all year** and fund that student **all year** provided the funding criteria is met. If the student

checks out before any service is provided, then the **EL** funding must be removed. The LPAC must document "**participating in accelerated/alternating block scheduling**" onto the LPAC review form applicable for the school in which funding is claimed and onto the LPAC comments in the LPAC folder.

Student's schedules must be available for local or TEA audits. If this student moves from this school to one where there is no program provided, he/she must then be coded I-H or I-M (whichever is applicable) and funding cannot be continued.

If LPAC identifies and does not serve an **EL** student with sheltered English/Language Arts **anytime** during the school year, they code the student I-H or I-M **all year** and cannot claim funding.

Schools should make every effort to provide **ELs** (particularly those at the beginning/intermediate levels) sheltered English/Language Arts courses continuously throughout the school year so as to allow the student an uninterrupted course of study of the English language.

Immigrants

An eligible immigrant student is one born outside the United States or any of its territories and who has attended schools in the United States for fewer than three complete years. A complete academic year for PEIMS purposes is a "PEIMS Year" which is defined by student enrollment from one Fall PEIMS Snapshot date to the subsequent Fall PEIMS Snapshot date. Years are calculated beginning with the student's INITIAL year in a US school and cumulatively calculated regardless of gaps in enrollment during any of those years.

In order for the district to receive Title III, Part A, funding for immigrant students, the following information must be completed on the appropriate SIS screen (Immigrant Panel) and reported to PEIMS in the fall submission:

- Country of Origin (must not be USA or its territories)
- Date First Entered USA Schools

Eligible Years of Immigrant Status

Students who are identified as immigrant and who may be eligible for Title III funding, will be identified by a PEIMS Immigrant indicator code of 1, a default based on the Date Entered US Schools in the Immigrant panel on SIS. The total number of eligible immigrant years will be calculated once the date the student first entered US schools is entered into the Immigrant panel.

The person with the Special Pops role on each campus can then run an Immigrant Report periodically to review the Immigrant Roster for accuracy and compliance. Each time the country of origin is USA or its territories, the information needs to be verified. Students born in the USA or its territories are **NOT** counted as Immigrant. A student's PEIMS eligibility status should be reviewed annually **prior to the Fall PEIMS Snapshot date**.

Important Information Regarding Immigrant Data

1. **First year** (if entered AFTER PEIMS Snapshot).
SIS will calculate the number of years automatically based on the date first entered US schools. It will designate a “YES” immigrant status. The two dates will indicate the beginning and the end of eligibility and the second date will then have an Immigrant status of “NO”. The years will be calculated based on the PEIMS date.
2. **First year** (if entered BEFORE or ON the PEIMS Snapshot date)
This student is considered PEIMS Eligible and is in Year 1.
3. Subsequent years for Continuing Immigrants will be updated automatically by the Student Information System in the Immigrant panel until the eligibility for the Third year has been completed for funding purposes.
4. Run the Immigrant Roster for accuracy and compliance. Every time the country of origin is USA or its territories, this information needs to be researched for accuracy. Students born in the USA or territories are **NOT** counted as Immigrant.
5. **PANEL: Student & Immigrant Info.** – this panel shows all information entered at a glance.....it allows you to view the Home Language, Home School, and Birth Country and allows you to enter **the Date students entered US Schools for the first time**
6. **PANEL: Immigrant PEIMS Coding** – this panel shows all information entered regarding student's Immigrant status and effective date for PEIMS coding calculations. **The schools have only view access to this panel.**
7. **Date Entered US Schools** – This field **MUST** be entered by school personnel for every student who has a home language other than English on their Home Language Survey. An entry in this field must be supported by paper documentation (HLS). Entries in this field will be used to automatically calculate the district's immigrant count for PEIMS submission.

Once a date is entered, the SIS system will create a grid format showing PEIMS eligible years for Immigrant state-funding purposes. The data on the grid is automatically entered, calculated, maintained, and removed by the SIS system based on a student's PEIMS-eligibility status, which is determined based on his/her DATE OF ENTRY INTO U.S. SCHOOLS.

To ensure against the incorrect counting of years in which an immigrant student has attended USA schools, school personnel should conduct a PID search. TEA considers an immigrant student who has been reported for more than 3 years within the past 8 years to be **over-identified**.

Migratory Students:

TEC §42.005:

- ◆ The Commissioner shall adjust the average daily attendance of a school district that has a significant percentage of migratory students.
- ◆ A migratory child means a child, ages 3-21, who is, or whose parent, spouse, or guardian is a migratory agricultural worker, or a migratory fisher, and who, in the preceding 36 months, in order to engage, temporary or seasonal employment in agricultural or fishing work because of economic necessity, has moved from one school district to another; is one who, within the past three years, has traveled alone or with parents or guardians across district lines or to other states to seek temporary/seasonal work in agricultural or fishing-related activities because of economic necessity. Migratory students are identified in the appropriate SIS screen and reported to PEIMS in the Fall submission.

To satisfy the requirement of federal law to identify and recruit eligible migratory students residing within the Houston ISD boundary, it is the responsibility of each campus to include the Family Survey in their enrollment packet at the start of the school year and any time a new student enrolls at the campus.

- ◆ All Family Surveys with “Yes” to both questions should be uploaded to the Google form. Complete the electronic form and submit a PDF copy of the survey at <https://form.jotform.us/71285493497167>. File original Family Surveys in the school's Family Survey binder. The surveys should be kept at the campus for one school year after which time they can be destroyed.
- ◆ Family Surveys with “No” in one or more questions should be filed in the school's Family Survey binder and electronic form should be submitted at <https://form.jotform.us/71285493497167>. The surveys should be kept at the campus for one school year after which time they can be destroyed.

Responsibility of the School

It is the responsibility of each school to make all referrals for the identification of potential migratory students to the Migrant Education Program. The MEP staff is responsible for the processing and the completion of these referrals. The MEP recruiters will interview the family of each referred student and a determination will be made as to the student's eligibility.

School personnel should contact the HISD Migrant Education Program (MEP) for assistance in verification of eligibility of migratory students. The HISD Migrant Education Program can assist HISD school personnel in contacting the student's previous out-of-city or out-of-state school for needed school documents, if not available upon enrollment.

School Guidelines, 2018-2019
Attendance Accounting

The recruiter will prepare the Certificates of Eligibility (COE). At the beginning of the new school year, the schools will be sent a reminder that campus rosters are accessible throughout the school year via the Chancery Administrative reports. Questions regarding migratory students should be referred to the HISD Migrant Education Program in the Multilingual Department.

Operational procedures for the Chancery SIS allow MEP staff to enter migrant student data on the Chancery Migrant panel. Individual schools may request their rosters of enrolled migratory students through the Chancery Administrative Reports under section **EL IMM MIG**. If needed, schools may also contact the HISD Migrant Education Program at 713-556-7288 for assistance.

School personnel are also responsible for providing correct and necessary documents for withdrawn migratory students. School personnel should contact the HISD Migrant Education Program immediately since the MEP staff must upload data concerning withdrawn students within 2 working days after withdrawal to the New Generation System (NGS), a nationwide database used to facilitate delivery of services to migratory students.

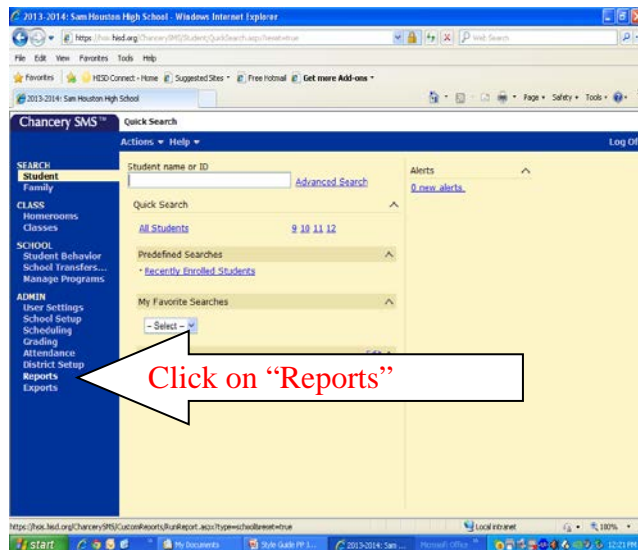
School Guidelines, 2018-2019

Attendance Accounting

How to Retrieve Migrant Roster

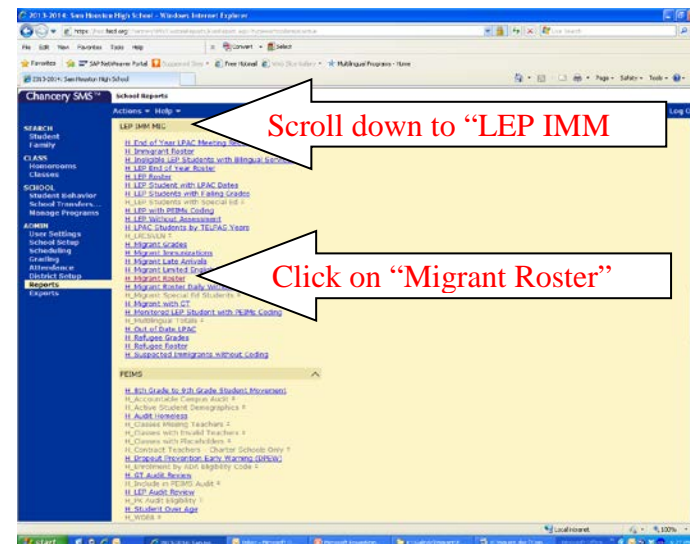
Step 1

1. Select your campus.
2. Choose “Reports” in bottom left corner.



Step 2

1. Locate “LEP IMM MIG” heading.
2. Choose “Migrant Roster.”



It is the responsibility of the school district to develop policies to ensure that migratory students are treated fairly and to develop policies that meet the educational needs of this group of students who may enter school late and/or withdraw from school early without penalty. Enrollment of migratory students should follow the same existing procedures earlier explained in this section. Grade placement should be determined based on a review of the student's report card and/or other documents. School personnel may contact the MEP at 713-556-7288 if assistance is needed in securing copies of a student's academic record from another school district.

Questions regarding migratory students should be referred to the HISD Migrant Education Program in the Multilingual Department.

Career and Technical Education (CTE)

Career and technical Education contact hours generate a significant amount of funds for the district. It is important that the following rules relative to student attendance in CTE be observed:

◆ Contact Hour Eligibility

The complete rules for reporting contact hour funding for Career and Technical Education courses can be found in Section V of the *Student Attendance Accounting Handbook* published annually by the TEA.

- All Career and Technical Education courses for which TEKS have been written are authorized through the Annual Application process.
- Each Career and Technical Education course taught for contact hours must be included in the approved list of courses in Section 4, Code Table 022 of the PEIMS Data Standards. Courses with two asterisk service ID notations have not been approved for the additional state Career and Technical education funding weight and should not be coded in the attendance accounting system as V1, V2, etc. Such courses are coded with PEIMS Program Intent Code 11 and may receive support from the 10% of a district's Career and Technical allotment not devoted to the district's courses with Program Intent Code 22 as well as other funding sources.
- Only students in grades 9 – 12 are eligible for CTE contact hours, except for students in grades 7 and 8 who are eligible for and enrolled in career and technical education for the disabled. Contact hours may not be reported at the middle school level for students who are enrolled in CTE courses taught at the high school curriculum level.
- Any CTE course may be taught as a CTED course, but only students with disabilities who are in grades 7 through 12 may enroll in CTED courses. CTED courses generate CTE contact hours for students in grades 7 through 12. CTED courses must be self-contained and must serve only special education students.

For a student to be enrolled in a CTED course, an admission, review, and dismissal committee must determine that services available through a regular CTE course are insufficient for the student to make satisfactory progress and the specialized services the student needs can only be provided in the specialized, self-contained CTED classroom. CTED courses must be taught by a certified general education teacher.

Career and Technical Education courses must have a SBEC-certified CTE teacher as well as the appropriate resources, labs and technology to teach the pertinent essential knowledge and skills. There may be additional work approvals, college credit hour requirements, and TEA-approved training requirements needed to teach certain CTE courses and consultation with the Business Partners in the Human Resources Department as well as CTE Department personnel will be essential in determining individual course certification requirements. **In the case of an embedded dual credit instructor, both the SBEC requirements and postsecondary institution SAC requirements must be met.** Additional information regarding teacher certification requirements for individual courses may be found in *19 TAC, Chapter 231*.

- A letter of approval to the district from the TEA for magnet and innovative courses must be on file in order to obtain CTE contact-hour funding for the course.
- Career and Technical Education (CTE) contact hours may not be claimed when a student is absent for any reason (including in-school or off-home campus disciplinary setting) that results in Career and Technical Education services not being provided for more than five consecutive days.

On the sixth day of not being provided with Career and Technical Education services, the student's files should have funding removed back to the first day of not receiving CTE instruction.

CTE (Contact-Hour) Codes

Each Career and Technical Education class must be examined separately to determine the average minutes per day students attend that class. Average minutes per day must be computed by reviewing a complete cycle of classes.

A student who is enrolled in CTE courses approved for state weighted funding must have a corresponding CTE code (V1, V2, V3, V4, V5, or V6) for attendance-accounting purposes. A student's CTE code is used to calculate contact hours and to complete the 42401 record.

To determine the CTE code to assign to a student, the district must first determine the code to assign to each CTE course. Each Career and Technical Education class must be examined separately to determine the average minutes per day students attend that class.

Average minutes per day must be computed by reviewing a complete cycle of classes.

Use the following chart to determine the CTE code to assign to each CTE course.

<u>CTE Course's Average Minutes per Day</u>	<u>CTE Code</u>
45-89	V1
90-149	V2
150-180+	V3

Campuses which operate block schedules in which class periods are not in equal-length increments should use the above chart when determining CTE codes for students. For example, if a class meets on even-numbered days of the month, a two-week cycle must be reviewed. One week the class will meet on Monday, Wednesday, and Friday, and the next week the class will meet on Tuesday and Thursday. Once average minutes are determined, the applicable code is assigned to each Career and Technical Education class. Then all students attending that Career and Technical Education class are assigned the corresponding CTE code.

The CTE code must equal the total number of one-hour approved Career and Technical Education class periods in which the student is enrolled. (Successful completion of a course is not required to receive funding.)

For Career and Technical Education purposes, "one-hour" refers to a class period ranging in time from 45 minutes to 89 minutes. Usually, a half-credit semester Career and Technical Education course is taught for one class period. A one and one-half credit semester Career and Technical Education course would be taught for three class periods. For example, a student enrolled in a one-credit Career and Technical Education course should be coded V1.

For students who are enrolled in more than one Career and Technical Education course, CTE codes are combined to determine the correct CTE code assigned to each student.

- A student enrolled in three one-credit CTE courses should be coded V3.
- A student is enrolled in a Career and Technical Education course that averages 50 minutes per day (V1) and a Career and Technical Education course that averages 150 minutes per day (V3). When the V1 and the V3 class codes are combined, the student is assigned a code of V4 in the attendance accounting system.
- A student is not eligible to receive any vocational contact hours for participating one hour in a two-hour pre-employment laboratory, or for one or two hours in a three-hour pre-employment laboratory.
- Students may simultaneously enroll in as many vocational courses as their schedule permits; but for funding purposes, students may receive no more than six contact hours per day.

Career Preparation and Practicum Learning Experiences

- The Career Preparation course is for **paid** experience only. The training component must address all the TEKS for the course and provide a student with a variety of learning experiences that will give the student the broadest possible understanding of the business or industry. The course should span the entire school year and the classroom instruction component must consist of an average of one class period of instruction per day for every school week for the entire school year in addition to a work-based learning experience at an approved training site. A student must be a minimum age of 16 and hold valid work documentation, such as a Social Security card, to enroll in any of the Career Preparation learning experiences. Students unemployed for more than 15 consecutive school days are not eligible for contact hours. A student must not be enrolled in a Career Preparation course in any setting that does not allow a student to be enrolled for the entire school year, such as credit recovery.
- Use the following chart to determine the CTE code for students participating in an **unpaid** practicum learning experience:

Classroom and/or Work-based Instruction	Units of Credit	Career and Technical Education Code
2 hours per day (average)	2	V2
3 hours per day (average)	3	V3

Practicum courses and other two- to three-credit CTE courses found in 19 TAC, Chapter 130 may be used as laboratory-based, **paid**, or **unpaid** work experiences for students. Each Practicum course using a work-based learning instructional arrangement must consist of student participation in training appropriate to the student's coherent sequence of courses plus participation in related CTE classroom instruction.

The course should span the entire year, and the classroom instruction component must average one class period each day for every school week. A student must be a minimum age of 16 and hold valid work documentation such

School Guidelines, 2018-2019
Attendance Accounting

as a Social Security card to enroll in any of the practicum learning experiences that have a paid component. Students unemployed for more than 15 consecutive school days in a **paid** practicum learning experience must be placed in an **unpaid** learning experience.

- Use the following chart **to determine the CTE code** for students participating in a paid practicum or career preparation learning experience:

Classroom Instruction	Work-based Instruction	Units of Credit	CTE Code
1 hour per day (average)	10 hours per week (average)	2	V2
1 hour per day (average)	15 hours per week (average)	3	V3

- There are additional requirements exist for documentation of student enrollment and required site visits by teachers that should be reviewed in the Student Attendance Accounting Handbook, CTE section.

Written training plans must be on file for any student participating in either a paid or unpaid learning experience at an approved training site except for a student participating in an unpaid practicum for which the teacher of record provides all training.

A student in a paid work-based instruction must begin employment within 15 days school days of the student's enrollment, provided a training plan for the student is on file within 15 school days of the student's employment date. A student participating in unpaid practicum work-based instruction may be counted for contact hours on the first day of enrollment, provided a writer training plan is completed and on file before the student begins participating in training at the site.

A teacher assigned to teach courses involving work-based learning experiences, both paid and unpaid, must visit each student training site at least six times each school year. The teacher must be provided time within his or her schedule to visit the training sites. The training site visits must not be conducted during the teacher's planning and preparation period. Regardless of the length of the grading period, at least one training site visit must be conducted during each grading period to each contact hours for that reporting period.

The CTE code must equal the total number of one-hour approved Career and Technical Education class periods in which the student is enrolled. (Successful completion of a course is **not** required to receive funding.) For example, a student enrolled in a one-credit Career and Technical Education course should be coded V1. A student enrolled in three one-credit CTE courses should be coded V3. A student enrolled in one

School Guidelines, 2018-2019
Attendance Accounting

three-credit CTE course should be coded V3.

For Career and Technical Education purposes, "one-hour" refers to a class period ranging in time from 45 minutes to 89 minutes. Usually, a half-credit semester Career and Technical Education course is taught for one class period.

School Guidelines, 2018-2019

Attendance Accounting

A one and one-half credit semester Career and Technical Education course would be taught for three class periods.

Districts which operate block schedules in which class periods are not in one-hour increments should use the following chart when determining CTE codes for students.

Career and Technical Education Code	Average minutes per day in CTE class
V1	45 - 89
V2	90 - 149
V3	150 - 180+

Each Career and Technical Education class must be examined separately to determine the average minutes per day students attend that class. Average minutes per day must be computed by reviewing a complete cycle of classes.

For example, if a class meets on even-numbered days of the month, a two-week cycle must be reviewed. One week the class will meet on Monday, Wednesday, and Friday, and the next week the class will meet on Tuesday and Thursday. Once average minutes are determined, the applicable code is assigned to each Career and Technical Education class.

Then, all students attending that Career and Technical Education class are assigned the corresponding CTE code.

For students who are enrolled in more than one Career and Technical Education course, CTE codes are combined to determine the correct CTE code assigned to each student. For example, a student is enrolled in a Career and Technical Education course that averages 50 minutes per day (V1) and a Career and Technical Education course that averages 150 minutes per day (V3). When the V1 and the V3 class codes are combined, the student is assigned a code of V4 in the attendance accounting system.

- A student is not eligible to receive any vocational contact hours for participating one hour in a two-hour pre-employment laboratory, or for one or two hours in a three-hour pre-employment laboratory.
- Students may simultaneously enroll in as many vocational courses as their schedule permits; but for funding purposes, students may receive no more than six contact hours per day.

Career and Technical Education for the Disabled (CTED) Courses

- HISD encourages the inclusion of all students with disabilities, when appropriate, into all CTE programs. Accommodations, as identified by the ARD/IEP Committee, should be made to facilitate student success. Students whose disabilities prevent their being appropriately served in an inclusive CTE course, even with documented modifications, may be served in specialized, self-contained CTED courses.

Any CTE course may be taught as a CTED course, but only students with disabilities who are in grades 7 through 12 may enroll in CTED courses. CTED courses generate CTE contact hours for students in grades 7 through 12. CTED courses must be self-contained and must serve only special education students. For a student to be enrolled in a CTED course, an admission, review, and dismissal committee must determine that services available through a regular CTE course are insufficient for the student to make satisfactory progress and the specialized services the student needs can only be provided in the specialized, self-contained CTED classroom. CTED courses must be taught by a certified general education teacher.

Documentation

To claim contact hours for funding, documentation must be complete. All documentation supporting student eligibility must be on file for every student accumulating CTE eligible days present on the Student Detail report. Documentation requirements are as follows.

Adequate documentation of a student's entry into the program, service in the program, and withdrawal from the program must be available. Acceptable documentation for establishing entry, service, and withdrawal is as follows:

- The CTE teacher's grade book (grade books are required to be retained for 1 year from the date that grades are posted to students' academic achievement records;
- Documentation showing the average minutes per day for each CTE course, such as a course calendar or bell schedule; and
- The student's official schedule change document, if the student changed schedules during the semester.

A student must be reported on the PEIMS 43415 record when the student completes each semester of a course.

Quality Control

As soon as a student is enrolled in a state-approved and state-funded CTE course for which the student is eligible for state credit, campus personnel should code the student with the appropriate CTE coding on the TSDS PEIMS 42401 record. As soon as the student changes his or her schedule or withdraws from school, campus personnel should revise the student's CTE coding. Each campus must establish controls to ensure the CTE code does not change before the date the service changes.

At the beginning of each school year and at the end of each 6-week reporting period, the appropriate CTE staff members should verify the Student Detail Report to ensure that the coding of CTE students is correct.

Each campus must report a student's course completion data on the TSDS PEIMS 415

(course completion date – student) record for each semester of a CTE course for the student to be eligible for CTE contact hours. However, a TSDS PEIMS 43415 record is not required if a student drops a CTE course before the fall snapshot date during the first semester. A TSDS PEIMS record is required, though, if a student:

- 1) drops a CTE course after the fall snapshot date during the first semester or
- 2) drops a CTE course at any point during the second semester.

A student who did not complete a CTE course still receives contact hours for the time spent in the course.

- To qualify for contact hour funding, a CTE class must meet for a **minimum** of 45 minutes of instruction for one contact hour or 90 minutes of instruction for two contact hours. Passing time does not apply to the required instructional time.

◆ CTE Compliance

- Career Preparation and Practicum work-based instruction opportunities must be planned and supervised cooperatively by the school district and the training sponsor. Students receive instruction by participating in occupationally specific classroom instruction and work-based learning experiences.
- Each student must be employed part-time in one of the approved occupational systems listed under the appropriate CTE program.
- All students enrolled in the same Career Preparation or Practicum program class must receive the same units of credit.
- For three units of credit, a student must be employed 15 hours per week; for two units of credit, a student must be employed 10 hours per week.
- Written training agreements must be on file for students participating in either paid or unpaid work-based learning opportunities. A student in paid work-based instruction may be counted for contact hours on the first day of enrollment provided a training plan for the student is on file within 15 instructional days of the student's enrollment date. Training agreements for students participating in unpaid work-based experiences must be filed before students begin participating in training at the work site.
- A student who begins assignment to an approved training site within 10 instructional days of his enrollment date may be counted for contact hours from the first day of enrollment provided a training plan is on file within 15 instructional days of the first work day. On the eleventh day, if the student is not receiving training at an approved training station, the records must be adjusted so that no contact hours are earned until the first day at the training station. If a training plan is not on file within 15 instructional days of the first day of work, contact hours prior to the date of the training plan are ineligible. If a student is not

School Guidelines, 2018-2019
Attendance Accounting

assigned an approved training site, the student should be withdrawn from the Career Preparation or Practicum course.

- For auditing purposes, verification of the one visit per six weeks to each training site by the supervising instructor must be documented in Chancery SIS and records of the required visits maintained by the Career and Technical Education Department.
- For students enrolled in a CTE Problem and Solutions course, there must be a record of each student's research plan on file at the school, as well as a copy of the plan maintained by the CTE Department, within 15 instructional days of the student's enrollment date.
- Specific Career and Technical Education rules can be found in Section V, of the *Student Attendance Accounting Handbook*.

It is important for every CTE teacher to maintain accurate attendance records so that proper contact-hour credit may be realized. This information is reported to PEIMS in the summer submission. Career and Technical Education enrollment is reported in the fall PEIMS submission.

There are many opportunities for error as data is processed. Special program staff should review the data on file for his/her program and verify the totals submitted for funding each six weeks. Special attention should be given to reports at the beginning of a semester when mass changes are made in student schedules.

Gifted and Talented

To satisfy TEC §29.121 state mandate for gifted and talented students, the district provides a flexible system of viable program options that provides a learning continuum and reinforces the strengths, needs, and interests of gifted/talented students.

Procedures

Final selection of students for services designed for gifted students is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students. (19 TAC §89.1(4))

All applicants will be assessed using multiple criteria, which may include the following:

- Standardized achievement tests;
- Ability testing;
- Report card grades;
- Teacher Recommendation or Parent Recommendation; and
- Overcoming obstacles.

After verifying that all students' documentation is in order the Gifted and Talented Coordinator provides SIS data entry personnel with names and coding information of students who are eligible and who are being served. Staff members from the G/T program are also responsible for ensuring that SIS data entry personnel are aware of changes in student services and effective dates of such changes. At the end of each six or nine week reporting period, G/T staff should verify the appropriate SIS panels for any gifted and talented coding errors.

SIS data entry personnel are responsible for entering gifted and talented data in the funding area of the student information system under the direction of the G/T staff. ***In no case should SIS data entry personnel be responsible for determining a student's gifted and talented indicator code.*** This information is reported to PEIMS for funding purposes in the end-of-year submission.

For further information on gifted and talented, see **Section XXIV, Advanced Academics**.

Pregnancy Related Services (PRS)

PRS are support services the pregnant student receives to help her adjust and stay in school during the pregnancy and postpartum periods. The support services include *instructional services* when pregnancy prevents the student from attending school. Compensatory Education Home Instruction (CEHI) is a *required* support service for districts that offer a PRS program. A description of the PRS program, as well as the services offered under the program, **must be included in the campus and district improvement plan**.

In HISD, the Community Services Department manages the PRS program. All secondary schools should have a PRS program so that services are available to any pregnant student in our district.

Examples of services that a district/campus may choose to offer are:

- ◆ Counseling services;
- ◆ School and other health services;
- ◆ Transportation for the student and/or the student's children to school, child care facility, and community service agencies;
- ◆ Instruction related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training;
- ◆ Schedule modifications (must adhere to the two-four hour rule in order for PRS students to remain eligible for ADA);
- ◆ Child care for the student's children; and
- ◆ Case management and service coordination (assistance in obtaining services from government agencies and community service organizations).

Eligibility

- Any school age female student who is pregnant is eligible for services under the PRS program.
- Eligibility for PRS funding **begins** on the date that required documentation is in place and services begin.
- Eligibility for PRS funding **ends** upon the student's return to her regular school program, the date student no longer receives PRS services, on the beginning of the eleventh week after delivery, or on the date the student withdraws from school.

◆ **Documentation Required for Funding**

- A record of the date of initial contact with the student regarding pregnancy.
- A record of the verification of the student's pregnancy by either, a responsible campus official, a physician or nurse midwife licensed to practice in the US, or an advanced nurse practitioner.
- A record of the type of services to be provided and the date services are to begin. This is the date entered into the attendance accounting system to claim funding.
- A note from a medical practitioner which prescribes CEHI during the prenatal period or an additional period of less than four weeks during the postpartum period (only for those students served in CEHI).
- A copy of the IEP, including modifications, for each student with disabilities receiving CEHI.
- A record of the delivery date or date the pregnancy ended.
- Certified teacher's log of actual amount of home instruction each student received during CEHI.
- A record of the date services ceased. The date **must** be entered into the attendance accounting system.
- Attendance accounting detail reports must contain a PRS indicator showing the begin and end dates for funding.

◆ **General Rules**

- CEHI must consist of eye-to-eye contact with a certified teacher of the district.
- Students receiving CEHI will continue to be coded in the attendance accounting system as receiving PRS while being served at home.
- During periods of confinement, students served four or more hours of CEHI a week will earn five days present for ADA (in a five-day week). When served at least two but less than four hours of CEHI in a five-day week, students will earn two and one-half days present for ADA.
- During short weeks (less than five instructional days) due to holidays or the student entering/leaving CEHI in the middle of the week, the student should be served one hour of CEHI for each day present.

School Guidelines, 2018-2019
Attendance Accounting

- A calendar week refers to the 52-week traditional calendar, not the 180-day scholastic calendar, regardless of whether the weeks of confinement are scheduled school days.
- Upon documentation from a medical practitioner licensed to practice in the US recommending a period of confinement in the *prenatal period*, CEHI must be provided.
- During the *postpartum* period, CEHI must be offered. The student may be served in CEHI six **calendar weeks** after delivery or in the case of complications, an additional period of less than four **calendar weeks**.
- Students receiving instruction through Homebound may continue to be coded for PRS funding if the student continues to receive PRS support services.
- A student receiving CEHI may also receive limited services at a school campus to help with the transition from home back to school.
- **Under no circumstances will a student remain eligible for PRS beginning on the eleventh week after the delivery date.**
- PRS program staff and/or teachers must provide attendance personnel with names and coding information of students who are served in the PRS program.
- In no case should attendance personnel be responsible for determining whether a student is eligible for the PRS program.
- PRS program staff are responsible for ensuring that the attendance personnel are aware of changes in a student's services and effective dates of such dates if it affects funding. The attendance personnel are only responsible for entering the data in the attendance accounting system of the student information system.
- Students who do not come to school and who do not receive CEHI are counted absent.
- At the beginning of each school year, the appropriate PRS program staff should verify the student detail report of the student information system to ensure that initial coding of PRS student is correct.
- At the end of each six-week reporting period, PRS program staff should verify the student detail report of the student information system for any coding errors.
- This data is submitted to the TEA through PEIMS in the third submission (summer). Principals must ensure that reports from the TEA, which reflect actual PEIMS data, are compared to locally-produced reports for reasonableness and accuracy.

- PRS students may simultaneously participate in other state funded programs (Life Skills Program for Student Parents, PEP, special education, bilingual/ESL, Career and Technical education) provided eligibility requirements of all the programs are met.
- PRS students enrolled in CEHI are not eligible to receive CTE contact hours unless the teacher providing direct instruction is certified to teach the CTE course.

For additional information regarding the reporting requirements for the PRS program in Texas public schools, refer to Section IX of the *Student Attendance Accounting Handbook* published annually by the TEA.

Extended School Year (ESY) Services

Districts will be funded for the ESY program for the summer for eligible students with disabilities.

◆ Eligibility

Each student must be recommended for the ESY Services program by the ARD/IEP committee (as documented in the IEP) based on the justification that, without participation in the ESY Services program, the student may not be able to recoup specific skills based within a reasonable time of no more than eight weeks.

The student must be reported in the same instructional setting in which he or she was served during the current school year.

Students served in mainstream are not eligible for state funding through ESY Services. These students may attend any of the district's general education summer school programs. However, funding for this service will have to come from sources other than ESY Services.

◆ Documentation Required for Funding

Each special education ESY Services teacher and speech therapist is responsible for maintaining a record/register of actual instructional contact hours that each student receives throughout the ESY Services identified timelines. The ESY Services record/register must contain the following data:

- The name of the district and the campus.
- The County-District-Campus number.
- Beginning and ending dates of each week in the ESY Services program.
- Grade level of each student as shown in the attendance system for the regular school year.
- Student's name as shown in the attendance system for the regular school year.

School Guidelines, 2018-2019
Attendance Accounting

- Instructional Arrangement/Setting Code of each student as shown in the attendance system for the regular school year.
- Total actual contact hours served. Each teacher or special education service provider must record in 30-minute increments the actual number of contact hours each student was served in class each day. Increments of less than 30 minutes are not counted.
- Total contact hours by instructional arrangement/setting in order to sum the total ESY Services contact hours for each instructional arrangement/setting.

At the end of the ESY Services period, all original contact hour records/registers will be signed by the teacher or related service provider making the original entries and forwarded to the Office of Special Education Services, and a copy is maintained by the principal for safekeeping. The ESY Services contact hour records/registers will be retained for audit purposes for five years.

ESY Services data must be reported to the Agency using the PEIMS 408 Student Record as required in the PEIMS Data Standards Section 2 (4th submission).

Refer to the appropriate SIS documentation for procedures to post attendance for the ESY Services and PEIMS reporting.

Title I, Part A

Title I, Part A, funds in HISD serve as one source for ensuring high-quality staffing for supplemental educational programs, enrichment programs, increased parental involvement, and other support programs. In addition, principals, teachers, and parents have the opportunity to adopt and/or develop school-based Title I programs tailored to meet the needs of children attending that school.

Title I, Part A, funds may be used:

- in combination with other federal, state, and local funds to upgrade the entire educational program;
- to benefit each child enrolled in the school;
- to supplement non-federal funds that would ordinarily be allocated to the schools without the presence of Title I, Part A, funds;
- to carry out sufficient professional development activities for teachers, paraprofessionals, and where appropriate, pupil-services personnel, parents, principals, and other school personnel.

The program's goal is accomplished by providing supplemental education program funding to Title I, Part A schools. The district allocates funds to public schools with the highest percentages of children from low-income families. These schools must focus Title I services on children who are failing, or most at risk of failing, to meet state academic standards. However, if at least 40 percent of the students in the school are from underprivileged families, the school may use Title I funds for a "school wide" program, a program that serves all students enrolled in the school.

School Guidelines, 2018-2019
Attendance Accounting

The Title I Campus Contact Person should provide data entry/clerical personnel with names and coding information of students who are being served in the program (eligibility code '6' for school-wide and '7' for targeted assistance). In no case should data entry/clerical personnel be responsible for determining whether a student is Title I. Principals must ensure that reports from TEA, which reflect actual PEIMS data, are compared to campus reports for accuracy.

For additional information, see **Section X Title I.**

Compensatory and Accelerated Instruction

Each school district shall use the student performance data resulting from the basic skills assessment instruments and achievement tests designated in the TEC to design and implement appropriate compensatory or accelerated instructional services for students in the district's schools that enable the students to be performing at grade level at the conclusion of the next regular school term.

Each district shall provide accelerated instruction to a student enrolled in the district who has taken an end-of-course assessment instrument administered under Section 39.023(c) and has not performed satisfactorily on the assessment instrument or who is at risk of dropping out of school.

Each school district shall offer before the next scheduled administration of the assessment instrument, without cost to the student, additional accelerated instruction to each student in any subject in which the student failed to perform satisfactorily on an end-of-course assessment instrument required for graduation.

A district that is required to provide accelerated instruction under TEC §28.0217 shall separately budget sufficient funds, including funds under Section 42.152, for that purpose. A district may not budget funds received under Section 42.152 for any other purpose until the district adopts a budget to support additional accelerated instruction.

A district shall evaluate the effectiveness of accelerated instruction programs and annually hold a public hearing to consider the results.

Each school district shall evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on assessment instruments administered under TEC or disparity in the rate of high school completion between students at risk of dropping out of school and all other district students.

Based on this needs assessment, by law, district and campus staff shall design the appropriate strategies and include them in the campus and/or district improvement plans. The state compensatory education program must be described in the campus improvement plan if the program is implemented at the campus level or be described in the district improvement plan if the SCE program is implemented district wide.

The district/campus improvement plan is the primary record supporting expenditures attributed to the state compensatory education program.

School Guidelines, 2018-2019
Attendance Accounting

SCE funds must be used to provide instructional support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. Students who are identified as at risk of dropping out of school may be placed in a program and/or service that would serve their needs. The Intervention Assistance Team (IAT) will determine the at risk services to be provided for these students. A parent may request a meeting of the IAT to request services. Once a student no longer meets one of the criteria for being at risk of dropping out of school the IAT will determine what other services are needed.

TEC §29.081, requires districts to use student performance data from the state's legislatively mandated assessment instrument known as STAAR State of Texas Assessment of Academic Readiness tests and any other achievement tests administered under Subchapter B, Chapter 39, of the Texas Education Code to provide accelerated intensive instruction to students who have not performed satisfactorily or who are at risk of dropping out of school.

According to the Texas Education Code (TEC) 29.081 a “student at risk of dropping out of school” includes each student who is under 21 years of age and who:

1. is in prekindergarten, kindergarten, or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year ;
2. is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
NOTE: a student is not considered at risk of dropping out of school if the student did not advance from Pre-K or Kindergarten to the next grade level only as a result of the request of the student’s parent.
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;

School Guidelines, 2018-2019
Attendance Accounting

8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments: or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility in the district, emergency shelter, psychiatric hospital, halfway house, or foster group home.

TEC §42.152 establishes a Compensatory Education Allotment for each full-time-equivalent student who fits one of these “at risk” definitions. TEC §29.081 states that the Commissioner shall include students in attendance in an approved compensatory and accelerated program in the computation of the district's average daily attendance for funding purposes. The number of educationally disadvantaged students is determined by averaging the best 6 months enrollment in the national school lunch program of free and reduced-price lunches for the preceding school year.

- A school district may use a private or public community-based dropout recovery education program to provide alternative education programs for students at risk of dropping out of school. The program must grade students' work, offer course credit, modify instructional time requirements, and establish methods of evaluating subject mastery.
- The Commissioner shall include students in attendance in an approved program in the computation of the district's average daily attendance for funding purposes.

Students who are identified as at risk of dropping out of school according to state criteria must be entered into the AT Risk Panel in Chancery SIS. These students must be reported to PEIMS.

School personnel should enter all appropriate information related to compensatory and accelerated instruction on the Special Populations>At Risk screens in SIS, including the At Risk Services Panel to document how at-risk students are being served.

School Guidelines, 2018-2019
Attendance Accounting

In addition to serving students at risk of dropping out of school defined by state criteria, a school district may serve students who meet local eligibility criteria if the local criteria have been adopted by the board of trustees of a school district. However, the number of students receiving services during a school year may not exceed 10 percent of the number of students who met the State criteria under Section 29.081 who received services from the school district during the preceding school year. Students identified using local criteria are not reported through PEIMS.

The following local criteria identify students who are considered at risk of dropping out of school in HISD:

1. Students who are identified as dyslexic under general education.
2. Students who are placed in a Disciplinary Alternative Education Program for reasons other than those in Education Code §37.006, such as continued misbehavior in the classroom.

Juvenile Justice Alternative Education Programs (JJAEP)

In accordance with TEC and in order to properly attribute JJAEP students, TEA requires all districts with JJAEP students to establish a separate campus number to track their JJAEP students. This campus number is for accounting purposes only; the expelling/zoned campus remains the campus of accountability/attribution. When a student is placed in a JJAEP facility, the student will be enrolled on the JJAEP campus by the Department of Student Discipline. Not all JJAEP students are eligible for ADA even if they are enrolled on the JJAEP campus. Students who by law are mandated to be expelled or are mandated by the courts to attend a JJAEP campus without district approval are not eligible for ADA, and must be coded as “ineligible.” However, discretionary expulsions/placements are eligible for ADA, according to the instructional hours scheduled.

Use the following chart when determining ADA eligibility coding for JJAEP students:

Why is student Being served by a JJAEP?	Is student eligible for ADA?
On the basis of a mandatory expulsion under TEC 37.007 (a), (d), or (e)	No (ADA codes 0, 4, or 5 unless otherwise authorized)
On the basis of a discretionary placement or discretionary expulsion by the school district	Yes (ADA codes 0, 1, or 2)

For additional information regarding the rules and regulations relating to student attendance in a JJAEP, refer to the *Student Attendance Accounting Handbook*.

XVII. STUDENT ASSESSMENT

ELEMENTARY

Student assessments, in HISD provide opportunities for students to demonstrate their skills and knowledge on many different instruments that are used to evaluate student performance and to determine eligibility for certain special programs. Listed below are descriptions of several instruments administered to elementary students in HISD.

STATE-FUNDED ASSESSMENTS

State-funded assessments are those test programs mandated and funded by the state through the Texas Education Agency (TEA). In 2011-2012, the state of Texas moved from the state-funded TAKS assessment program to the STAAR (State of Texas Assessment of Academic Readiness) program.

According to the TEA Student Assessment Division, the STAAR assessments measure a student's mastery of state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). Schools are required to provide students who do not pass assessments with additional assistance to strengthen their knowledge and skills in core academic areas. Reviewing student performance on state assessments also allows districts and campuses to evaluate the effectiveness of their instructional programs. In this way, the state assessment program plays an important role in helping all students reach their academic potential.

State assessments are mandatory for all student enrolled in Texas public schools. TAC §101.5

STATE OF TEXAS ACADEMIC ASSESSMENTS READINESS (STAAR) GRADES 3-5

The STAAR is administered to all eligible elementary students in grades 3 through 5 currently enrolled in Houston ISD. The STAAR tests are administered in reading, writing, mathematics, and science in the following grades:

	Reading	Writing	Math	Science
English	3 - 5	4	3 - 5	5
Spanish	3 - 5	4	3 - 5	5

All students in the eligible grades are required to participate in the state-mandated STAAR program.

The STAAR program includes a number of assessments that address the needs of students receiving special education services and English Learners (ELs) who meet particular participation requirements.

School Guidelines, 2018-2019
Student Assessment

- Guided by TAC §101.1007, the LPAC shall determine in which language the student's STAAR test should be taken. This decision is based on the current program of instruction and prior exemptions/administrations. District guidelines include state requirements and, in some cases, are more stringent. Information on the LPAC decision making process may be found at the TEA website at:
<http://www.tea.state.tx.us/student.assessment/EL/lpac>
- The ARD/IEP committee determines how students with disabilities will participate in the state-mandated assessment program and this decision is documented in the student's Individualized Education Program (IEP). The ARD/IEP committee also determines which assessments students with disabilities are eligible to participate.

Students with disabilities may take STAAR, STAAR Spanish, or STAAR Alternate 2 as determined by the student's ARD/IEP committee. If STAAR, with or without accommodations, is appropriate for a student, the ARD/IEP committee must document this decision and the testing accommodations the student will receive. Documented testing accommodations must be consistent with state accommodation policies posted on the Accommodations Resources webpage <http://tea.texas.gov/student.assessment/accommodations/>. If STAAR, with or without accommodations, is not appropriate for a student, the ARD/IEP committee must review participation requirements for one of the alternate assessments.

Accommodations are built in to the STAAR Online Testing Platform for all STAAR tests. Students requiring testing accommodations will have personal needs and preferences (PNPs) that will activate appropriate accommodations in the online tests.

Beginning with the March 2017 administration of STAAR, students who are eligible for testing accommodations may receive those accommodations through an enhanced online version of STAAR. Three types of embedded accommodations (text-to-speech, language and vocabulary supports, and content supports) can be assigned on an individual student basis. The online version of STAAR also includes enhanced accessibility features that are available to all students. These enhancements allow all students to take the same online test form and eliminate the need for separate STAAR A and STAAR L test forms. This change also allows districts who choose to do so to administer all grades/subjects and courses of the general STAAR tests (English version only) online to any or all of their students.

A school should not schedule extracurricular activities, early dismissal or public performances to occur on the day or evening immediately preceding the day on which the STAAR test is scheduled.

STATE OF TEXAS ACADEMIC ASSESSMENTS READINESS ALTERNATE (STAAR-Alternate 2)

STAAR-Alternate 2 is an alternate assessment designed to measure progress on skills aligned with academic grade-level content standards. Students assessed with STAAR Alternate 2 are those with the most significant cognitive disabilities who cannot

participate in the regular Texas Assessment Program even with accommodations. Unlike the general assessment (STAAR), STAAR Alternate 2 is designed as an evaluation of the student's knowledge and skills demonstrated during teacher observations of the student while the student participates in state-developed assessment tasks that are linked to the Texas Essential Knowledge and Skills (TEKS) curriculum through prerequisite skills. As they observe the student's performance, teachers track the student's responses on the STAAR Alternate 2 Answer Document. Teachers are then required to access an online transcription form in the Texas Assessment Management System delivered through Pearson Access- Next System (PANS) and TestNav to document student performance and responses. Assessment documentation and results must be finalized during the assessment finalization period identified by the Texas Education Agency (TEA).

The Admission, Review and Dismissal/Individualized Education Program (ARD/IEP) committee determines whether or not the student is eligible to participate in this assessment based on the criteria set by TEA. Committees must complete a state required documentation form that is available on the TEA's STAAR Alternate 2 Resource webpage at:

<http://www.tea.state.tx.us/student.assessment/special-ed/staaralt/>

ELEMENTARY SECTION

STATE OF TEXAS ACADEMIC ASSESSMENTS READINESS (STAAR SPANISH)

Spanish versions of STAAR are available for eligible ELs in grades 3-5 for whom an assessment in Spanish provides the most appropriate measure of academic progress. STAAR Spanish is available in each subject area assessed by the English version. STAAR Spanish is not permitted for an EL whose parent or guardian has denied bilingual/ESL program services (on waiver/coded W-H).

Test Exemption-First Year Immigrant Unschooled Asylee/Refugee Students

An amendment to 19 TAC §101.1005 added language to allow the exemption of certain qualifying **EL** asylees and refugees from being administered a STAAR Grade 3-8 assessment, beginning with the 2012-2013 school year. The exemption includes all STAAR testing at these grades, but because of federal testing requirements, the exemption applies only to the school year in which an unschooled asylee or refugee is first enrolled in a U.S. public school. The exemption does not apply to the Texas English Language Proficiency Assessment System (TELPAS) program.

Decisions about Exemptions

Section 101.1005 of the TAC allows the exemption of unschooled qualifying **EL** asylees and refugees from being administered a STAAR assessment in grades 3-8.

Exemptions

As indicated in an amendment to 19 TAC §101.1005, an **EL** who meets the eligibility criteria below shall not be required to take a STAAR assessment in grades 3-8. Exemption decisions are made by the LPAC. **Students who meet this exemption will need to have a score code of "O" submitted for the first administration on the appropriate answer document or online student record.**

Eligibility Criteria

This exemption applies to an **EL** who—

- qualifies as an unschooled asylee or refugee
- is in the first year of enrollment in U.S. schools, and
- is in grades 3-8.

STAAR EOC Decisions about Special English I EOC Provision

Section 101.1007 of the TAC makes a special English I EOC provision for **ELs served in bilingual/ESL programs** who meet specified eligibility criteria.

English I EOC **Special** Provision

As indicated in 19 TAC §101.1007, an **EL** who meets the edibility criteria below shall not be required to retake the assessment each time it is administered if the student passes the course but fails to meet standard on the assessment.

Eligibility Criteria

This provision applies to an **EL** enrolled in an English I course or an English for Speakers of Other Languages (ESOL) I course if the **EL** –

- has been enrolled in U.S. schools for three school years or less or qualifies as an unschooled asylee or refugee enrolled in U. S. schools for five school years or less, and
- has not attained a TELPAS advanced high reading rating in 2 or above.

An **EL** whose parent or guardian has declined bilingual/ESL program services is **not** eligible for this provision (coded W-H).

Note:

- Students are not exempt form testing while in the course.
- Provisions do not apply to English II

STAAR PERFORMANCE STANDARDS

STAAR performance standards relate levels of test performance to the expectations defined in the state-mandated curriculum standards known as the Texas Essential Knowledge and Skills (TEKS). Cut scores established by the agency distinguish between performance levels or categories. The process of establishing cut scores that define performance levels for an assessment is standard setting. Standard setting is also used to classify students into an appropriate performance category.

For STAAR and STAAR Spanish, the labels for the performance categories are

- Masters Grade Level
- Meets Grade Level
- Approaches Grade Level
- Did Not Meet Grade Level

A student is considered to have passed a given STAAR assessment if he/she earned a score at the minimum of **Approaches Grade Level**. The policy definitions for each performance level are described in more detail at <http://www.tea.state.tx.us/WorkArea/DownloadAsset.aspx?id=2147496801>.

Student Success Initiative (SSI)

The goal of the Student Success Initiative (SSI) is to ensure that all students receive the instruction and support they need to be academically successful in mathematics and reading. The SSI, enacted by the 76th Texas Legislature in 1999, is a system of support structured to ensure that all students gain sufficient understanding of the knowledge and skills in the Texas Essential Knowledge and Skills (TEKS) curriculum. The SSI is composed of three initiatives that, together, support on-grade-level student achievement in mathematics and reading so that every student can succeed throughout his or her school career. These three initiatives, as originally designed, were the Texas Reading Initiative, the Texas Math Initiative, and the grade advancement requirements in reading at grades 3, 5, and 8 and mathematics at grades 3, 5, and 8.

In 2009, the 81st Texas Legislature amended the SSI initiatives to eliminate the grade 3 advancement requirements and modify the accelerated instruction requirements for grades 3-8.

Beginning the 2014-2015 school year, SSI grade advancement requirements apply only to reading and math assessments at grades 5 and 8. If an eligible student does not demonstrate proficiency on these assessments, the student may advance to or be placed in the next grade only if (1) he or she completes all accelerated instruction required by the GPC, and (2) the GPC determines, by unanimous decision, that the student is likely to perform on grade level by the end of the next school year given additional accelerated instruction during the course of the year. In making promotion decisions, the GPC is

required to consider the recommendation of the student's teacher, the student's grades, the student's state assessment scores, and any other relevant academic information. Required accelerated instruction must occur after each administration of the assessment for which a student did not meet the passing standard, including the third administration.

An eligible student who enrolls in a school district or charter school on any day between January 1 and the scheduled date of the first administration of the grade-advancement assessment is subject to all of the SSI grade-advancement requirements, including automatic retention. An eligible student who enrolls after the date of the first administration of the grade-advancement assessment is not subject to the grade-advancement requirements but must receive the opportunity to be assessed and be given access to required accelerated instruction.

Students subject to SSI grade advancement requirements include those receiving special education services who take the STAAR assessment and students who receive dyslexia accommodations.

English Learners (ELs) who participate in STAAR with designated supports are also subject to SSI grade advancement requirements. However, ELs who are identified as unschooled asylee refugees are subject to SSI grade advancement requirements only in the subject areas for which they participate in a state assessment.

The Language Proficiency Assessment Committee (LPAC) is responsible for determining the appropriate assessments for ELs in accordance with the policies and procedures delineated in the 2017-2018 Decision-Making Guide for LPACs, which can be found on the Language Proficiency Assessment Committee (LPAC) Resources website. ELs who qualify as unschooled asylee refugees in their first year in US schools may be granted an exemption from testing by the LPAC and are not subject to SSI requirements.

For students who are receiving special education services, the ARD committee makes the final decisions about assessment and grade placement so that issues related to the student's disability is carefully considered.

For ELs who are receiving special education services, the ARD committee in conjunction with the LPAC makes the final decisions about assessment and grade placement so that issues related to both the student's disability and language proficiency are carefully considered.

The law requires school districts to provide students up to three assessment opportunities during the spring and summer of each school year.

Students who fail to perform satisfactorily on the reading assessments at grades 5 and 8 may not be promoted to or placed in the next grade level unless he or she completes all required accelerated instruction. The instruction may require participation of the student before, or after normal school hours, during summer school, or before the beginning of the next school year. Required accelerated instruction must occur after each administration of the assessment, for which a student did not meet the passing

standard, including the third administration.

SSI grade-advancement requirements apply only to students enrolled in grades 5 and 8 who are taking on-grade-level mathematics and reading assessments. If students who are enrolled in grades 5 and 8 are receiving instruction in a subject or course above their enrolled grade and are, therefore, taking a related STAAR assessment, these students may not be denied promotion based on failing to meet the passing standard on this related assessment. For example, an enrolled grade 8 student who is receiving instruction in Algebra I would take the STAAR Algebra I assessment. This student is not required to pass the STAAR Algebra I assessment in order to be promoted to ninth grade.

Students who met the passing standard have met the state-identified assessment criterion for promotion to the next grade; however, local districts might have additional requirements for promotion. Students must meet all local requirements for promotion in addition to meeting the passing standard on STAAR. Students who pass a grade-advancement assessment but are retained due to local policy will be subject to SSI grade-advancement requirements during the repeated school year.

The district must inform the parents of every child about the overall requirements of the law regarding the SSI grade advancement. Parents should also be notified at the beginning of a grade advancement year. To assist with this notification, the agency has developed a brochure, ***Prepare for Success – A Parent Guide to the Student Success Initiative at Grades 5 and 8***. This brochure is available online at <http://www.tea.state.tx.us/student.assessment/ssi> and has been sent to districts for distribution.

The District must also notify parents and guardians of receipt of the results that their child did not meet the passing standard on the STAAR assessment and that not meeting the passing standard on the assessment after three opportunities will result in automatic grade-level retention.

Parents must be notified after each assessment of the results that their child did not meet the passing standard on the STAAR assessment. In the notice to parents and guardians, school must outline the intervention plan for accelerated instruction.

SECONDARY SECTION

TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM (TELPAS)

TELPAS fulfills federal requirements for annually assessing the English language proficiency of English Learners (ELs) in kindergarten through 12th grade in four language domains: listening, speaking, reading, and writing. The eligibility requirement includes students classified as limited English proficient in PEIMS whose parents have denied bilingual/ESL program services (PEIMS code C). ELs are required to be assessed annually until they meet exit criteria and are reclassified as non-EL.

TELPAS reports student performance in terms of four English language proficiency levels: beginning, intermediate, advanced, and advanced high.

TELPAS results are used in accountability and performance-based monitoring indicators. The assessment components for grades K-1 and 2-12 include the following:

- **Grades K-1**
 - holistically rated observational assessments of listening, speaking, reading and writing
- **Grades 2-12**
 - multiple-choice online reading tests in six grade clusters: 2, 3, 4-5, 6-7, 8-9 and 10-12
 - holistically rated student writing collections
 - holistically rated observational assessment of listening and speaking

There are no exemptions from TELPAS except in rare cases for those dually served ELs who have been determined by the ARD/IEP committee in conjunction with the LPAC to have a disability that prevents them from participating in one or more TELPAS language domains for reasons associated with the student's particular disability. Each student's participation must be considered on a domain-by-domain basis. The reason for not assessing the student must be EL-supported and documented in the student's IEP by the ARD committee and in the student's permanent record file by the LPAC.

The testing window for TELPAS is designated by TEA. Campuses will decide the order for administering the TELPAS reading test and the TELPAS Holistic Ratings within the window designated on TEA's Student Assessment calendar. To ensure a successful administration, it will be important to identify the eligible students, test administrators, TELPAS raters, and appropriate verifiers promptly.

The Student Assessment Department will communicate training dates for campus testing coordinators via memorandum. Refer to HISD's Student Assessment Calendar for test dates.

More information can be found on TEA's TELPAS Resources page available at: <http://www.tea.state.tx.us/student.assessment/EL/telpas/>

TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM ALTERNATE (TELPAS Alternate)

According to the Every Student Succeeds Act (ESSA), the state requirement to administer an alternate English language proficiency (ELP) assessment for English learners (ELs) with the most significant cognitive disabilities who cannot participate in the general ELP assessment, even with allowable accommodations.

The Texas Education Agency (TEA) worked with stakeholders to develop the Texas English Language Proficiency Assessment System (TELPAS) Alternative to evaluate students receiving special education services identified in the Public Education Information Management System (PEIMS) as limited English proficient (LEP) and also eligible to take STAAR Alternate 2.

TELPAS Alternate is not a traditional test in which students answer questions. Instead, it is a holistic inventory that describes a student's progress in English language acquisition. It is aligned to the Texas English Language Proficiency Standards (ELPS); however, TELPAS Alternate is based on alternate Proficiency Descriptors (PLDs) that were created to address the specific access needs of this student population. As with TELPAS, students assessed with TELPAS Alternate will be assessed in four language domains: listening, speaking, reading, and writing.

Please note the implementation process and eligibility requirements for TELPAS Alternate have been finalized.

PROGRESS IN INTERNATIONAL READING LITERACY STUDY (PIRLS)

The Progress in International Reading Literacy Study (PIRLS) is an international comparative assessment that measures student learning in reading. Since 2001, PIRLS has been administered every 5 years. PIRLS documents worldwide trends in the reading knowledge of 4th-graders as **EL** as school and teacher practices related to instruction. Fourth-grade students complete a reading assessment and questionnaire that addresses students' attitudes towards reading and their reading habits. In addition,

questionnaires are given to students' teachers and school principals to gather information about students' school experiences in developing reading literacy. The first administration of PIRLS in 2001 included 36 education systems (including countries and subnational entities, such as Canadian provinces and Hong Kong, a special Administrative Region of the People's Republic of China). It was followed five years later by the second administration in 2006 which included students in 45 education systems. The 2011 administration of PIRLS included 53 education systems participating at grade 4. For the fourth administration in 2016, 54 education systems, including the United States will take part in the 2016 PIRLS cycle.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Paper-and-pencil assessments are conducted periodically in mathematics, reading science, writing, the arts, civics, economics, geography, U.S. history and in Technology and Engineering Literacy (TEL). Beginning in 2017, NAEP will begin administering, digitally based assessments (DBA) for mathematics, reading and writing, with additional subjects added in 2018 and 2019. Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time.

As NAEP moves into computer-based assessments, the assessment administration will remain uniform continuing the importance of NAEP as a common metric. NAEP provides results on subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., all fourth graders) and groups within those populations (e.g., female students, Hispanic students). NAEP does not provide scores for individual students or schools, although state NAEP can report results by selected large urban districts. NAEP results are based on representative samples of students at grades 4, 8, and 12 for the main assessments, or samples of students at ages 9, 13, or 17 years for the long-term trend assessment. These grades and ages were chosen because they represent critical junctures in academic achievement.

ORAL READING FLUENCY STUDY

The Oral Reading Fluency (ORF) study was first administered by the National Assessment of Educational Progress (NAEP) in 1992 and again in 2002 to grade four students as a measure of basic reading skills—i.e., decoding, word recognition, and fluency.

As NAEP transitions to technology-based assessments, this study will inform NCES on how to maximize the use of tablets in preparing for the future use of automated assessment administration and scoring of oral responses. NAEP continues to scale up this effort in classrooms around the country in the NAEP 2017 ORF study.

STATE TEST ADMINISTRATIONS FOR NON-HISD STUDENTS

HISD does not administer the state funded tests to students who attend home schools, private schools, or state charter schools. However, TEA has provisions for testing these students. If a student attending a home school or private school requests to take a state assessment, he or she must (1) be enrolled at an HISD campus or (2) the school or parent must make arrangements directly with TEA. If the student is enrolled and tested at an HISD school by the Public Education Information Management System (PEIMS) snapshot date, then the test score will be attributed to the testing campus.

DISTRICT-WIDE NORM-REFERENCED TESTING

The district tests students in grades K & 5 with norm-referenced testing (NRT) in English or Spanish. Norm-referenced tests are administered to all HISD students (in English or Spanish). These tests compare students' scores on a widely representative set of questions in the major academic skill areas to the scores of a nationally representative sample of similar students on the same questions.

Such tests produce scores and reports useful for purposes such as:

- ◆ Communicating comparative student achievement to parents and school staffs;
- ◆ Placing students in specific programs, measuring year-to-year growth of students, and evaluating program effects on a wide range of students;
- ◆ Feedback to teachers on how **EL** students perform on the concepts and skills measured by the test; and
- ◆ Comparing students to a national sample or measuring the generalized effect of instruction.

HISD uses the English and Spanish language norm-referenced tests to universally assess eligible students in grades K-5 and as a criteria for exit from bilingual or ESL services for students in certain grade levels. The Kindergarten administration, however, is used solely for identifying potential candidates for the Gifted and Talented Program.

All students in grades K - 5 will take the norm-referenced tests in English or Spanish in the language of Reading/Language Arts instruction. All EL, except first year immigrant EL students, will take the test, whether they are in a bilingual program, ESL program, or regular program.

The LPAC may exempt first year immigrant **EL** students from the NRT one time only. With the exception of students with severe cognitive impairment and first year immigrant **EL** students, there are no exemptions from this test. Language of assessment is determined by students' language of instruction (program).

The Student Assessment Department will communicate training dates for test coordinators to schools via memorandums.

Refer to the Bilingual/ESL Program Guidelines for further details on these programs. The Student Assessment Department will communicate ordering/administration instructions to schools via memorandums.

The norm-referenced tests are given to Kindergarten and grade 5 students for partial identification of students who may qualify for the Gifted and Talented Program. Additional testing is scheduled for students new to Houston ISD who are applicants for the Gifted and Talented Program.

GIFTED & TALENTED ASSESSMENTS

Abilities Test

All students participating in the HISD Gifted and Talented identification process will take a district-determined ability test. This test evaluates student's reasoning and problem-solving abilities, regardless of language spoken and the educational or cultural background of the student.

Achievement Test

All students zoned to a HISD campus participating in the Gifted and Talented identification process will take the district determined achievement tests (in English or Spanish). These tests compare students' scores on a widely representative set of questions in the major academic skill areas to the scores of a nationally representative sample of similar students on the same questions.

CREDIT BY EXAMINATION (CBE)

According to TEC §28.023, the Houston Independent School District (HISD) shall develop Credit by Examination (CBE) procedures for each primary school grade level and specific secondary school academic subject. **Until further notice, HISD will not sponsor a locally developed Spanish I or Spanish II for campuses.** The district shall select criterion-referenced examinations that thoroughly test the TEKS and have been approved by the Houston ISD Board of Trustees. The district is required to provide for students who have not had prior instruction to advance in grades by taking CBE.

Credit by Examination may also be used for students who are enrolling from home schools, unaccredited private schools, or foreign schools and students for whom no records are available, including kindergarten students. The Student Assessment Department coordinates all Credit by Examination testing.

Test Administration Notification

According to TAC Section 74.24, the Student Assessment Department will select and announce administration dates for CBE. Dates will be published on the Student Assessment Testing Calendar and other HISD publications.

Administration

Credit-by-Exam is administered to students entering grades K-5 who meet age eligibility to attend school (at least 5 years old on September 1st). Results are used to determine if a student is eligible to advance a grade level. CBE spring and summer administrations may be considered for placement for the upcoming academic year only (K-5).

Parents interested in Credit by Examination for a child should contact the school principal or counselor to arrange a conference to discuss the Credit by Examination process and to complete an application. Teachers, counselors, or administrators who hold valid Texas certificates will administer the exams during one of the four testing windows on the elementary school campus. The parent or legal guardian is responsible for providing transportation to the test sites.

Providers

University of Texas and Texas Tech (as TTUISD) are authorized credit-by-exam providers in Texas. The district sponsors exams ordered within one of testing windows from University of Texas.

Application for Credit by Examination (outside the testing window)

Board Policy EEJB (LEGAL) provides that the District develop procedures for Kindergarten acceleration, acceleration of students in grades K-5. The program is available for students entering or who are attending a Houston ISD school. Credit by Examination may not be used by students who have not met promotion standards to avoid retention.

Parents who are interested in CBE for their child or children should contact the school principal or counselor to schedule a conference to discuss the CBE process and complete an application. The Student Assessment Department will provide each campus CBE guidelines and application forms. An application form must be completed, signed by the students' parents or legal guardian, and returned to the school. The principal or principal's designee must also sign the application form and submit it directly to the University of Texas.

Upon receipt of completed application from the school, the Student Assessment Department will obtain the CBE for the grade level on which the acceleration or grade-placement decision will be made. The examinations will be purchased from the state-approved list or developed as necessary. The parents or school will incur the costs of the exam.

Application for Credit by Examination (within the testing window)

Board Policy EEJB (LEGAL) provides that the District develop procedures for Kindergarten acceleration, acceleration of students in grades K-5. The program is

School Guidelines, 2018-2019

Student Assessment

available for students entering or who are attending a Houston ISD school. Credit by Examination may not be used by students who have not met promotion standards to avoid retention.

Parents who are interested in CBE for their child or children should contact the school principal or counselor to schedule a conference to discuss the CBE process. The Student Assessment Department will provide each campus CBE guidelines and the ordering template. The template must be completed by the Campus Testing Coordinator or his/her designee and returned to Student Assessment.

Upon receipt of completed template from the school, the Student Assessment Department will obtain the CBE for the grade level on which the acceleration or grade-placement decision will be made. The examinations will be purchased from the state-approved list or developed as necessary.

Study Guides

Student guides /review sheets may be obtained via the website: <http://www.utexas.edu/ce/k16/cbe-ea/about/>. These materials are designed to aid in preparing for the CBE.

Eligibility

- Students who are currently enrolled in Houston ISD in grades 1-5 may apply to accelerate one grade level through Credit by Examination (CBE).
- Students may not have had previous formal instruction in the grade level they wish to advance beyond or to which they would have been promoted.
- A student who has received instruction through home school, unaccredited private school or foreign school or students for whom no records are available may take the CBE for the grade level most recently completed in order to determine grade placement.

Kindergarten Acceleration

- Credit by Examination may be requested for a child attending a Houston ISD Kindergarten who meets age eligibility to attend school (5 years old on September 1). The application for acceleration to first grade from Kindergarten should be made within three weeks of the time the student enrolls in Kindergarten.
- If the student qualifies to accelerate, the teacher (if available), the principal, or the principal's designee must recommend acceleration and the student's parent or legal guardian must provide written approval.

School Guidelines, 2018-2019
Student Assessment

- The Kindergarten student applying for acceleration will be administered the Kindergarten CBE obtained from the University of Texas.
- A student who scores 80% or better on the CBE should be considered for acceleration from Kindergarten to first grade. The school should proceed with other methods of assessing social, emotional, physical, and cognitive readiness for first grade. This will include the use of an instrument for the screening of social-emotional capacities and concerns.

Review materials are available for this assessment at <http://www.utexas.edu/ce/k16/cbe-ea/study-guides/k-8>.

Grades 1-5 Acceleration without Prior Instruction

A student in grades 1-5 without prior instruction in the grade level to be tested will be accelerated a grade if all of the following conditions are satisfied:

- The student scores a minimum of 80 percent on a criterion-referenced test in each of the following areas: language arts, mathematics, science and social studies;
- The teacher, if available, principal or principal's designee recommends that the student advance; and
- The student's parent or guardian gives written approval for the acceleration.

Grades 1-5 Acceleration with Prior Instruction

A student in grades 1-5, who has received instruction in the grade level to be tested through home school, unaccredited private school, or foreign school, will be accelerated a grade if all of the following conditions are satisfied:

- The student scores a minimum of 70 percent on a criterion-referenced test in each of the following areas: language arts, mathematics, science and social studies;
- The teacher, if available, principal or principal's designee recommends that the student advance; and
- The student's parent or guardian gives written approval for the acceleration.

Scoring

- Scoring of an approved CBE is conducted exclusively by the vendor.

Recording of Grade on Permanent Record

Principals will receive final notification of results of the Credit by Examination upon receipt from the vendor. The principal must notify the parent or legal guardian by phone or in writing.

The student's placement and/or credit earned on the criterion-referenced test will be placed on the student's permanent record if the student meets the criteria for advancement. No scores will be recorded if the student fails to meet the criteria for advancement.

The student's parent/guardian may decline Credit by Examination within ten (10) school days from the date the results were sent or the parents were contacted by telephone. The principal or counselor will be responsible for adjusting the student's actual grade placement upon receipt of the CBE scores.

OTHER ASSESSMENTS (CURRICULUM DEPARTMENT)

I-station Universal Screener

Early identification of reading skills and comprehension development of young students along a continuum of growth provides educators and schools with useful information in planning reading instruction. TEC §28.006 requires that an instrument, which measures student reading skills and comprehension development, be administered to all primary children (K-2). I-station has been selected to be administered in compliance with the state requirement.

I-station diagnoses reading skill and comprehension development in English or Spanish. Assessments are administered in the beginning, middle, and end of the year as defined by the district assessment calendar:

The language of the test shall be that in which the student receives his/her formal reading instruction during the school year.

High Frequency Word Evaluation (HFWE)

The High-Frequency Word Evaluation (HFWE) is required for promotion in grades one and two. The teacher administers this instrument to test proficiency in reading the most frequently used words in English or Spanish.

All students in grades 1-2 must take the High Frequency Word Evaluation as outlined in communications from the Reading Department. The language of the test shall be that in which the student receives his/her formal reading instruction during the school year.

At the end of the year, all students in grades 1-2 will take the HFWE in English, Spanish, or Vietnamese, based on the language of their reading instruction. The LPAC may authorize an exemption from the HFWE for students who are **not** receiving reading instruction in their native language and who are at the beginning/intermediate level of

English. The Reading Department will communicate further information via memorandum.

Prekindergarten Assessment

Prekindergarten teachers assess their students using the CIRCLE Assessment. It is a web-based, one-on-one program that assesses students on all early childhood learning domains. The CIRCLE Assessment includes a Beginning, Middle and End-of-the-Year test in English and Spanish.

The CIRCLE Assessment contains a variety of tasks/activities aligned to the TEA Guidelines that provide a formal means of assessing student's abilities. Students are assessed individually three times during the school year. The results of these assessments are easily interpreted, giving teachers a snapshot of each child's literacy, and mathematics, and social-emotional development. The grouping tool pinpoints a child's skills deficits which allows the teacher to align appropriate interventions through small group instruction, differentiation, and improve instruction across different levels to support the child's progress and growth over time.

Yearly BOY data is submitted to identify at risk students for compensatory ed. Assessment data will be used to support the HISD Teacher Appraisal and Development System by measuring student growth, based on performance criteria defined in the 2016-17 Teacher Appraisal Guide.

SECONDARY

STATE – FUNDED ASSESSMENTS

State-funded assessments are those test programs mandated and funded by the state through the Texas Education Agency (TEA). In 2011-2012, the state of Texas moved from the state-funded TAKS assessment program to the STAAR (State of Texas Assessment of Academic Readiness) programs. **The STAAR is administered to all eligible middle school students in grades 6 through 8 currently enrolled in Houston ISD.** The STAAR end-of-course program replaced the graduation requirements for all students who entered Grade 9 in 2011-2012.

According to the TEA Student Assessment Division, the STAAR assessments measure a student's mastery of state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). Schools are required to provide students who do not pass assessments with additional assistance to strengthen their knowledge and skills in core academic areas. Reviewing student performance on state assessments also allows districts and campuses to evaluate the effectiveness of their instructional programs. In this way, the state assessment program plays an important role in helping all students reach their academic potential.

State assessments are mandatory for all student enrolled in Texas public schools.
-TAC §101.5

Eligible Out-of-District (OOD) STAAR Examinees

STAAR OOD testing allows students who will be away from their home districts for a test administration to take the **STAAR** at a participating district. **STAAR** results of OOD testers are sent to the students' home districts. For more information please refer to the following link; <http://texasassessment.com/administrators/faq/>.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS)

Beginning with the 2017-2018 school year, the Texas Assessment of Knowledge and Skills (TAKS) assessments is no longer administered. Students for whom TAKS is a graduation requirement, including former TAAS and TEAMS examinees, must achieve satisfactory performance on an alternate assessment to receive a Texas high school diploma. The alternate assessments allowed for TAKS are SAT, ACT, TSI, and STAAR. Former TAKS, TAAS, and TEAMS examinees should take only the appropriate part of the alternate assessment he or she needs to fulfill testing graduation requirements. More information is available in the Texas Administrative Code § 101.4003.

STATE OF TEXAS ACADEMIC ASSESSMENTS READINESS (STAAR) GRADES 6-8

The STAAR is administered to all eligible secondary students currently enrolled in grades 6-8. There is no Spanish version in Grades 6-8. The STAAR tests are administered in reading, writing, math, social studies, and science in the following grades:

Subject	Reading	Writing	Math	Social Studies	Science
Grade Level	6-8	7	6-8	8	8

**STATE OF TEXAS ACADEMIC ASSESSMENTS READINESS
(STAAR) GRADES 9-12**

Students who are enrolled in grades 9-12, have the STAAR EOC subject tests as their graduation requirements. House Bill 2349 effectively removed the requirement that students who received credit for an EOC course after September 1, 2014 would have to take the corresponding EOC. The bill states that the EOC is given only for a course in which the student is enrolled and for which an end of course assessment instrument is administered.

Enrolled Grade	Assessment Program	Subjects Assessed
9	STAAR	Algebra I, Biology, English I, English II, and U.S. History
10	STAAR	Algebra I, Biology, English I, English II, and U.S. History
11	STAAR	Algebra I, Biology, English I, English II, and U.S. History
12	STAAR	Algebra 1, Biology, English 1, English II and U.S. History

If a student enrolled in grade 8 is also enrolled in a high school course for which the student will be assessed through an End-of-Course assessment, the student is **not** required to be assessed using the grade 8 state assessment for the same subject.

House Bill 2349 effectively removed the requirement that students who entered credit for an EOC course after September 1, 2014 would have to take the corresponding EOC. The bill states that the EOC is given only for a course in which the student is enrolled and for which an end of course assessment instrument is administered.

All students in the eligible grades are required to participate in the state-mandated STAAR program. For students with disabilities the ARD/IEP Committee determines how the student will participate in the state-mandated assessment program. The ARD committee must document this decision in the student's Individualized Education Program (IEP). Detailed information about accommodations for students with disabilities can be found on TEA's Accommodation Resources webpage at <http://tea.texas.gov/student.assessment/accommodations/>.

The language proficiency assessment committee (LPAC) makes and documents test participation decisions for **ELs** as well as decisions about which accommodations to provide during state assessments. In the case of an **EL** with a disability, the LPAC makes and documents decisions in conjunction with

members of the student's admission, review, and dismissal (ARD) committee or Section 504 committee, as applicable. More information about decision-making and documentation procedures for ELs is available from TEA's EL Assessment Information webpage at <http://tea.texas.gov/student.assessment/el/lpac/>.

Accommodations are built in to the STAAR Online Testing Platform for all STAAR tests. Students requiring testing accommodations will have personal needs and preferences (PNPs) that will activate appropriate accommodations in the online tests.

Beginning with the March 2017 administration of STAAR, students who are eligible for testing accommodations may receive those accommodations through an enhanced online version of STAAR. Three types of embedded accommodations (text-to-speech, language and vocabulary supports, and content supports) can be assigned on an individual student basis. The online version of STAAR also includes enhanced accessibility features that are available to all students. These enhancements allow all students to take the same online test form and eliminate the need for separate STAAR A and STAAR L test forms. This change also allows districts who choose to do so to administer all grades/subjects and courses of the general STAAR tests (English version only) online to any or all their students.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR) End-of-Course Substitute Assessments

Effective beginning with the 2011-2012 school year, the Commissioner of Education adopted certain assessments as substitute assessments that a student may use in place of a corresponding end-of-course (EOC) assessment to meet the student's assessment graduation requirements. Details may be found in the TEC §39.025.

Figure: 19 TAC §101.4002(b)

Substitute Assessments Standards

ACT Substitute Assessments

Substitute Assessment	STAAR Algebra I		STAAR Biology		STAAR English I		STAAR English II		STAAR U.S. History	
	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score
ACT ^a * — June 2015 and Before	Mathematics	22			Reading Combined English/Writing	21 18	Reading Combined English/Writing	21 18		
ACT ^a * — September 2015 and After	Mathematics	22	Science	23	Reading English	22 18	Reading English	22 18		
Aspire 9	Mathematics	428								
Aspire 10	Mathematics	432								
PLAN	Mathematics	19								

^a An approved ACT Reading/English or Reading/Combined English and Writing assessment may be used in place of either the STAAR English I EOC or the STAAR English II EOC, but not both.

* To use the ACT as a substitute for the STAAR English I EOC or the STAAR English II EOC, a student must have taken the ACT reading and the optional writing assessment.

SAT Substitute Assessments

<i>STAAR Algebra I</i>		<i>STAAR Biology</i>		<i>STAAR English I</i>		<i>STAAR English II</i>		<i>STAAR U.S. History</i>	
Substitute Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score
PSAT 8/9 or PSAT/NMSQT in 9 th Grade — October 2015 and After	Mathematics 450			Evidence-Based Reading and Writing 410					
PSAT 10 or PSAT/NMSQT in 10 th Grade — October 2015 and After	Mathematics 480			Evidence-Based Reading and Writing 430					
PSAT/NMSQT in 11 th Grade — October 2015 and After	Mathematics 510			Evidence-Based Reading and Writing 460					
PSAT — 2014 and Before	Mathematics 47								
SAT [®] — Administered March 2016 and After	Mathematics 530			Evidence-Based Reading and Writing 480		Evidence-Based Reading and Writing 480			
SAT [®] * — Administered January 2016 and Before	Mathematics 500			Critical Reading Writing 500		Critical Reading Writing 500			
SAT Subject Tests	Math Level 1 or Level 2 600	Biology-E or Biology-M 500						U.S. History 500	

^A An approved SAT Evidence-Based Reading and Writing or Reading/Writing assessment may be used in place of either the STAAR English I EOC or the STAAR English II EOC, but not both.
^{*} To use the SAT administered in January 2016 or earlier, a student must have taken both the SAT Critical Reading and Writing assessments.

AP, IB, and TSI Substitute Assessments

Substitute Assessment	STAAR Algebra I		STAAR Biology		STAAR English I		STAAR English II		STAAR U.S. History	
	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score
AP			Biology	3	English Language and Composition	3	English Language and Composition	3	U.S. History	3
IB*			Biology	4	Language A: Language and Literature	4	Language A: Language and Literature	4	History of the Americas	4
TSI**	Mathematics	***			Reading Objective Writing/Sentence Skills	350	Reading Objective Writing/Sentence Skills	350		
					Writing	5	Writing	5		

* The set passing score for the IB substitute assessments applies to both Standard Level and Higher Level examinations.

** The TSI English language arts assessment may only be used to fulfill both the STAAR English I EOC and the STAAR English II EOC requirements in those cases described by subsection (d)(1) of this section. In all other cases, an approved substitute assessment may be used in place of only one specific STAAR EOC assessment.

*** A student must meet the score indicating readiness to enroll in entry-level freshman coursework on the TSI assessment as specified in §4.57(a) of this title (relating to College Ready and Adult Basic Education (ABE) Standards).

Figure: 19 TAC §101.4003(a)

Alternate Assessments Standards

Alternate Assessment	TAKS Exit-Level Mathematics		TAKS Exit-Level English Language Arts		TAKS Exit-Level Science		TAKS Exit-Level Social Studies	
	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score
SAT — Administered March 2016 and After	Mathematics	360	Evidence-Based Reading and Writing	360				
SAT* — Administered January 2016 and Before	Mathematics	461	Critical Reading Writing	472				
ACT* — Administered September 2015 and After	Mathematics	15	Reading English	13	Science	14		
ACT† — Administered June 2015 and Before	Mathematics	19.5	Reading Combined English and Writing	17.7	Science	14		
TSI**	Mathematics	336	Reading Objective Writing and Sentence Skills	350				
			Writing	4				
STAAR‡	Algebra I	3266	English II Combined English II Reading English II Writing	2970 1551 1395	Biology	3269	U.S. History	3159

*To use SAT Critical Reading and Writing assessments, a student must meet the score requirements for both components.

†To use ACT Reading and English assessments or Reading and Combined English and Writing assessments, a student must meet the score requirements for both components.

**To use TSI English language arts assessments, a student must meet the score requirements for all three components.

‡To use STAAR English II assessment, a student must meet the score requirements for either English II combined or for both the English II Reading and Writing components.

***THE STATE OF TEXAS ACADEMIC ASSESSMENTS READINESS ALTERNATE 2
(STAAR-Alternate 2) GRADES 9-12***

STAAR-Alternate 2 is an alternate assessment designed to measure progress on skills aligned with academic grade-level content standards. Students assessed with STAAR Alternate 2 are those with the most significant cognitive disabilities who cannot participate in the regular Texas Assessment Program even with accommodations. Unlike the general assessment (STAAR), STAAR Alternate 2 is designed as an evaluation of the student's knowledge and skills demonstrated during teacher observations of the student while the student participates in state-developed assessment tasks that are linked to the Texas Essential Knowledge and Skills (TEKS) curriculum through prerequisite skills. As they observe the student's performance, teachers track the student's responses on the STAAR Alternate 2 Answer Document. Teachers will then be required to access an online transcription form in the Texas Assessment Management System delivered through Pearson Access Next (PANS) and TestNav to document student performance and responses. Assessment documentation and results must be finalized during the assessment finalization period identified by the Texas Education Agency (TEA).

The Admission, Review and Dismissal/Individualized Education Program (ARD/IEP) committee determines whether or not the student is eligible to participate in this assessment based on the criteria set by TEA. Committees must complete a state-required documentation form that is available on the TEA's STAAR Alternate 2 Resource webpage at: <http://tea.texas.gov/student.assessment/special-ed/staaralt/>

**TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM (TELPAS)
GRADES 6-12**

TELPAS fulfills federal requirements for annually assessing the English language proficiency of English Learners (ELs) in kindergarten through 12th grade in four language domains: listening, speaking, reading, and writing. The eligibility requirement includes students classified as limited English proficient in PEIMS whose parents have declined bilingual/ESL program services (PEIMS code C). ELs are required to be assessed annually until they meet bilingual/ESL program exit criteria and are reclassified as non-EL.

TELPAS reports student performance in terms of four English language proficiency levels: beginning, intermediate, advanced, and advanced high. TELPAS results are used in accountability and performance-based monitoring indicators. The assessments components for grades K-1 and 2-12 include the following:

School Guidelines, 2018-2019
Student Assessment

Grades K-1

- holistically rated observational assessments of listening, speaking, reading, and writing

Grades 2-12

- multiple-choice online reading tests in six grade clusters: 2, 3, 4-5, 6-7, 8-9, and 10-12
- online listening and speaking tests in four grade clusters: 2-3, 4-5, 6-8, and 9-12
- holistically rated student writing collections

There are no exemptions from TELPAS except in rare cases for those dually served **ELs** students who have been determined by the ARD/IEP committee in conjunction with the LPAC to have a disability that prevents them from participating in one or more TELPAS language domains for reason associated with the student's particular disability.

Each student's participation must be considered on a domain-by domain basis. The reason for not assessing the student must be **EL**-supported and documented in the student's IEP by the ARD committee and in the student's permanent record file by the LPAC.

The testing window for TELPAS is designated by TEA. Campuses will decide the order for administering the TELPAS reading test and the TELPAS Holistic Ratings within the window designated on TEA's Student Assessment calendar. To ensure a successful administration, it will be important to identify the eligible students, test administrators, TELPAS raters and appropriate verifiers in a timely manner.

The Student Assessment Department will communicate training dates for campus testing coordinators via memorandum. Refer to HISD's Student Assessment Calendar for test dates.

More information can be found on TEA's TELPAS Resources page available at: <http://www.tea.state.tx.us/student.assessment/el/telpas/>.

TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM ALTERNATE (TELPAS Alternate)

According to the Every Student Succeeds Act (ESSA), the state is required to administer an alternate English language proficiency (ELP) assessment for English learners (ELs) with the most significant cognitive disabilities who cannot participate in the general ELP assessment, even with allowable accommodations.

The Texas Education Agency (TEA) worked with stakeholders to develop the Texas English Language Proficiency Assessment System (TELPAS) Alternate to evaluate students receiving special education services identified in the Public Education Information Management System (PEIMS) as limited English proficient (LEP) and also eligible to take STAAR Alternate 2.

TELPAS Alternate is not a traditional test in which students answer questions. Instead, it is a holistic inventory that describes a student's progress in English language acquisition. It is aligned to the Texas English Language Proficiency Standards (ELPS); however, TELPAS alternate is based on alternate Proficiency Descriptors (PLDs) that were created to address the specific access needs of this student population. As with TELPAS, students assessed with TELPAS Alternate will be assessed in four language domains: listening, speaking, reading, and writing.

Test Exemption-First Year Immigrant Unschooled Asylee/Refugee Students

An amendment to 19 TAC §101.1005 added language to allow the exemption of certain qualifying EL asylees and refugees from being administered a STAAR Grade 3-8 assessment, beginning with the 2012-2013 school year. The exemption includes all STAAR testing at these grades, but because of federal testing requirements, the exemption applies only to the school year in which an unschooled asylee or refugee is first enrolled in a U.S. public school.

The exemption does not apply to the Texas English Language Proficiency Assessment System (TELPAS) program.

Decisions about Exemptions

Section 101.1005 of the TAC allows the exemption of unschooled qualifying EL asylees and refugees from being administered a STAAR assessment in grades 3-8.

Exemptions

As indicated in an Amendment to 19 TAC §101.1005, an EL who meets the eligibility criteria below shall not be required to take a STAAR assessment in grades 3-8. Exemption decisions are made by the LPAC. Students who meet this exemption will need to have a score code of "O" submitted for the first administration on the appropriate answer document or online student record.

Eligibility Criteria

This exemption applies to an EL who—

- qualifies as an unschooled asylee or refugee
- is in the first year of enrollment in U.S. schools, and
- is in grades 3-8.

STAAR EOC Decisions about Special English I EOC Provision

Section 101.1007 of the TAC makes a special English I EOC provision for ELs served in bilingual/ESL programs who meet specified eligibility criteria.

English I EOC Special Provision

As indicated in 19 TAC §101.1007, an **EL** who meets the eligibility criteria below shall not be required to retake the assessment each time it is administered if the student passes the course but fails to meet standard on the assessment.

Eligibility Criteria

This provision applies to an **EL** enrolled in an English I course or an English for Speakers of Other Languages (ESOL) I course if the **EL** —

- has been enrolled in U.S. schools for three school years or less or qualifies as an unschooled asylee or refugee enrolled in U.S. schools for five school years or less, and
- has not attained a TELPAS advanced high reading rating in grade 2 or above.

An **EL** whose parent or guardian has declined bilingual/ESL program services is **not** eligible for this provision (on waiver/coded W-H).

Note:

- Students are not exempt from testing while in the course.
- Provisions do not apply to English II

Programme for International Student Assessment (PISA)

The Programme for International Student Assessment (PISA) is a triennial international survey which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students. To date, students representing more than 70 economies have participated in the assessment.

PISA is unique because it develops tests which are not directly linked to the school curriculum. The tests are designed to assess to what extent students at the end of compulsory education, can apply their knowledge to real-life situations and be equipped for full participation in society. The information collected through background questionnaires also provides context which can help analysts interpret the results.

In addition, given PISA is an ongoing triennial survey, countries and economies participating in successive surveys can compare their students' performance over time and assess the impact of education policy decisions. Since the year 2000, every three years, fifteen-year-old students from randomly selected schools worldwide take tests in the key subjects: reading, mathematics and science, with a focus on one subject in each year of assessment. The students take a test that lasts 2 hours. The tests are a mixture of open-ended and multiple-choice questions that are organized in groups based on a passage setting out a real-life situation. A total of about 390 minutes of test items are covered. Students take different combinations of different tests.

Students and their school principals also answer questionnaires to provide information about the students' backgrounds, schools and learning experiences and about the broader school system and learning environment.

OECD PISA-Based Test for Schools

The OECD PISA-based Test for Schools is a student assessment tool, used by schools to support research, benchmarking and school improvement. It provides descriptive information and analyses on the skills and creative application of knowledge of 15-year-old students in reading, mathematics, and science comparable to main PISA scales. It also provides information on how factors within and outside of school are linked to student performance. Student questionnaires are an important part of the assessment, collecting information on socio-economic background, attitudes and interests in reading, science and mathematics, and the school learning environment.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Paper-and-pencil assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history, and in Technology and Engineering Literacy (TEL). Beginning in 2017, NAEP will begin administering digitally based assessments (DBA) for mathematics, reading, and writing, with additional subjects added in 2018 and 2019.

Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time. As NAEP moves into computer-based assessments, the assessment administration will remain uniform continuing the importance of NAEP as a common metric.

NAEP provides results on subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., all fourth-graders) and groups within those populations (e.g., female students, Hispanic students). NAEP does not provide scores for individual students or schools, although state NAEP can report results by selected large urban districts. NAEP results are based on representative samples of students at grades 4, 8, and 12 for the main assessments, or samples of students at ages 9, 13, or 17 years for the long-term trend assessment. These grades and ages were chosen because they represent critical junctures in academic achievement.

THE INTERNATIONAL COMPUTER INFORMATION LITERACY STUDY (ICILS)

The International Computer Information Literacy Study (ICILS) is a computer-based international assessment of eighth-grade students' computer and information literacy (CIL) skills. ICILS is sponsored by the International Association for the Evaluation of

Educational Achievement (IEA) and conducted in the United States by the National Center for Education Statistics (NCES). This study allows the U. S. to begin monitoring U. S. student skills and experience using technology compared to that of other nations and to provide data on factors that may influence student computer and information literacy skills. In addition, many international assessments, such as Trends in International Mathematics and Science Study (TIMSS) are transitioning from a paper-based format to a technology-based format. In order to support these transitions, the data collected through ICILS will provide valuable information with which to understand the nature and extent of the “digital divide” and has the potential to inform understanding of the relationship between technology skills and experience and student performance in other core subject areas. ICILS reports (1) students’ abilities to collect, manage, evaluate, and share digital information, (2) students’ understanding of issues related to the safe and responsible use of electronic information. In addition, student, teacher, school, and national context questionnaires collect information on (1) the policies, curriculum, resources, and practices related to CIL education across countries, (2) students’ use of computer technologies (ICT) in teaching.

The first administration of ICILS was conducted in 2013, and 21 education systems around the world participated. The United States participated in ICILS for the first time in 2018.

STATE TEST ADMINISTRATIONS FOR NON-HISD STUDENTS

HISD does not administer the state funded tests to students who attend home schools, private schools, or state charter schools. However, TEA has provisions for testing these students. If a student attending a home school or private school requests to take a state assessment, he or she must (1) be enrolled at an HISD campus or (2) the school or parent must make arrangements directly with TEA.

If the student is enrolled and tested at a HISD school by the Public Education Information Management System (PEIMS) snapshot date, then the test score(s) will be attributed to the testing campus.

DISTRICT-FUNDED ASSESSMENTS

COGNITIVE ABILITIES TEST Form 7 – (CogAT 7)

Applicants for Gifted and Talented programs and all **EL** students in all other grades new to U.S. schools take the nonverbal portion of the Cognitive Abilities Test Form 7 (CogAT 7). This test evaluates students’ nonverbal reasoning and general problem-solving ability, regardless of language spoken and the educational or cultural background of the student. This test is used to identify gifted and talented students.

DISTRICT-WIDE NORM-REFERENCED TEST FOR GRADES

The district tests students in grades 6-8 with a norm-referenced test (NRT) in English. Norm-referenced tests are administered to all eligible HISD students in the spring (grades 6-8), in English. These test compare students' scores on a widely representative set of questions in the major academic skill areas to the scores of a nationally representative sample of similar students on the same questions.

Such tests produce scores and reports useful for purposes such as:

- ◆ Communicating comparative student achievement to parents and school staffs;
- ◆ Placing students in specific programs, measuring year-to-year growth of students, and evaluating program effects on a wide range of students;
- ◆ Providing feedback to teachers on how well students perform on the concepts and skills measured by the test; and
- ◆ Comparing students to a national sample or measuring the generalized effect of

English and Spanish language versions of the achievement tests are used in separate administrations for Gifted and Talented candidates and students without achievement test scores. These administrations are separate from the main district-wide administrations.

CREDIT BY EXAMINATION (CBE)

According to TEC §28.023, the Houston Independent School District (HISD) shall develop Credit by Examination (CBE) procedures for each primary school grade level and specific secondary school academic subject. **Until further notice, HISD will not sponsor a locally developed Spanish I or Spanish II for campuses.** The district shall select criterion-referenced examinations that thoroughly test the TEKS and have been approved by the Houston ISD Board of Trustees. The district is required to provide for students who have not had prior instruction to advance in grades by taking CBE. Credit by Examination may also be used for students who are enrolling from home schools, unaccredited private schools, or foreign schools and students for whom no records are available, including kindergarten students. The Student Assessment Department coordinates all Credit by Examination testing.

Test Administration Notification

According to TAC Section 74.24, the Student Assessment Department will select and announce administration dates for CBE. Dates will be published on the Student Assessment Testing Calendar and other HISD publications.

Administration

Credit by Exam is administered to students Grades 6-12. Results are used to determine if a student is eligible to earn course credits. Parents interested in Credit by Examination for a child should contact the school principal or counselor to arrange a conference to discuss the Credit by Examination process and to complete an application. Teachers, counselors, or administrators who hold valid Texas certificates will administer the exams during one of the four testing windows on the elementary school campus. The parent or legal guardian is responsible for providing transportation to the test sites.

Application for Credit by Examination

Board Policy EEJB (LEGAL) provides that the District develop procedures for Grades 6-12 to earn course credits. The program is available for students enrolled in Houston ISD schools.

Parents who are interested in CBE for their child or children should contact the school principal or counselor to schedule a conference to discuss the CBE process and complete an application. The Student Assessment Department will provide to each campus CBE guidelines and application forms. An application form must be completed, signed by the student's parents or legal guardian, and returned to the school.

The principal or principal's designee must also sign the application form and submit it directly to the University of Texas. Upon receipt of completed application from the school, the Student Assessment Department will obtain the CBE for the grade level on which the acceleration or grade placement decision will be made. The examinations will be purchased from the state- approved list or developed as necessary.

Providers

University of Texas and Texas Tech (as TTUISD) are authorized credit-by-exam providers in Texas. The district sponsors exams ordered within one of testing windows from University of Texas.

Application for Credit by Examination (within the testing window)

Parents who are interested in CBE for their child or children should contact the school principal or counselor to schedule a conference to discuss the CBE process. The Student Assessment Department will provide to each campus CBE guidelines and the ordering template. The template must be completed by the Campus Testing Coordinator or his /her designee and returned to Student Assessment. Upon receipt of completed template from the school, the Student Assessment Department will obtain the CBE for the grade level on which the acceleration or grade placement decision will be made. The examinations will be purchased from the state-approved list or developed as necessary.

Study Guides

Student guides /review sheets may be obtained via the website: <http://www.utexas.edu/ce/k16/cbe-ea/about/>. These materials are designed to aid in preparing for the CBE.

Eligibility

The program is available to students enrolled in Houston ISD in Grades 6 – 12 to students entering or who are attending a Houston ISD school who wish to obtain course credit. Credit by Examination may not be used by students who have not met promotion standards to avoid retention. Until such time that credit by exam for courses associated with an end-of-course (EOC) assessment meet all of the validation requirements set forth in 19 TAC, Chapter 74, Subchapter C §74.24 (2) (A) – (G), the exams cannot be made available for credit for students who have no prior instruction.

Grades 6-12 Course Credit with Prior Instruction

A student in grades 6-12, who has received instruction in the course to be tested through home school, unaccredited private school, or foreign school, is eligible for course credit if the student scores 70 percent on the Credit by Examination.

Grades 6-12 Course Credit without Prior Instruction

A student in grades 6-12 without prior instruction in the course to be tested will earn course credit if the student scores a minimum of 80 percent on the Credit by Examination in the selected course (s).

Scoring

- Scoring of an approved CBE is conducted exclusively by the vendor.

Recording of Grade on Permanent Record

Principals will receive final notification of results of the Credit by Examination upon receipt from the vendor. The principal must notify the parent or legal guardian by phone or in writing.

The student's placement and/or credit earned on the criterion-referenced test will be placed on the student's permanent record if the student meets the criteria for advancement. No scores will be recorded if the student fails to meet the criteria for advancement. The student's parent/guardian may decline Credit by Examination within ten (10) school days from the date the results were sent or the parents were contacted by telephone. The principal or counselor will be responsible for adjusting the student's actual grade placement upon receipt of the CBE scores.

This document is subject to updates contingent on state laws and District Board policy that may be reviewed and updated. In the event of changes, the Office of School Choice will update the electronic version of this document on the department's website.

XVIII. HISD TRANSFER PROCEDURES

Any student who wishes to attend a school other than the one to which the student is zoned must apply and enter the lottery if there are more applicants than seats available. All transfers are for a full school year, require a full-year commitment, and must be reviewed annually. Accepting a transfer does not negate a Parent/guardian's right to enroll their child at their zoned campus, even if the child began the school year at a school of choice on a transfer. The Parent/Guardian or guardian may not, however, apply for a second transfer during the school year. All student transfers are reviewed annually by the principal and can be discontinued at the end of the school year if the student fails to follow Attendance Compliance policy and/or the Student Code of Conduct.

All transfers are based on space being available. Space availability is defined as enrollment being less than 95% of building capacity. No school may accept transfers if a school has no class-size waivers at the impacted grade level, a Magnet wait list, and a history of capping. The student transfer application is finalized by the Office of School Choice based on building capacity and if applicable, in the order selected via the lottery.

Specific instructions on Transfer Renewals are on pages 50-53 of this chapter.

The District's transfer procedures, allows Parent/Guardians to appeal a transfer decision to an Appeals Committee which is authorized under Board Policy and must act on all appeals.

Board policy places student transfers in priority order:

Tier 1 – To Comply with Every Student Succeeds Act (ESSA)

- ♦ Adequate Yearly Progress (AYP) Transfer (no new transfers being approved)
- ♦ Homeless Student Transfer
- ♦ Unsafe School Transfer
- ♦ Violent Crime Victim (VCV) Transfer

Tier 2 – To Comply with Texas Education Code

- ♦ Career and Technical Education
- ♦ DAEP
- ♦ Grand Parent in District
- ♦ JJAEP
- ♦ Language of Instruction
- ♦ Public Education Grant (PEG)
- ♦ Special Education

Tier 3 – Local Policy

- ◆ Boundary Option
- ◆ Capped School
- ◆ Contract Charter
- ◆ Former Attendance Boundary
- ◆ Hardship
- ◆ Home Field Advantage
- ◆ Program Placement
- ◆ School-Based Employee

Tier 4 – Magnet and Choice Program Transfer

- ◆ Dual Language
- ◆ Career and Technical Education
- ◆ International Baccalaureate

Tier 5 – Out of District and Space Available

- ◆ Space Available
- ◆ Out of District – Contract Charter
- ◆ Out of District – Magnet
- ◆ Out of District – Employee Magnet
- ◆ Out of District – Hardship
- ◆ Out of District – School-Based Employee

DUAL ELIGIBILITY

A student whose Parent/Guardians move outside HISD after the beginning of the school year does not have an option of remaining in his or her HISD school. This also applies to students whose Parent/Guardians living outside the district and were enrolled by virtue of their Parent/Guardian's employment with the district, where that employment has ended. According to TEA Student Attendance Accounting Handbook, Section III (3-1), "a student should be withdrawn from the attendance accounting system on the date the district becomes aware that the student is no longer a member of the district." The student has 10 days to apply for an out-of-district transfer using the procedures described in the section on "Out-of-District Transfers" in these Guidelines. If the student applies for an out-of-district transfer, the student may remain in the school until a final decision has been reached on approval or denial. When a transfer is denied or the Parent/Guardians fail to submit a timely out-of-district transfer request, the student must withdraw from HISD.

TIER 1 – TO COMPLY WITH Every Student Succeeds Act (ESSA)

ADEQUATE YEARLY PROGRESS (AYP) TRANSFER (Tier 1) [No new transfers are being approved.]

Chancery Code: AY

Description: Under the federal No Child Left Behind Act of 2001 (NCLB), the Texas Education Agency (TEA) is required to identify campuses in need of improvement if the campus does not make adequate yearly progress (AYP) for the same indicator for two consecutive years. Parent/Guardians and guardians of a student attending a campus identified for school improvement status, had the option to request a transfer of their child to another public school campus within the district that is not identified for school improvement.

Selection of Eligible Schools: Schools eligible to receive AYP transfers were selected by Office of School Support using criteria from NCLB.

Procedures for Applying:

No new transfers are being approved. While this transfer is no longer available, students who are already on these transfers are allowed to remain on the transfer until they complete the highest grade-level at their school

Approval Required: N/A

Transportation: Transportation is provided as long as the sending campus is identified for Title I school improvement, as required by NCLB.

HOMELESS STUDENT TRANSFER (Tier 1)

Chancery Code: MV

Description: As a condition of receiving funds under the McKinney-Vento Homeless Education Assistance Improvements Act, the district shall serve homeless children according to their best interests.

School Guidelines, 2018-2019

HISD Transfer Procedures

Selection of Eligible Schools: The district will attempt to keep a homeless child in the school of origin, except when doing so is contrary to the wishes of the child's parent/guardian. ("School of origin" means the school that the child attended when they became homeless or the school in which the child was last enrolled.) Factors to be considered when determining the best interests of the students are:

- ◆ Continuity of instruction;
- ◆ Age and grade placement of the student;
- ◆ Distance of the commute and its impact on the student's education or special needs;
- ◆ Personal safety of the student;
- ◆ Student's need for special instruction, such as Section 504 or special education and related services;
- ◆ Length of anticipated stay in a temporary shelter or other temporary location;
- ◆ Likely area of the family's or youth's future housing;
- ◆ Time remaining in the school year; or
- ◆ School placement of siblings.

Procedures for Applying: The receiving school is required to enroll all homeless students and send via email a transfer application to the Office of School Choice. The school will maintain a copy of the Student Residency and Assistance Questionnaire on file and fax or email a copy to the State Compensatory Education, At Risk and Homeless Office.

Approval Required: The Office of School Choice finalizes the Homeless Student transfer approval.

Transportation: The District shall provide transportation to a homeless student assigned to attend the school of origin, as provided by law. If such a student ceases to be homeless, the District shall continue to provide transportation to and from the school of origin through the end of the school year if requested from the parent/guardian.

UNSAFE SCHOOL TRANSFER (Tier 1)

Chancery Code: US

Description: Section 9532 of NCLB requires each state to identify campuses at which persistent patterns in student behavior warrant a transfer option for students attending that campus.

Selection of Eligible Schools: Schools eligible to receive "Unsafe School" transfers are selected by the Office of School Support, in collaboration with Office of School Choice, using criteria from NCLB and space availability. Schools identified by Texas Education Agency - TEA as "Unsafe" will be provided with a list of eligible schools to accept "Unsafe School" transfers and information about availability of transportation services.

Procedures for Applying:

- ◆ Parent/Guardians are notified of eligibility for "Unsafe School" transfer.
- ◆ Parent/Guardian will have 30 calendar days from the date of notification to request the "Unsafe School" transfer. Parent/Guardians should contact the Office of School Choice to get a list of eligible schools and information about availability of transportation services.
- ◆ Parent/Guardian obtains the transfer form from HISD Portal, school, or Student Transfer Department, Office of School Choice.

School Guidelines, 2018-2019

HISD Transfer Procedures

- ◆ Parent/Guardian completes a transfer form requesting the transfer with “Unsafe School” as the reason.
- ◆ Signature approval of sending or receiving principal is not required.
- ◆ The completed transfer form is submitted to Office of School Choice for processing. Two options for choice of school should be listed in priority order.
- ◆ The Office of School Choice must act on the transfer request within 10 school days of receipt of the application.
- ◆ The Office of School Choice, in collaboration with school principals and School Support Officers, determines the most accessible school from the two options and approves transfer request. The Office of School Choice notifies the sending and the receiving school, and the Parent/Guardian of the transfer approval.
- ◆ Parent/Guardian has the option to decline approved transfer if not satisfied with school assignment. Parent/Guardian may seek another student transfer option for a school with space available and transportation is not provided.

Unsafe School student transfers request for students outside of HISD are considered if all schools in that district with the student’s grade level are ~~were~~ identified as “Unsafe” and that district has established a cooperative agreement with HISD to accept its students as transfers.

Approval Required: The Office of School Choice finalizes the “Unsafe School” transfer approval. Letters are generated notifying Parent/Guardians of the status of their “Unsafe School” transfer application.

Transportation: Transportation will be provided for students qualifying for an “Unsafe School” transfer only if an established transportation route is already available to the requested school and transportation is requested by the Parent/Guardian.

VIOLENT CRIME VICTIM TRANSFER (Tier 1)

Chancery Code: CV

Description: Section 9532 of the No Child Left Behind Act requires that each state ensure that students who are victims of a violent criminal act on school property have the option to transfer to a safe school within the local educational agency (LEA). Therefore, a student who becomes a victim on campus of violent criminal act is entitled to transfer to another grade appropriate campus with space available. Likewise TEC §25.0341 states that a district must provide a transfer to a victim of bullying and to a victim of sexual assault to a campus other than where the person who committed the offense attends. At the request of the Parent/Guardian of the victim, if the victim wishes to remain on the original campus, the student found guilty must be transferred to another campus or the DAEP.

Selection of Eligible Schools: Schools eligible to receive Violent Crime Victim (VCV) transfers are selected by the **Area School Office** using criteria from NCLB and space availability.

Procedures for Applying:

- ◆ Parent/Guardian is notified in writing by school administrator on school letterhead of eligibility for VCV transfer within 10 school days of incident.
- ◆ Parent/Guardian will have 30 calendar days from the date of notification to request the VCV transfer from the ~~Office of School Choice~~ School Office.

School Guidelines, 2018-2019

HISD Transfer Procedures

- ◆ The School Office will select the school to which the student may transfer to and notify the Office of School Choice of the transfer option.
- ◆ Parent/Guardian will need to submit a copy of the transfer to a school within the local educational agency (LEA). Therefore, a student who becomes a victim on campus of violent criminal act is entitled to transfer to another grade appropriate campus with space available. Likewise TEC §25.0341 states that a district must provide a transfer to a victim of bullying and to a victim of sexual assault to a campus other than where the person who committed the offense attends. At the request of the Parent/Guardian or guardian of the victim, if the victim wishes to remain on the original campus, the student found guilty must be transferred to another campus or the DAEP.
- ◆ The Schools Office will contact the school principals of the receiving schools to ensure that the building principals are aware of the VCV transfer and that building and special program capacities are considered when recommending the schools.
- ◆ The School Office will notify the Office of School Choice of the school options provided to the Parent/Guardian.
- ◆ The Office of School Choice will enter the VCV exception into Chancery and approve the transfer.
- ◆ HC Student Information System will notify the transfer school registrar that the transfer is approved and allow the enrollment of the student.
- ◆ Parent/Guardian has the option to decline the two school options offered. Parent/Guardian may seek another student transfer option for a school with space available and no transportation will be provided.

Transportation: Transportation will be provided for students qualifying for a VCV transfer only if an established transportation route is already available to the requested school and transportation is requested by the Parent/Guardian.

TIER 2 - TO COMPLY WITH TEXAS EDUCATION CODE (TEC)

CAREER AND TECHNICAL EDUCATION TRANSFER (Tier 2) - part of School Choice Program

Chancery Code: CT

Description: HISD allows qualified students of HISD residents to participate in vocational programs that are not offered on their zoned campus. The Career and Technical Education-CTE department shall provide the Office of School Choice a list of authorized CTE programs by school on an annual basis.

Selection of Eligible Schools: The receiving school must have available space in the CTE program.

Procedures for Applying:

- ◆ Parent/Guardian submits School Choice paper application to the CTE school of choice or the Office of School Choice or applies using the School Choice online magnet application system.
- ◆ All complete applications must be postmarked by the deadline, which shall be determined annually, shall be processed during Phase 1.
- ◆ A random lottery will be conducted for School Choice programs that have more qualified Phase I applicants than space available. A letter shall be sent to each applicant with program information and qualifying status by the annually established date.

Approval Required: The Office of School Choice finalizes the CTE transfer approval based on the student selection via the School Choice lottery and is offered a seat.
Transportation: Transportation services are provided.

DISTRICT ALTERNATIVE EDUCATION PROGRAM (DAEP) REFERRAL (Tier2)

Chancery Code: DP

Description: Student is assigned based on the Code of Student Conduct, TEC §37.

Selection of Eligible Schools: The Discipline Alternative Education Program (DAEP) was established according to Board Policy in accordance with TEC §37.001(a)(2).

Procedures for Applying: Violations of the Code of Student Conduct which necessitate the removal of a student from a campus are referred to DAEP. The DAEP will create address exceptions in Chancery and e-mail a list of students with their local ID# and date of birth to the Office of School Choice for address exception approval.

Approval Required: Approval by HISD's director of DAEP is required. The Office of School Choice will approve Address Exceptions on Chancery.

Transportation: Transportation services are provided.

GRANDPARENT/GUARDIAN IN DISTRICT AFFIDAVIT (Tier 2)

Chancery Code: GR

Description: The Grandparent In District transfer is only for students with Parent/Guardians living outside HISD's boundaries with a grandparent who lives within the boundaries of HISD. The grandparent must provide a substantial amount of after-school care for the student. The transfer is to the grandparent's zoned school. Under TEC §25.001(b)(9) the Parent/Guardian and grandparent of a non-resident student requesting admission to HISD schools shall provide information on the grandparent's residency and state the extent of after-school care to be provided by the grandparent. A substantial amount of after-school care consists of at least two hours per day for four days during a regular school day. The "Grandparent in District Affidavit" must be resubmitted annually and be notarized by a public notary.

Selection of Eligible School: Students may only enroll in the HISD school to which the grandparent is zoned.

Procedures for Applying:

- ◆ Grandparent or Parent/Guardian obtains the Grandparent Care Affidavit from the HISD Portal, the receiving school, or the Office of School Choice.
- ◆ Grandparent and Parent/Guardian complete the affidavit providing after-school care information and sign it in the presence of a Notary Public.
- ◆ The completed affidavit is submitted to the Office of School Choice for processing.
- ◆ The Grandparent Affidavit must be submitted each year the student is attending an HISD school.

Approval Required: The Office of School Choice finalizes the approval of the Grandparent/Guardian Care Affidavit. The Grandparent/Guardian Care Affidavit will require to be renewed annually.

JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM (JJAEP) REFERRAL (Tier2)

Chancery Code: JJ

Description: Student is assigned based on the Code of Student Conduct, TEC §37.

Selection of Eligible Schools: The Juvenile Justice Alternative Education Program (JJAEP) was established according to Board Policy in accordance with TEC §37.001(a)(2).

Procedures for Applying: Violations of the Code of Student Conduct which necessitate the removal of a student from a campus are referred to JJAEP. The JJAEP will create address exceptions in Chancery and e-mail a list of students with their local ID# and date of birth to the Office of School Choice for address exception approval.

Approval Required: Approval by HISD's director of JJAEP is required. The Office of School Choice will approve Address Exceptions on Chancery.

Transportation: Transportation services are provided.

LANGUAGE OF INSTRUCTION TRANSFER (Tier 2)

Chancery Code: LI

Description: Students of HISD residents who qualify for a Language of Instruction transfer under TEC § 29.051 if their zoned school does not have a class to provide such instruction at the appropriate grade level. Additionally, Parent/Guardians of students zoned to a school which offers only dual language instruction at the student's grade-level have the option of requesting a transfer to a school which offers the appropriate English language instruction.

Selection of Eligible Schools: The designated school that provides the language of instruction with space available will be determined by the Office of School Choice in conjunction with the Multilingual Department.

Procedures for Applying:

- ◆ The zoned school completes the transfer and forwards the information to the Office of School Choice.
- ◆ The Office of School Choice confers with the Multilingual Department to identify the nearest school with the required program with space and an established bus route.
- ◆ The Office of School Choice then directs the Parent/Guardian to the receiving school.

Approval Required: The Office of School Choice finalizes the transfer.

Transportation: Transportation will be provided as long as the receiving campus is more than two miles from the student's address.

PUBLIC EDUCATION GRANTS (PEG) TRANSFER (Tier 2)

Chancery Code: PEG

Description: TEC §29.202 establishes eligibility for the Public Education Grant-PEG program. Students who are enrolled in schools or 5th or 8th grade students enrolling the following year in a school that has been rated as **low performing** by the TEA in any of the last three years or in which more than half of the students failed the STAAR for any two of the preceding three years may transfer to another school or another district of their choice. Parent/Guardians must be notified of the provisions of this law by February 1. PEG student transfers will be reviewed annually by the building principal and can be discontinued at the end of the school year due to the student's failure to follow Attendance Compliance policy and Student Code of Conduct.

Selection of Eligible Schools: Schools rated as "Met Standards" by the TEA- Texas Education Agency or where more than 50 percent of the schools' students passed the STAAR in two of the last three years and have Space Available as determined by Academic Services may accept PEG transfers.

Procedures for Applying:

- ♦ Parent/Guardian notification letters of eligibility for a PEG transfer with a list of schools with space available to accept PEG transfers is sent to the Parent/Guardian by the school of enrollment.
- ♦ Parent/Guardian obtains the transfer form from the HISD Portal, the receiving school, or Office of School Choice website.
- ♦ Parent/Guardian completes a transfer form requesting the transfer with "Public Education Grant" as the reason.
- ♦ Signature approval of sending or receiving principal is not required.
- ♦ The completed signed transfer form is submitted to Office of School Choice for processing.
- ♦ Priority must be given to students at risk of dropping out of school.
- ♦ Any special programs for which the student is eligible must be offered at the receiving school.
- ♦ Only one transfer is granted per school year per student.

Approval Required: The Office of School Choice processes the Public Education Grant transfer and notifies the Parent/Guardians of its status. The Office of School Support will advise the Office of School Choice annually if out-of-district PEG transfers will be accepted.

Transportation: Transportation services are **not** provided.

SPECIAL EDUCATION TRANSFERS (Tier 2)

Chancery Code: SE

Description: Services are available throughout the district for students with disabilities. The campus ARD/IEP committee determines which instructional and related services are required and recommends appropriate locations for services based on the IEP currently in effect. HISD provides transportation for students as determined by the ARD/IEP committee. In addition, students with disabilities are eligible to apply for all other types of transfers available to students without disabilities, including magnet transfer.

School Guidelines, 2018-2019

HISD Transfer Procedures

TEC §25.0343 provides for sibling transfers for students residing in the same household with a student who is transferred to another campus for the purpose of receiving Special Education services. Transportation is not required for a sibling transfer. This does not apply if the student receiving special education services resides in a residential facility.

Selection of Eligible Schools: The campus ARD/IEP committee determines the nearest school with space that meets the program criteria for the student with disabilities.

Procedures for Applying: A child is eligible for enrollment in a special education program if the ARD/IEP committee has recommended such placement. The ARD/IEP committee determines the nearest school with the necessary program if the zoned school does not provide such services. A Special Education designee and receiving principal must sign the Special Education transfer.

Approval Required: The Office of School Choice processes the Special Education transfer and notifies the Parent/Guardians of the transfer's status.

Transportation: Transportation services is provided.

TIER 3– LOCAL POLICY

BOUNDARY OPTION TRANSFER (Tier 3)

Chancery Code: BO

Description: HISD residents in a limited number of school zones have the option to attend a designated relief school on a space available. The qualifying criteria for a Boundary Option transfer is an address zoned to the identified school.

Selection of Eligible Schools: The schools listed below can receive Boundary Option transfers from the designated schools listed below. Once a student is accepted on a boundary option transfer, they should be treated as any other zoned student. Boundary Option transfers cannot be non-renewed due to behavior or attendance issues.

- ♦ Pin Oak M.S. from Long M.S., Pershing M.S., & Meyerland M.S.
- ♦ West Briar M.S. from Revere M.S.
- ♦ Lamar H.S. or Westside H.S. from Wisdom H.S. & Westside H.S.
- ♦ Mark White Elementary from Briargrove, Emerson, Pilgrim and Piney Point.

Procedures for Applying:

- ♦ Parent/Guardian obtains the transfer form from the HISD Portal, the receiving school, or the Office of School Choice.
- ♦ Parent/Guardian completes a transfer form requesting the transfer with "Boundary Option" as the reason.
- ♦ Signature approval of receiving principal is not required.
- ♦ If there are more applicants than spaces available, a lottery conducted will be held by the Office of School Choice.
- ♦ The completed transfer form is submitted to the Office of School Choice via email to StudentTransfer@houstonisd.org for processing.

Approval Required: The Office of School Choice finalizes the Boundary Option transfer approval. Boundary Options transfer may not be non-renewed. Parent/Guardians may voluntarily return to their original zoned school.

Transportation: Transportation services are not **provided**, unless approved specifically by board decision. (Transportation is provided to Pin Oak on Boundary option transfers.)

FORMER ATTENDANCE BOUNDARY TRANSFER (Tier 3)

Chancery Code: FAB

Description: On May 14, 2015 the Houston Independent School District (HISD) Board of Education approved to change the current attendance boundary for some elementary schools within our district. Students previously enrolled at these impacted schools have the choice to remain at their current schools until they enroll at a middle school. Families formerly residing in the impacted school's attendance boundary have the first option to attend these schools, on a first-come, first-served basis as space allows. Former Attendance Boundary transfers will be available until May 14, 2021

Selection of Eligible Schools: The schools listed below can receive a Former Attendance Boundary transfer from the designated schools. Once a student is accepted on a Former Attendance Boundary Option transfer they should be treated as any other zoned student. Schools will be responsible for verifying that a family resides within the former attendance boundary prior to May of 2015.

The following schools that can use the "Former Attendance Boundary" transfer type are:

Mamie Sue Bastian Elementary
Barbara Bush Elementary
Dave Crockett Elementary
Ralph Waldo Emerson Elementary
The Rusk Elementary
Kate Smith Elementary
Jonathan Wainwright Elementary
Walnut Bend Elementary
Ethel M. Young Elementary

Procedures for Applying:

- ♦ Parent/Guardian obtains the transfer form from the HISD Portal, receiving school, or the Office of School Choice.
- ♦ Parent/Guardian completes a transfer form requesting the transfer with "Former Attendance Boundary" as the reason.
- ♦ Signature approval of receiving principal is required for residence verification purposes.
- ♦ If there are more applicants than spaces available, a lottery will be conducted the Office of School Choice.
- ♦ The completed signed transfer form is submitted to the Office of School Choice via email to StudentTransfer@houstonisd.org for processing.

Approval Required: The Office of School Choice finalizes the Former Attendance

School Guidelines, 2018-2019

HISD Transfer Procedures

Boundary transfer approval. Former Attendance Boundary transfers cannot be non-renewed. Parent/Guardians may voluntarily return to their new zoned school.

Transportation: Transportation services are not **provided**.

CAPPED SCHOOL TRANSFER (Tier 3)

Chancery Code: CP

Neighborhood schools are the foundation of HISD's portfolio of educational options and the district is committed to ensuring that neighborhood schools are the first option for all families. Unfortunately, some neighborhood schools experience overcrowding that necessitates finding alternative placement for a limited number of students. Therefore, to ensure minimal disruption and to preserve equity, the District has established procedures by which school enrollment is capped. Below is a brief summary of the procedures.

Overview

HISD students are zoned to attend a specific school and, if space is available, must be enrolled and placed in class at the school no later than 24 hours after the Parent/Guardian and student arrive at the school. As outlined in FDB(LOCAL), schools will fill available space in the school first with zoned students, then with students on Tier 1 and Tier 2 required transfers (federally and state mandated), then with magnet transfers, and finally with students on discretionary transfers.

ELEMENTARY

Description: When there is severe overcrowding at a school, the enrollment at that school has traditionally been capped and all further enrollment limited until a space becomes available. No discretionary transfers of any type will be approved for a school that has been capped.

Note: If students have pre-registered for classes and do not attend on the first day of school, those places are declared vacant and become available for other students. This includes places designated for students on pre-approved transfers (e.g., Magnet).

Criteria for Capping:

Capping cannot occur until the first day of school. A school will be declared capped when every class at every grade level is at least at its legal size limit, and there are absolutely no rooms available in which additional classes could be scheduled. A grade-level or grade-level program will be capped when every class at a particular grade level for a particular program (i.e., bilingual or regular), is at the legal limit and there is no feasible possibility of a split class nor any rooms available in which additional classes could be scheduled. Students attempting to enroll in Bilingual and/or ESL programs, where the school does not offer such a program, will require a Bil./ESL transfer to the designated school able to serve him or her. If the school offers the program but is capped in the relevant grade-level, the student will require a *capped school* transfer.

Identification of School Capacity and Hub and Super Hub Schools:

The Office of School Choice and the Area Schools Offices review enrollment patterns and building capacity to identify hub schools to accept capped students and super hubs for when hubs fill up. The list is posted on the Office of School Choice -Student Transfers page of the Office of School Choice web site. In the days before school starts and then on an ongoing basis, the list will be reviewed for any needed adjustments. The expectation is that a school will have no more than one ancillary or non-core classroom for every seven core classrooms. Schools that accept discretionary transfers will not be allowed to cap. It is imperative that schools no-show all enrolled students who were not in attendance, before the end of the first day of school. Without this, it will be impossible to make accurate decisions about capping.

Registration and Enrollment:

Schools should not enroll any new students once they have reached the 22 student level in K-4 classrooms. Any Parent/Guardians arriving to enroll their student in one of these grade-levels or programs, should be added to a list of registered students for whom it is unsure whether there will be room. Schools will explain this procedure to Parent/Guardians. When the first day of school arrives, based on the number of previously enrolled students actually being in attendance, students can be taken off the list of registered students. The Parent/Guardians of students who attended a school on a capped transfer the previous year may opt to return to the school they attended or to attempt to return to their zoned school. If their zoned school is still capping, the student should be capped back to the same hub school they attended the previous school year.

Capping Decisions:

When a school reaches enrollment capacity as defined above, the principal must contact his or her assigned SSO. The SSO reviews all pertinent data and documentation with the CSO and the Office of Student Support to determine whether or not to cap the school or the grade level. It is vital that schools stay up-to-date in Chancery, on a daily basis, so that accurate data is available with which to make decisions. A school which is designated as capped may not redirect a student who has already been in attendance at the school for any amount of time during the 2015-2016 school year. Transportation will be arranged to accommodate capped students living more than two miles from the hub school.

Procedures for Redirecting New Students Attempting to Enroll at a Capped School

- A list of capped programs and hubs is available online. Schools should use this list to determine the designated hub school.
- Once a school or grade-level has been declared capped, school personnel will enter the new student's information in the Capped School Student Transfer form and direct the family to the designated hub school. Please provide the address and directions to the Parent/Guardians and ask them to report to the school as soon as possible to enroll the student.
- The capped school, prior to the family leaving, must complete two items:
 1. They must register (but not enroll) the student in Chancery
 2. They must e-mail or fax the capped school Student Transfer form (attached) to the designated hub school to alert the school that the student is being referred and has been registered

School Guidelines, 2018-2019

HISD Transfer Procedures

3. When a capped student arrives at the designated hub school, school personnel must find the student in Chancery and enroll him or her. They should also provide transportation information.

Transportation should be requested for the student in Chancery by the hub school staff as part of the enrollment process. As part of the enrollment process, hub school personnel will create a pending:

- Capped school address exception in Chancery.
- The Student Transfer department will approve the capped school address exception in Chancery the same day.
- Student Information Services will extract transportation requests and forward the data to Routing and Scheduling.
- Both the capped and hub schools' enrollment and capacity status will be reviewed periodically to determine if their status should be changed. To ensure the continuity of a quality educational program and the preparation for spring exams at the student's home school, schools will not be capped after Spring Break.

SECONDARY

Description: When there is severe overcrowding at a school, the enrollment at that school has traditionally been closed by the School Superintendent to all further transfers, until space becomes available.

It is imperative that schools no-show all enrolled students who were not in attendance, before the end of the first day of school. Without this, it will be impossible to make accurate decisions about transfers.

CONTRACT CHARTER TRANSFER (Tier 3)

Chancery Code: HC

Description: Students accepted into an HISD Charter School

Selection of Eligible Schools: Charter Schools set programmatic criteria for enrollment.

Procedures for Applying:

- ♦ Parent/Guardians interested in enrolling their child in an HISD contract charter school can obtain detailed information and an application for admission from the contract charter school or from the Office of School Choice.
- ♦ When a student is accepted into the school, the school principal or designee will create an address exception in chancery and email the Student Transfer applications for the student to Studenttransfer@houstonisd.org.

Approval Required: The Office of School Choice finalizes the Contract Charter School transfer approval.

Transportation: Transportation services are **not** provided.

FORMER ATTENDANCE BOUNDARY TRANSFER (Tier 3)

Chancery Code: FAB

Description: On May 14, 2015 the Houston Independent School District (HISD) Board of Education approved to change the current attendance boundary for some elementary schools within our district. Students previously enrolled at these impacted schools have the choice to remain at their current schools until they enroll at a middle school. Families formerly residing in the impacted school's attendance boundary have the first option to attend these schools, on a first-come, first-served basis as space allows. Former Attendance Boundary transfers will be available until May 14, 2021

Selection of Eligible Schools: The schools listed below can receive a Former Attendance Boundary transfer from the designated schools. Once a student is accepted on a Former Attendance Boundary Option transfer they should be treated as any other zoned student. Schools will be responsible for verifying that a family reside within the former attendance boundary prior to May of 2015.

The following schools that can use the "Former Attendance Boundary" transfer type are:

Mamie Sue Bastian Elementary
Barbara Bush Elementary
Dave Crockett Elementary
Ralph Waldo Emerson Elementary
The Rusk Elementary
Kate Smith Elementary
Jonathan Wainwright Elementary
Walnut Bend Elementary
Ethel M. Young Elementary

Procedures for Applying:

- ♦ Parent/Guardian obtains the transfer form from the HISD Portal, receiving school, or the Office of School Choice.
- ♦ Parent/Guardian completes a transfer form requesting the transfer with "Former Attendance Boundary" as the reason.
- ♦ Signature approval of receiving principal is required for residence verification purposes.
- ♦ If there are more applicants than spaces available, a lottery will be conducted the Office of School Choice.
- ♦ The completed signed transfer form is submitted to the Office of School Choice via email to StudentTransfer@houstonisd.org for processing.

Approval Required: The Office of School Choice finalizes the Former Attendance Boundary transfer approval. Former Attendance Boundary transfers cannot be non-renewed. Parent/Guardians may voluntarily return to their new zoned school.

Transportation: Transportation services are not **provided**.

HARDSHIP TRANSFER (Tier 3)

Chancery Code: HR

Description: HISD resident student may be granted a transfer to a requested school due to extenuating circumstances and when the enrollment at the requested school is in the best interest of the student.

Selection of Eligible Schools: Requested transfer Schools must be selected by the Area school office and the Office of School Choice. Both receiving and sending principals must approve the transfer. The school's enrollment must not exceed 95% of building capacity as established by the School Support Office.

Procedures for Applying:

- ♦ Parent/Guardian obtains the transfer form from the HISD Portal, school, or the Office of School Choice.
- ♦ Parent/Guardian completes a transfer form requesting the transfer with "Hardship" as the reason.
- ♦ Signature approval of the Receiving school's principal is required.
- ♦ The completed transfer form is submitted to the Office of School Choice for processing.

Approval Required: The Office of School Choice finalizes the Hardship transfer approval.

Transportation: Transportation services are **not** provided.

HOME FIELD ADVANTAGE TRANSFER (TIER 3)

Chancery Code: HF

Description: HISD has implemented the "Home-Field Advantage" program, which provides transportation to students so they can remain at the current campus even when their families are forced to move.

Selection of Eligible Schools: The following 13 schools are eligible to participate in the Home Field Advantage transfer program.

- Elmore Elementary
- Foerster Elementary School
- Foster Elementary School
- Hilliard Elementary
- Kashmere Gardens Elementary School
- Kate Smith Elementary School
- Roland P. Harris Elementary School
- The Rusk School (for grades 4th and 5th)
- Shadydale Elementary
- Stevens Elementary School
- Thurgood Marshall Elementary
- Mabel B. Wesley Elementary School
- Woodson Leadership Academy

Procedures for Applying:

Principal or designee will inform the Parent/Guardian of the Home Field Advantage program available at their school.

- ♦ Parent/Guardian will complete a student transfer application form provided by the school, or from the Office of School Choice.
- ♦ Student Transfer portal with “Home Field Advantage” as the reason.
- ♦ Signature approval of Home Field Advantage school principal's signature required.
- ♦ The completed signed transfer form is submitted to Office of School Choice for processing via email to StudentTransfer@houstonisd.org and to the General Manager of Routing and Scheduling.
- ♦ School personnel will enter the Address Exemption as “Home Field Advantage” into the Chancery system.

PROGRAM PLACEMENT TRANSFER (Tier 3)

Chancery Code: PR

Description: Students are selected to attend specialized programs for credit recovery or alternative schools such as but not limited to AVA-Advanced Virtual Academy, Community Services, etc.

Procedures for Applying: Parent/Guardians interested in enrolling their child in an HISD alternative school can obtain information and an application for admission from the Alternative school. At some HISD alternative schools, a referral from the student's current school is required for admission.

Following acceptance of a student into an alternative school, the school principal or designee will email a list of students with their HISD local ID# to the Office of School Choice. The school registrar or Student Information Representative will enter a pending Program Placement address exception reason in Chancery for approval.

Approval Required: The Office of School Choice finalizes the Program Placement transfer approval.

Transportation: Transportation services are provided.

School-Based Employee (Tier 3)

Chancery Code: SB

Description: HISD allows students to obtain a transfer to a school of choice if the HISD resident parents of the student's work location is the requested school.

Selection of Eligible Schools: The receiving school must have space available to accept the student. The parent or guardian must have legal custody of student and the requested school is the parent or guardians work location per HISD Human Resources.

Procedures for Applying:

- ♦ Parent/Guardian will complete a student transfer application form provided by the school, or from the Office of School Choice.
- ♦ Student Transfer portal with “School-Based Employee” as the reason.
- ♦ Signature approval of “School-Based Employee” school principal’s signature required.
- ♦ The completed signed transfer form is submitted to Office of School Choice for processing via email to StudentTransfer@houstonisd.org.
- ♦ School personnel will enter the Address Exemption as “School-Based Employee” into the Chancery system

Approval Required: The Office of School Choice finalizes the “School-Based Employee” transfer approval.

Transportation: Transportation services are not provided.

TIER 4 – MAGNET and CHOICE PROGRAMS

DUAL LANGUAGE TRANSFER (Tier 4)

Chancery Code: DL

Description: Provides a Dual Language instruction to students of HISD residents in order to become bilingual, bi-literate, and bi-cultural in both languages.

Selection of Eligible Schools: A School offers a Dual Language program and has space available as determined by the School Support Office.

Procedures for Applying:

- ♦ Parent/Guardian obtains the transfer form from the HISD Portal, the receiving school, or the Office of School Choice.
- ♦ Parent/Guardian completes a transfer form requesting the transfer with “Dual Language” as the reason.
- ♦ Signature approval of the Receiving school’s principal is required.
- ♦ The completed transfer form is submitted to the Office of School Choice for processing.

Approval Required: The Office of School Choice finalizes the Dual Language transfer approval.

Transportation: Transportation services are not provided.

INTERNATIONAL BACCALAUREATE PROGRAMME TRANSFER (Tier 4)

Chancery Code: IB

Description: An International Baccalaureate –IB transfers is required for an HISD resident’s student to participate in an IB course of study not offered in their zoned school.

Selection of Eligible Schools: Receiving IB – International Baccalaureate School must indicate available space.

School Guidelines, 2018-2019

HISD Transfer Procedures

Procedures for Applying:

- ♦ Parent/Guardian obtains the transfer form from the HISD Portal, school, or the Office of School Choice.
- ♦ Parent/Guardian completes a transfer form requesting the transfer with "IB" as the reason.
- ♦ Signature approval of receiving principal is required.
- ♦ The completed transfer form is submitted to the Office of School Choice for processing.

Approval Required: The Office of School Choice finalizes the IB transfer approval. 75% of a student's core courses must be either IB or Pre-IB to continue to be eligible for enrollment on an IB student transfer. When a student is found not eligible for an IB transfer, the student will be required to return to their zone school.

Transportation: Transportation services will be provided as long as the desired IB school is two or more miles from the student's address.

CAREER AND TECHNICAL EDUCATION TRANSFER (Tier 4) TEC §25.001.

Chancery Code: CT

Description: HISD allows qualified students of HISD residents to participate in vocational programs that are not offered on their zoned campus. The Career and Technical Education-CTE department shall provide the Office of School Choice a list of authorized CTE programs by school on an annual basis.

Selection of Eligible Schools: The receiving school must have available space in the CTE program.

Procedures for Applying:

- ♦ Parent/Guardian submits School Choice paper application to the CTE school of choice or the Office of School Choice or applies using the School Choice online-application.
- ♦ All complete applications must be postmarked by the deadline, which shall be determined annually, shall be processed during Phase 1.
- ♦ A random lottery will be conducted for School Choice programs that have more qualified Phase I applicants than space available. A letter shall be sent to each applicant with program information and qualifying status by the annually established date.

Approval Required: The Office of School Choice finalizes the CTE transfer approval. Upon selection via the School Choice lottery and offered a seat

Transportation: Transportation services are provided.

Magnet

Chancery Code: MA

Description: The Magnet program offers students choices from among a number of specialized educational programs. Magnet themes include dual language, early college, international baccalaureate, career and technical education, Montessori, and Vanguard. Each Magnet program provides both strong academic studies and a specialty enrichment program. Specialties are varied enough to meet the needs, interests, and talents of students from Pre-kindergarten through grade 12. Pre-kindergarten Magnet programs are only available at the Dual Language, Montessori and language immersion Magnet schools.

Selection of Eligible Schools: The Houston Independent School District adopted Magnet Programs as a tool for desegregation in 1975. In 1997 the ethnic guidelines were eliminated. Currently there are approximately 118 Magnet programs approved by the HISD Board.

In coordination with the Office of School Support, the Office of School Choice will annually review Magnet enrollment goals, taking into account building capacities, school enrollments, and space available to determine the number of Magnet transfer students who may be accepted.

- ◆ To ensure equal access to Magnet programs for all students, Magnet coordinators are responsible for assisting parents and students with all acceptance procedures, such as completing applications, whether they are paper or online, and securing test records. In some cases, the Magnet coordinator may need to initiate such assistance.

Each Magnet program strives to maintain both an ethnic and socio-economically diverse student body.

- ◆ Magnet schools must maintain at least 20% of the total student enrollment from outside their attendance zone so that students gain the benefits of multicultural society.
- ◆ Applications to Magnet programs and student acceptance into a program may only occur within HISD's and Office of School Choice established timelines, which are published on the HISD School Choice website.
- ◆ The lottery process will be administered by the Office of School Choice and principals and Magnet coordinators are invited to ensure transparency. A lottery is not final until confirmed by the Office of School Choice.

ELEMENTARY SCHOOL MAGNET PROGRAMS - PROCEDURES FOR APPLYING (Tier 4)

Eligibility Criteria

- ◆ **Magnet** elementary programs, with the exception of Dual Language, Montessori and Vanguard, do not have selection criteria. All students who apply to elementary Magnet programs are considered qualified if they are the correct age, or has been approved by the Magnet school's grade placement committee. *A random lottery will be conducted for Magnet programs that have more qualified Phase 1 applicants than space available.*
- ◆ **Fine and/or Performing Arts Magnet** elementary programs do not have selection criteria. *A random lottery will be conducted for Magnet programs that have more qualified*

School Guidelines, 2018-2019

HISD Transfer Procedures

Phase 1 applicants than space available.

Exceptions:

- ◆ **Dual Language** programs beyond second grade require previous experience in such programs or a demonstration of proficiency on a language test in the targeted language. *A random lottery will be conducted for Magnet programs that have more qualified Phase 1 applicants than space available.*
- ◆ **Montessori Magnet** programs beyond second grade require previous Montessori experience/education. *A random lottery will be conducted for Magnet programs that have more qualified Phase 1 applicants than space available.*
- ◆ **Vanguard Magnet** elementary school programs screen applicants based on G/T identification. Identification as G/T is determined by points obtained based on various criteria: achievement test, abilities test, grades, obstacles, and teacher recommendation or in the case of the very young, parent recommendation. Scores are entered and converted into points on a G/T Identification Matrix. To be identified as G/T, a student must have a total identification matrix score of 62 points or above. *A random lottery will be conducted for Vanguard Magnet programs that have more qualified Phase 1 applicants than space available.*

Dates and Deadlines

- ◆ The Magnet application process uses a system of “Phases” to determine who is eligible to be considered and how applications are processed.
- ◆ Current dates and deadlines are available from the Office of School Choice and are posted annually on the Office of School Choice website.
- **Phase I (September 28, 2018 – December 7, 2018)** refers to a window in which all qualified applications are considered – irrespective of when within the window they were submitted. Phase I is open to all HISD residents and HISD employees, whether or not they are HISD residents.
 - Proof of HISD employment is required if the parent resides Out of District and is applying in Phase I or II
 - Per District Policy, an employee, as defined in the Texas Education Agency (TEA) Student Transfers System (STS), is a person who is employed by the receiving District and currently contributes to the Texas Teacher Retirement System (TRS). All out-of-district employee applications will be submitted to HISD Human Resources for review
- **Phase II (December 8, 2018 – May 31, 2019)** refers to a subsequent window in which all qualified applications from HISD residents or any HISD employee are considered in the order submitted – dependent on space being available in the program.
 - Proof of HISD employment is required if the parent resides Out of District and is applying in Phase I or II
 - Per District Policy, an employee, as defined in the Texas Education Agency (TEA) Student Transfers System (STS), is a person who is employed by the receiving District and currently contributes to the Texas Teacher Retirement System (TRS). All out-of-district employee applications will be submitted to HISD Human Resources for review
- **Phase III (June 1, 2019 - August 9, 2019)** refers to the final application window in which all qualified applications are considered in the order they were submitted.
 - Out-of-District Magnet transfers for Non-HISD employees’ children are limited. (Non-HISD employee out of district transfers into separate and unique schools (SUS) magnet programs is strictly limited and tuition required. (See Out-of-

District Magnet transfer description.)

- After Phase III, no Magnet applications are accepted or processed. The only exception is for applications from new HISD residents who can provide proof that they have just moved in to the district. These are considered strictly on a space-available basis. **Any Magnet movement after the final date published by the Office of School Choice requires prior approval from that office.**

Lottery

- ◆ A random lottery will be conducted for Magnet programs that have more qualified out-of-zone Phase 1 applicants than space available. Students who are zoned to an elementary school wide Magnet Program do not need to apply to the Magnet Program to participate in the Magnet Program. If a Magnet application is submitted for a currently zoned student based on the student's address that is in Chancery SIS, it will be not be considered in the out-of-zone lottery. The applicant must inform the Magnet Coordinator of the Magnet School that he or she would like to be considered for an out-of-zone Magnet seat.
- ◆ A lottery will be conducted by the Office of School Choice and principals and Magnet coordinators are invited to ensure transparency. A lottery is not final until confirmed by the Office of School Choice.
- ◆ Qualified Phase II and III applicants are not entered into the Phase 1 lottery, but are offered seats on a space available basis.
- ◆ Lottery waitlists are retired on the first day of school.

Ranking

- ◆ Parents may apply to a maximum of 5 Magnet programs. It is recommended that parents weigh their options carefully and consider the following: If a student has not been identified as G/T prior to Phase 1 deadline (December 7, 2018) and subsequently does not qualify as G/T, and has applied to 5 Vanguard magnet programs, the student will not be considered for any of the Vanguard programs chosen.
- ◆ During Phase 1, parents will rank their selections in order of preference. Once a student is accepted into a program, all of a student's lesser-ranked applications, including any other acceptance, would be "dropped" or "released," so that those spots could be offered to other students. A student will remain on the waitlist for all higher ranked schools and can still be offered a seat from the waitlist after lottery notifications. Only schools ranked lower than the highest one in which a student has been accepted would be released.
- ◆ Ranking is only applied to applications submitted during Phase I and is turned off after the date of lottery notification.

Sibling Priority

- ◆ **"Applicant with Sibling Attending"** refers to Qualified Phase I applicants who will have a sibling attending the same Magnet school the same year that the applicant is applying for, will receive limited priority in the application process for "entry grades."
 - Entry grades are defined as Kindergarten, 6th, and 9th grades and are normally the first grade level available for the Magnet program.
 - For Montessori, Language Immersion and Dual Language programs, sibling priority is given at K entry levels. For K-8 Multi-level programs, sibling priority is given at K and 6 entry grade levels. For 6-12 Multi-level programs, sibling priority is given at 6 and 9 entry grade levels.
- ◆ Twenty-five percent of available seats in the Magnet program entry grades will be awarded first to "Applicants with Sibling Attending". If there are more students with

School Guidelines, 2018-2019

HISD Transfer Procedures

siblings than the 25% of spaces allowed, they will be placed at the top of the wait list in the relative order they were selected in the lottery.

- ♦ ***“Applicant with Sibling Applying”*** refers to a qualified Phase 1 applicant applying to an entry grade who has a sibling applying to the same Magnet school, are treated the same as any other applicant. However, if the sibling applying to a non-entry grade level is offered a seat, once the sibling accepts the offered seat, the entry grade level sibling is then considered as an “Applicant with Sibling Attending”. The entry grade level sibling will be placed at the top of the waitlist in the order he/she was drawn in the lottery, above the non-sibling applicants.
- ♦ **Qualifying twins (or multiples)** – twins/multiples may be, at the parent’s discretion, treated as all other siblings or treated as if they were one student – forgoing sibling preference generated by the twin; in any case, separate applications must be submitted for each child. When submitting these types of applications via the magnet online application system, the parent must use the same email to avoid discrepancies and select for the twins/multiples to share lottery seat number on all applications submitted.
- ♦ Siblings who present new data and qualify through the appeals process will be placed on the waitlist below other qualified siblings (if applicable), but above other non-sibling applicants.
- ♦ There is no Sibling priority for Phase II or Phase III applications.

Acceptance of an Offered Seat

- ♦ On March 21, 2019, before midnight, the official Phase 1 notification of a students’ lottery outcome will be viewable within the online application system’s parent dashboard and an e-mail notification of the Phase 1 lottery outcome will be sent to the parent’s email address. In addition, one Magnet application status letter is sent via U.S. mail to the parents of all Phase I applicants. Phase II and III applicants will receive an e-mail notification and/or a call from the accepting school, and are always able to view an application’s status online.
- ♦ In order to secure an offered seat in a Magnet program, the parent must submit required documentation in person to the Magnet program by a specified date.
 - Phase 1 applicants that are offered a seat on March 21, 2019, will need to respond to the offer and make arrangements within two weeks of the March 21 notification date to provide the following documents to the school that has offered the seat: recent proof of HISD residency, a signed Magnet entrance agreement (provided at the school), and (if this is for a kindergarten program) proof of age.
 - *Additionally, please be informed that the acceptance into a Magnet program is contingent upon completion of the campus’s enrollment process, within the timelines established by the campus.*
 - A student who is currently enrolled in a HISD school does not need to re-enroll in the Magnet school.
 - A student who is returning or new to HISD and has accepted a Magnet seat will need to complete the Magnet school’s enrollment process.
- ♦ Applicants that are offered a seat in a Magnet program after April 5, 2019, will need to respond to the offer and make arrangements within one week of the notification date to provide the following documents to the school that has offered the seat: recent proof of residency, a signed Magnet entrance agreement (provided at the school), and (if this is for a kindergarten program) proof of age.
 - *Additionally, please be aware that inclusion in a Magnet program is contingent*

School Guidelines, 2018-2019

HISD Transfer Procedures

upon completion of the campus's enrollment process, within the timelines established by the campus.

- A student who is currently enrolled in a HISD school does not need to re-enroll in the Magnet school.
- A student who is returning or new to HISD and has accepted a Magnet seat will need to complete the Magnet school's enrollment process.

Magnet Enrollment

- ◆ All Magnet transfers are subject to final approval by the Student Transfer Department.
- ◆ Once a Magnet transfer student is enrolled in the Magnet program, no other transfer for that student may be granted during that school year. There is only one student transfer approved per school year. **All transfers require a one-year commitment.**
- ◆ Any student with an approved Magnet transfer must attend the first day of school to which the transfer is granted in order to guarantee a spot at that school unless there is an extenuating circumstance. Extenuating circumstances must be approved by the office of school choice (i.e. but not limited to death in the family or scheduled travel changes beyond the parent's control).
- ◆ Zoned Magnet students that move out of the Magnet school's attendance zone, and who remain in the HISD district during the school year, may remain at their campus until the end of the semester. Fifth, eighth, and twelfth grade students may remain until the end of the school year. The student's parent or legal guardian, must submit an online Magnet application in order to be considered for the school's Magnet program for the next school year.
- ◆ A Magnet student whose parents move outside HISD boundaries after the beginning of the school year **does not have the option** of remaining in his or her HISD Magnet program. This also applies to students whose parents live outside the district and were enrolled by virtue of their parent's employment with the district, where that employment has ended. According to TEA Student Attendance Accounting Handbook, Section III (3-1), "a student should be withdrawn from the attendance accounting system on the date the district becomes aware that the student is no longer a member of the district." The student has 10 days to apply for an out-of-district Magnet transfer using the procedures described in the section on "Out-of-District Transfers" in these Guidelines. If the student applies for an out-of-district Magnet transfer, the student may remain in the school until a final decision has been reached on approval or denial. When a transfer is denied or the parents fail to submit a timely out-of-district Magnet out-of-district Magnet transfer request, the student must withdraw from HISD.

Transportation: Transportation services are provided for all eligible K-5 Magnet students. Students may lose transportation privileges due to violation of the Student Code of Conduct on the school bus. A suspension and/or revocation of transportation may result due to violation of the Student Code of Conduct on the school bus. Refer to Student Code of Conduct.

It is the responsibility of the Magnet coordinator to reach out to routing and scheduling when Magnet transportation issues arise

Telephone: HISD Magnet Office (713) 556-6947

Website: <http://www.houstonisd.org/Page/133703>

SECONDARY MAGNET PROGRAMS - PROCEDURES FOR APPLYING (Tier 4)

Eligibility Criteria

- ◆ **Magnet** secondary programs will screen applicants based on the district matrix. The district Magnet matrix uses a combination of the student's last year's core subject grade average and the higher score of either STAAR or national normed test if available from the previous year. Language English Proficiency (LEP) and Low Socioeconomic Status (SES) considerations for currently enrolled HISD students are also used on the matrix. The district qualifying matrix score is 80. Schools may lower the district recommended cut-off score but may not increase it. *A random lottery will be conducted for Non-Vanguard Magnet programs that have more qualified Phase 1 applicants than space available.*
- ◆ **Vanguard Magnet** secondary programs screen applicants based on G/T identification. Identification as G/T is determined by points obtained based on various criteria: achievement test, abilities test, grades, obstacles, and teacher recommendation or in the case of the very young, parent recommendation. Scores are entered and converted into points on a G/T Identification Matrix. To be identified as G/T, a student must have a total identification matrix score of 62 points or above. *A random lottery will be conducted for Vanguard magnet programs that have more qualified Phase 1 applicants than space available.*
- ◆ **MSAP Grant** secondary programs: There is no selection criteria for schools that are under the Magnet Schools Assistance Program (MSAP) Grant. <http://www.houstonisd.org/Page/121783> *A random lottery will be conducted for Magnet programs that have more qualified Phase 1 applicants than space available.*

Dates and Deadlines

- ◆ The Magnet application process uses a system of "Phases" to determine who is eligible to be considered and how applications are processed.
- ◆ Current dates and deadlines are available from the Office of School Choice and are posted annually on the Office of School Choice website.
- **Phase I (September 28, 2018 – December 7, 2018)** refers to a window in which all qualified applications are considered – irrespective of when within the window they were submitted. Phase I is open to all HISD residents and HISD employees, whether or not they are HISD residents.
 - Proof of HISD employment is required if the parent resides Out of District and is applying in Phase I or II
 - Per District Policy, an employee, as defined in the Texas Education Agency (TEA) Student Transfers System (STS), is a person who is employed by the receiving District and currently contributes to the Texas Teacher Retirement System (TRS). All out-of-district employee applications will be submitted to HISD Human Resources for review.
- **Phase II (December 8, 2018 – May 31, 2019)** refers to a subsequent window in which all qualified applications from HISD residents or any HISD employee are considered in the order submitted – dependent on space being available in the program.
 - Proof of HISD employment is required if the parent resides Out of District and is applying in Phase I or II
 - Per District Policy, an employee, as defined in the Texas Education Agency (TEA) Student Transfers System (STS), is a person who is employed by the receiving District and currently contributes to the Texas Teacher Retirement System (TRS). All out-of-district employee applications will be submitted to

School Guidelines, 2018-2019

HISD Transfer Procedures

HISD Human Resources for review.

- **Phase III (June 1, 2019 - August 9, 2019)** refers to the final application window in which all qualified applications are considered in the order they were submitted.
 - Out-of-District Magnet transfers for Non-HISD employees' children are limited. (Non-HISD employee out of district transfers into separate and unique schools (SUS) Magnet programs is strictly limited and tuition required. (See Out-of-District Magnet transfer description.)
- After Phase III, no Magnet applications are accepted or processed. The only exception is for applications from new HISD residents who can provide proof that they have just moved in to the district. These are considered strictly on a space-available basis. ***Any Magnet movement after the final date published by the Office of School Choice requires prior approval from that office.***

Lottery

- ◆ A random lottery will be conducted for secondary Magnet programs that have more qualified out-of-zone Phase 1 applicants than space available. A student who is zoned to a secondary School With-in A School (SWAS) Magnet Program will need to apply in order participate in the Magnet Program. If a Magnet application is submitted for a currently zoned student based on the student's address that is in Chancery SIS, it will be not be considered in the out-of-zone lottery. The applicant must inform the Magnet Coordinator of the Magnet School that he or she would like to be considered for an out-of-zone seat.
- ◆ A lottery will be conducted by the Office of School Choice and principals and Magnet coordinators are invited to ensure transparency. A lottery is not final until confirmed by the Office of School Choice.
- ◆ Qualified Phase II and III applicants are not entered into the Phase 1 lottery, but are offered seats on a space available basis.
- ◆ Lottery waitlists are retired on the first day of school.

Ranking

- ◆ Parents may apply to a maximum of 5 Magnet programs. It is recommended that parents weigh their options carefully and consider the following: If a student has not been identified as G/T prior to Phase 1 deadline (December 8, 2017) and subsequently does not qualify as G/T, and has applied to 5 Vanguard Magnet programs, the student will not be considered for any of the Vanguard programs chosen.
- ◆ During Phase 1, parents will rank their selections in order of preference. Once accepted into a program, all of a student's lesser-ranked applications, including any other acceptance, would be "dropped" or "released", so that those spots could be offered to other students. A student will remain on the waitlist for all higher ranked schools and can still be offered a seat from the waitlist after lottery notifications. Only schools ranked lower than the highest one in which a student has been accepted would be released.
- ◆ Ranking is only applied to applications submitted during Phase I.

Sibling Priority

- ◆ ***"Applicant with Sibling Attending"*** refers to Qualified Phase I applicants who will have a sibling attending the same Magnet school the same year that the applicant is applying for, will receive limited priority in the application process for "entry grades".
 - Entry grades are defined as Pre-K, K, 6th, and 9th grades and are normally the first grade level available for the Magnet program.
 - For Montessori programs, sibling priority is given at PK3 and PK4 entry levels. For

School Guidelines, 2018-2019

HISD Transfer Procedures

Language Immersion and Dual Language programs, sibling priority is given at PK4 and K entry levels. For K-8 Multi-level programs, sibling priority is given at K and 6 entry grade levels. For 6-12 Multi-level programs, sibling priority is given at 6 and 9 entry grade levels

- ♦ Twenty-five percent of available seats in the Magnet program entry grades will be awarded first to “Applicants with Sibling Attending”. If there are more students with siblings than the 25% of spaces allowed, they will be placed at the top of the wait list in the relative order they were selected in the lottery.
- ♦ ***“Applicant with Sibling Applying”*** refers to a qualified Phase 1 applicant applying to an entry grade level who also has a sibling applying to the same Magnet school, are treated the same as any other applicant. However, if the sibling applying to a non-entry grade level is offered a seat, once the sibling accepts the offered seat, the entry grade level sibling is then considered as an “Applicant with Sibling Attending”. The entry grade level sibling will be placed at the top of the waitlist in the order he/she was drawn in the lottery, above the non-sibling applicants.
- ♦ **Qualifying twins (or multiples)** – twins/multiples may be, at the parent’s discretion, treated as all other siblings or treated as if they were one student – forgoing sibling preference generated by the twin; in any case, separate applications must be submitted for each child. When submitting these type of applications via the Magnet online application system, the parent must use the same email to avoid discrepancies and select for the twins/multiples to share lottery seat number on all applications submitted.
- ♦ Siblings who present new data and qualify through the appeals process will be placed on the waitlist below other qualified siblings (if applicable), but above other non-sibling applicants.
- ♦ There is no Sibling priority for Phase II or Phase III applications.

Acceptance of an Offered Seat

- ♦ On March 21, 2019, before midnight, the official Phase 1 notification of a students’ lottery outcome will be viewable within the online application system’s parent dashboard and an e-mail notification of the Phase 1 lottery outcome will be sent to the parent’s email address. In addition, one Magnet application status letter is sent via U.S. mail to the parents of all Phase I applicants. Phase II and III applicants will receive an e-mail notification and/or a call from the accepting school, and are always able to view an application’s status online.
 - Phase 1 applicants that are offered a seat on March 21, 2019, will need to respond to the offer and make arrangements within two weeks of the March 21 notification date to provide the following documents to the school that has offered the seat: recent proof of HISD residency, a signed Magnet entrance agreement (provided at the school), and (if this is for a Pre-K or kindergarten program) proof of age.
 - *Additionally, please be informed that the acceptance into a Magnet program is contingent upon completion of the campus’s enrollment process, within the timelines established by the campus.*
 - A student who is currently enrolled in a HISD school does not need to re-enroll in the Magnet school.
 - A student who is returning or new to HISD and has accepted a Magnet seat will need to complete the Magnet school’s enrollment process.

School Guidelines, 2018-2019

HISD Transfer Procedures

- ◆ Applicants that are offered a seat in a Magnet program after April 5, 2019, will need to respond to the offer and make arrangements within one week of the notification date to provide the following documents to the school that has offered the seat: recent proof of residency, a signed Magnet entrance agreement (provided at the school), and (if this is for a Pre-K or kindergarten program) proof of age.
 - *Additionally, please be aware that inclusion in a Magnet program is contingent upon completion of the campus's enrollment process, within the timelines established by the campus.*
 - A student who is currently enrolled in a HISD school does not need to re-enroll in the Magnet school.
 - A student who is returning or new to HISD and has accepted a Magnet seat will need to complete the Magnet school's enrollment process.

Magnet Enrollment

- ◆ All Magnet transfers are subject to final approval by the Student Transfer Department.
- ◆ Once a Magnet transfer student is enrolled in the Magnet program, no other transfer for that student may be granted during that school year. There is only one student transfer approved per school year. **All transfers require a one-year commitment.**
- ◆ Any student with an approved Magnet transfer must attend the first day of school to which the transfer is granted in order to guarantee a spot at that school unless there is an extenuating circumstance. Extenuating circumstances must be approved by the office of school choice (i.e. but not limited to death in the family or scheduled travel changes beyond the parent's control).
- ◆ Zoned Magnet students that move out of the Magnet school's attendance zone, and who remain in the HISD district during the school year, may remain at their campus until the end of the semester. Fifth, eighth, and twelfth grade students may remain until the end of the school year. The student's parent or legal guardian, must submit an online Magnet application in order to be considered for the school's Magnet program for the next school year.
- ◆ A Magnet student whose parents move outside HISD boundaries after the beginning of the school year **does not have the option** of remaining in his or her HISD Magnet program. This also applies to students whose parents live outside the district and were enrolled by virtue of their parent's employment with the district, where that employment has ended. According to TEA Student Attendance Accounting Handbook, Section III (3-1), "a student should be withdrawn from the attendance accounting system on the date the district becomes aware that the student is no longer a member of the district." The student has 10 days to apply for an out-of-district Magnet transfer using the procedures described in the section on "Out-of-District Transfers" in these *Guidelines*. If the student applies for an out-of-district Magnet transfer, the student may remain in the school until a final decision has been reached on approval or denial. When a transfer is denied or the parents fail to submit a timely out-of-district Magnet out-of-district Magnet transfer request, the student must withdraw from HISD.

Transportation: Transportation services are provided for all eligible K-5 Magnet students. This service is not provided for non-eligible siblings and Pre-K students. Students may lose transportation privileges due to violation of the Student Code of Conduct on the school bus. A suspension and/or revocation of transportation may result due to violation of the Student Code of Conduct on the school bus. Refer to Student Code of Conduct.

School Guidelines, 2018-2019

HISD Transfer Procedures

It is the responsibility of the Magnet coordinator to reach out to routing and scheduling when Magnet transportation issues arise.

Telephone: HISD Magnet Office (713) 556-6947

Website: <http://www.houstonisd.org/Page/133703>

Magnet Entrance Agreement

- ◆ Once a student has been accepted into the Magnet program, the student and parent(s) will sign a copy of a district Magnet Entrance Agreement. This document defines a set of program expectations that the student must meet throughout the school year in order to be successful and remain in the Magnet program.
- ◆ **The Program Expectations for a Magnet student is as follows:**
- ◆ Grades
 - Grade PK-5, maintain a grade of at least 70 in all core and Magnet classes during each grading cycle
 - Grade 6-12, maintain an individual class average of 75 or higher in all core classes and an average of 80 or higher in all Magnet classes
- ◆ Attendance
 - Maintain regular attendance in accordance with the school's Student Code of Conduct and TEC Section.25.085 Compulsory School Attendance
 - Refrain from excessive tardiness in accordance with the school's Student Code of Conduct
- ◆ Behavior
 - Adhere to the HISD Student Code of Conduct and maintain a conduct grade of 'S' or higher
- ◆ General
 - Meet Magnet expectations for each specific theme that is given to each student according to the Magnet program's criteria, including Magnet course sequence as specified by the school.
- ◆ Students who either do not meet these program expectations or who parents do not meet program expectations are placed on an HISD Magnet Growth Plan for a minimum of one grading cycle. The growth plan is intended to help students and parents successfully meet program expectations. A growth plan committee comprised of campus professionals will evaluate progress on this plan at the end of the specified time period. The growth plan is reviewed each grading cycle that it remains in place, and it is used to determine if the student should continue in the Magnet program the following year.
- ◆ All Magnet transfers are for one year and may only be denied at the end of the year.

Magnet Non-Renewal Procedure

Magnet students who do not meet the Magnet Program Expectations of Grades, Attendance and Behavior as outlined in the Magnet Entrance Agreement, may be exited from the Magnet program at the end of the school year using the following mandatory procedures:

- ◆ The following steps should be taken in order to ensure placement in an educational environment that enables the student to be successful if the student fails to adhere to the expectations outlined in the entrance agreement or is not demonstrating success in the Magnet program:

School Guidelines, 2018-2019
HISD Transfer Procedures

- Conduct a parent and student conference with the teacher(s) and Magnet coordinator regarding the student's performance for a minimum of one grading cycle. Schools should document parental participation either through original signature or certified letter with mail receipt;
 - Complete a "District Magnet Growth Plan" during the parent/student conference to help the student meet program expectations. Schools should document parental participation either through original signature or certified letter with mail receipt;
 - The District Magnet Growth Plan specifics must include:
 - Student's responsibilities for improvement;
 - School personnel's responsibilities for helping student to improve;
 - Parent's responsibilities for helping the student to improve; and
 - Designated time for re-evaluation, which should not be less than one full grading period.
- ◆ At the designated time for re-evaluation of the student's progress, a review committee, made up of the teacher(s), parent, Magnet coordinator and designated administrator, will determine if the student has met the requirements of the growth plan and will make one of the following recommendations for the student:
- Objectives and goals of the District Magnet Growth Plan have been met and the student's Magnet transfer will be renewed for the following school year.
 - Significant progress has been made and the student's Magnet transfer will be renewed for the following school year.
 - The student has not been successful in the goals of the Magnet Growth Plan and the student's Magnet transfer is not renewed for the following school year.
 - The student has not been successful in the goals of the Magnet Growth Plan and the school's decision to not renew the student's Magnet transfer will be made pending the completion of summer school.
- ◆ The school's review committee final decision to not renew a Magnet Transfer student must be brought to the Office of School Choice in person by the Magnet Coordinator or designated administrator along with the required non-renewal documentation which includes the student's Magnet entrance agreement, growth plan, and warning letter for review. Following the review and approval of the student's non-renewal of the Magnet transfer by the Office of School Choice, the final decision must be communicated in writing by the committee to the parent and documented through original signature or certified mail receipt.
- ◆ The school's non-renewal process must be completed within the timelines established by the Office of School Choice.

A student whose Magnet transfer is not renewed for the following school year will be required to return to the home school following the end of the school year.

If a Magnet transfer student is placed in a DAEP or JJAEP, the student will be allowed to return to the Magnet campus if the student meets DAEP or JJAEP exit requirements during the current school year, unless statute or board policy requires the permanent removal of the student from his/her school of choice.

School Guidelines, 2018-2019

HISD Transfer Procedures

Once a student has been granted a Magnet school transfer under these guidelines, the transfer is automatically renewed unless the student moves out of district or the non- resident employee parent is no longer an employee of the District, or the student has been exited from the program using the procedures previously described. The exception to this is Out of District students, whose parents must sign a transfer renewal document annually.

Should the child choose to leave the Magnet program voluntarily before the end of the school year, he or she may return only to their zoned campus. A voluntary exit form must be completed by parent.

The campus Principal reserves the right to non-renew a Magnet transfer when requirements of the Magnet Entrance Agreement have not been met.

FURLOUGH PROCEDURES FOR MAGNET PROGRAMS

- ◆ Furloughs are considered on a case-by-case basis for students currently enrolled in a Magnet program. The purpose of a furlough is for the student to retain their Magnet status. The furlough does not guarantee the student a space at any Magnet program.
- ◆ The district's Furlough Request for Magnet Programs form must be submitted with a specific timeline to the Magnet Coordinator. The school will then submit the furlough request form to the Office of School Choice which may grant or deny the furlough. Furloughs may not be granted to entering kindergarten Magnet students. The student will retain his/her Magnet status during the length of the furlough, but will NOT be coded Magnet in Chancery. If the furlough is granted, the maximum time allowed is one academic year after the furlough is granted.
- ◆ If the student does not enroll in an HISD Magnet program at the end of the furlough timeline, he/she will lose his/her Magnet status and will need to re-apply at the next pre-established application window.

MAGNET TRANSFERS FOR STUDENTS WITH DISABILITIES

Students with disabilities are required to follow the HISD application process for Magnet programs. A student with disabilities who meets the specified Magnet criteria and is accepted for admission to a Magnet program is required to have an Admission, Review, and Dismissal/ Individualized Education Program (ARD/IEP) or Section 504 committee meeting prior to enrolling in the program to ensure that the student's IEP or Section 504 plan can be implemented in the Magnet program.

If the ARD/ IEP or Section 504 committee determines that the services in the IEP or Section 504 plan are not in alignment with those available within the Magnet program without fundamentally altering the Magnet curriculum (e.g., modifying the curriculum or grading criteria), then the ARD/IEP or Section 504 committee may recommend the student continue placement at the student's home/zoned or current campus.

When a student with disabilities needs certain accommodations documented in the IEP or Section 504 plan for an audition for a Magnet program, a request for accommodations may be submitted to the Magnet coordinator of the receiving program at least 10 school days prior to the audition.

ARD/IEP or Section 504 Committee Procedures for Students with Disabilities:

- ◆ ***Required ARD/IEP committee meeting participants are:***
 - Principal or administrative designee
 - Special education teacher for the current and receiving school
 - General education teacher
 - Parent and/or student
 - Magnet coordinator of receiving campus
- ◆ ***Recommended ARD/IEP committee meeting participants:***
 - Others who have information relevant to the education of the student

When the student with disabilities has been accepted into a Magnet program:

- ◆ The receiving Magnet coordinator notifies the sending school's special education or Section 504 chairperson of the student's acceptance.
- ◆ An ARD/IEP or Section 504 meeting will be held at the receiving Magnet campus.
- ◆ The special education or Section 504 chairperson from the sending school prepares the student's special education eligibility folder for the ARD/IEP or Section 504 meeting. The receiving special education or Section 504 chairperson sends the notice/invitation of the ARD/IEP or Section 504 meeting to appropriate participants.
- ◆ The Magnet coordinator or designee at the receiving school, along with a representative from the sending school that has knowledge of the student, must attend the ARD/IEP meeting. In addition to the need for any accommodations and/or related services, the contents/requirements of the Magnet entrance agreement must be discussed at the ARD/IEP or Section 504 meeting.

If the student with disabilities has not been accepted into a Magnet program:

- ◆ A parent may follow the Magnet program appeal process.

MAGNET CODING AND FUNDING

A Magnet student must be coded in Chancery as Magnet in order to receive Magnet funding per

School Guidelines, 2018-2019

HISD Transfer Procedures

pupil. A student must meet the criteria below each Magnet program type in order to be coded as a Magnet.

- ◆ School Wide Programs (SWP)
 - All zoned students and out-of-zone Magnet Transfer students, except for Pre-K (unless Pre-K is part of the Magnet program) and SPED (unless SPED student fully participates in the Magnet program) should be coded as a Magnet Student in Chancery SMS Demographics screen
- ◆ School Within A School Program (SWAS)
 - An Out-of-Zone student who has been offered a seat through the Magnet Application process, received a Magnet Transfer and is enrolled in the Magnet Course Sequence should be coded as a Magnet Student in the Chancery SMS Demographics screen
 - A Zoned student who has been offered a seat through the Magnet Application process and is enrolled in the Magnet Course Sequence should be coded as a Magnet Student in the Chancery SMS Demographics screen
- ◆ School Within A School Vanguard Program (SWAS)
 - An Out-of-Zone Magnet student who has been offered a seat through the Magnet Application process, received a Magnet Transfer and is enrolled in the Magnet Course Sequence should be coded as a Magnet Student in the Chancery SMS Demographics screen
 - A Zoned student who is identified as Gifted and Talented and is enrolled in the Magnet Course Sequence should be coded as a Magnet Student in the Chancery SMS Demographics screen
- ◆ Special and Unique Schools (SUS)
 - An Out-of-Zone Magnet student who has been offered a seat through the Magnet Application process, received a Magnet Transfer and is enrolled in the Magnet Course Sequence should be coded as a Magnet Student in the Chancery SMS Demographics screen

ESTABLISHING A MAGNET PROGRAM

Board Policy provides for the creation of Magnet Programs. A request for the creation of a new Magnet program or a request for a major modification to existing program (changes in program design, program focus, or number of students to be served by an individual program) requires Board approval. Schools interested in exploring the possibility of implementing a Magnet program should follow the procedures outlined below. For a description of the purpose and philosophy behind Magnet programs, please review the attached copy of Board policy, EGA (LOCAL). http://blogs.houstonisd.org/hisdacademicmemos/wp-content/uploads/sites/15/gravity_forms/2-b18b158c2f279cf25b600c39bae04778/2015/01/EGALocal-Magnet.pdf

Requirements:

Per EGA (Local) *The District shall provide innovative and engaging programs to attract, retain, and empower students in a rich academic environment. Directly aligned with the Board's Beliefs and Visions, the District's Magnet schools embody the mandates for change on school choice, decentralization, school empowerment, and meaningful engagement. The Board commits to inclusion and equality in educational attainment, ownership, and engagement in the District's Magnet programs, and the District shall not support patterns of exclusion and inequality.*

- ◆ A school interested in submitting a proposal for a new program must have the facilities necessary for an additional 25% increase in their current enrollment, to meet the requirement that out of zone students represent at least 20% of the overall enrollment. This requirement

School Guidelines, 2018-2019

HISD Transfer Procedures

can also be met in part by reducing other forms of out-of-zone transfers.

- ◆ The school should also be in good academic standing, to align with policy.

New Magnet Program Proposals

In years in which funding is available, schools interested in establishing a Magnet program must write and submit a new Magnet program proposal to the Office of School Choice. The principal takes the leadership role in this process.

A Proposal to Establish a Magnet Program must include the following and show evidence of community review and input.

- ◆ Introduction – stating the basic proposal and background information
- ◆ List of Committee Members, titles or positions
- ◆ Documentation of Committee Meetings – must include presentation to faculty and evidence of faculty buy-in
- ◆ A complete description of the program – kind of program, number of students, courses, activities, etc.
- ◆ Rationale for the program
- ◆ Goals
- ◆ Objectives
- ◆ Implementation Timeline
- ◆ Budget
- ◆ Letters of Support

A rubric will be provided by the Office of School Choice as a guide in crafting the proposal to ensure the 10 Characteristics are addressed:

1. **Board Characteristic 1:** Academic achievement and intellectual entrepreneurship as its core goals, enhanced by thematic programming, teaching philosophies, and real world experiences
2. **Board Characteristic 2:** An enriched curriculum designed around a specialized theme or philosophy
3. **Board Characteristic 3:** A socioeconomically and ethnically diverse student body
4. **Board Characteristic 4:** Increased student access to the program through the District's awareness activities, communication, and transfer procedures in order to meet the magnet enrollment goal of 20 percent (or 100 students per grade level, whichever is less in secondary schools) of the students, who must be from outside the school's attendance zone
5. **Board Characteristic 5:** Actively involves parent, community, business, and relevant industry partnerships
6. **Board Characteristic 6:** Demonstrate school expenditures in support of the program
7. **Relevance:** Relevance of program – connection to the work place or vertical alignment
8. **Capacity:** Building capacity exceeds current enrollment by the following percent (less than 25% cannot apply):
9. **Location:** Proximity to a similar program at same level; vertical alignment exists or planned
10. **Plan:** A clear plan that ensures success as a program meeting all standards in five years or less

Proposal Requests are reviewed by the Office of School Choice and other HISD Administration. After the proposal is reviewed and approved by the HISD Administration it will be presented to the Board for approval.

Timeline for New Magnet Program Proposal and Review

In years in which funding is available, schools interested in establishing a Magnet program must write and submit a new Magnet program proposal to the Office of School Choice.

- Year one – school committee is established, proposal is written and submitted for Board approval.
- Year two – school pilots curriculum/courses/activities with zoned students and participates in the district-wide recruitment activities.
- Year three – school enrolls its first Magnet transfer students who receive transportation, as needed.

Magnet Department's Role:

The Office of School Choice, the Curriculum Department and other support services may provide expertise and assistance during the development of the Magnet proposal; however, the proposal is the product of the school.

Proposals usually go through several revisions, before they go forward to the office of the Chief Academic Officer. After review, it may be revised or augmented. It must go to the Board for approval. Revisions can be made at any point, but the final proposal is what the school is then expected to implement.

MODIFYING AN EXISTING MAGNET PROGRAM

Minor Modifications:

- ♦ Minor modifications do not change the major theme of the Magnet program, rather they enhance it.
- ♦ Approved minor modifications may be implemented as early as the next school year after they are proposed as long as it is linked to the major Magnet theme of the school. These will be approved by the Office of School Choice.

Major Modifications:

- ♦ Schools desiring to make major modifications, those which substantially change a program, must follow the same guidelines as proposing a new Magnet program and submit their proposal to the Office of School Choice. The proposal will be reviewed by the Office of School Choice, the Chief Academic Officer, and the respective School Office. Once the proposal is approved, it must be presented to the HISD Board of Education for final approval.
- ♦ Major modifications require a transition year, during which stakeholders will be informed and information about the new program will be disseminated. The transition year is necessary in order to prevent “surprises” for parents and students who have signed up for a program based on current offerings.

SUN-SETTING MAGNET PROGRAMS

In 2013 the Board approved a process to “sun-set” underperforming Magnet programs. The District shall track and monitor school performance and hold school leadership accountable for results. The standards referenced herein, as well as the criteria outlined in the proposal, must be maintained for a Magnet program to retain its status, funding, and transportation. Changes in status shall require a transparent review process with a clear time line for implementation prior to the student application process.

CRITERIA TO MAINTAIN MAGNET STATUS

- Magnet schools' student academic outcomes must meet State accountability standards.
- Per Board policy, successful Magnet programs meet the following district-wide enrollment goals:
 - Elementary - 20% of the total school enrollment must be from non-zone, Magnet students; programs with a Magnet PK will include PK in the calculation;
 - Secondary - 100 non-zone, Magnet students per grade level or 20% of the total school enrollment from non-zone, Magnet students – whichever is less;
 - Dedicated Schools (SUS) – total student enrollment of at least 80% of the total building capacity.

TIME-LINE FOR SUN-SETTING PROCESS FOR MAGNET PROGRAM

Office of School Choice will review Magnet programs annually after State Accountability is compiled and after PEIMS snapshot date when enrollment is verified to determine status.

- Office of School Choice will identify schools that have not met one or more of the criteria for the first annual review.
 - An early warning letter will be sent in November to notify schools that have not met standards and will be placed on probation.
 - Schools will receive another letter updating the status of the program after State Accountability and enrollment is determined following PEIMS snapshot date the following school year. If a program is determined to be in alignment with standards, probationary status will be removed; if it is determined that a program continues to fail to meet standards, the phase-out process will begin.
 - During Year 1 of phase-out, schools will receive half of their Magnet budget allocation and transportation will be continued.
 - During Year 2 of phase-out, Magnet funding is eliminated and transportation is not provided.

TIER 5 - SPACE AVAILABLE AND OUT OF DISTRICT TRANSFERS

SPACE-AVAILABLE TRANSFERS (Tier 5) [No new transfers are being approved.]

Chancery Code: SA

Description: The Space-Available Transfers gave HISD Parent/Guardians the option of transferring their student to schools in the HISD that have been determined to have available space for district students.

Selection of Eligible Schools: Following the fall PEIMS submission, the School Support Office, in coordination with the Chief School Officers, determined for the upcoming school year which schools had available space and how many spaces. This number was based on current enrollment and building capacity with 95 percent as the cut-off point. A list of schools and the number of respective spaces was sent to the Office of School Choice.

Procedures for Applying: N/A

Transportation: Transportation services are **not** provided. Parent/Guardians are responsible for transportation to the school of choice.

OUT-OF-DISTRICT (Tier 5)

Chancery Code: OD

Description: Non-resident transfer status will be granted on a space available basis. A student whose Parent/Guardians move to a residence outside HISD after the beginning of the school year or whose Parent/Guardian was an HISD employee living outside the district and are no longer employed by the district **must immediately file an Out of District transfer application** to remain in HISD. Out-of-district transfers are valid for one year and must be renewed each school year.

Selection of Eligible Schools: Schools space available to accept out-of-District students provided that space is available and no resident student's transfer application has been denied due to lack of space.

Procedures for Applying:

- ♦ Parent/Guardians obtains the Out-of-District transfer form from the HISD Portal, the receiving school or Office of School Choice.
- ♦ Signature approval of receiving principal is required.
- ♦ Parent/Guardians will be notified by letter of the status of their application and approved Promissory Notes (if applicable) will be forwarded to the Manager of General Accounting.

Exceptions: In extenuating circumstances, the Superintendent may approve out-of-District tuition transfers to SUS Magnet programs, and specialty programs on a case-by-case basis for students. When exceptions are granted by the Superintendent, tuition will be charged and promissory notes will be issued by the Office of School Choice-Student Transfer. In order for a student to obtain an exception by the Superintendent, it is the receiving school's responsibility to draft a letter detailing the extenuating circumstances. These transfers should be sent to the Office of School Choice to be processed.

Tuition: The HISD Board of Education establishes tuition rates based on state guidelines (TEC Section 25.038). Tuition shall be charged for students in the following circumstances:

- Out-of-district students ineligible for ADA funding (see section entitled: TUITION FEES FOR INELIGIBLE STUDENTS), and
- Out-of-district students approved by the superintendent to attend SUS Magnet programs, early college high schools and other specialty programs.

Approval Required: Principals may approve any out-of-district transfer where space is available. The Office of School Choice finalizes the Out of District transfer approval.

Transportation: Transportation services are **not** provided.

CONTRACT CHARTER – OUT OF DISTRICT

Chancery Code: CO

Description: Students accepted into an HISD Charter School

Selection of Eligible Schools: Charter Schools set programmatic criteria for enrollment.

Procedures for Applying:

- ◆ Out of District resident parent/guardians interested in enrolling their child in an HISD contract charter school can obtain detailed information and an application for admission from the contract charter school or from the Office of School Choice.
- ◆ When a student is accepted into the school, the school principal or designee will create an address exception in chancery and email an Out of District Student Transfer application to Studenttransfer@houstonisd.org.

Approval Required: The Office of School Choice finalizes the Contract Charter-Out of District School transfer approval.

Transportation: Transportation services are **not** provided.

OUT OF DISTRICT-MAGNET

Chancery Code: OM

Description: An out-of-district magnet transfer may be approved to a magnet campus if the student qualifies according to magnet guidelines and if space is available after all qualified HISD residents and qualified nonresident children of HISD employees have been accepted. No Out-of-District transfers will be accepted into secondary Separate and Unique School (SUS) Magnet programs. **Nonresident children of employees have priority over other nonresident students for magnet enrollment and shall be treated the same as HISD resident students.**

Selection of Eligible Schools: The magnet school must have space available. Further, principals may not accept out-of-district transfers to a school that uses a lottery for admission or has a waiting list of resident students. Nonresident children of employees shall be treated the same as HISD resident students and are eligible to apply to schools that use a lottery for admission and have a waitlist of resident students.

Procedures for Applying: Application procedures for Houston ISD students are disseminated to every Parent/Guardian and are available on the HISD Magnet website.

Refer to Magnet section XVIII pages 25 - 36 as to eligibility and procedures for applying for an Out of District-Magnet transfer.

OUT-OF-DISTRICT TRANSFER – EMPLOYEE MAGNET (Tier 5)

Chancery Code: OE

Description: Nonresident employees shall be permitted to request a student transfer to any school with space available in the same manner as any Parent/Guardian living in-district.

Selection of Eligible Schools: Schools may accept children of non-resident employees provided that space is available. Out-of-District Employee **Magnet** transfers will be accepted into

School Guidelines, 2018-2019

HISD Transfer Procedures

secondary Separate and Unique School (SUS) Magnet programs, and other specialty schools on campuses that do not have an attendance zone.

Procedures for Applying:

- Parent/Guardian obtains the Out-of-District Employee transfer application from the HISD Portal, the receiving school or the Office of School Choice.
- Signature approval of receiving principal is required.
- The completed transfer form and necessary documents (Recent HISD pay statement, student's birth certificate, and student's social security number) are submitted to the Office of School Choice for processing.
- The Office of School Choice reviews the eligibility of the application
- Parent/Guardians will be notified by letter of the status of their application.

Approval Required: Principals may approve an out-of-district transfer if space is available. Once a Parent/Guardian is no longer employed by the District, principals must notify the Parent/Guardian that their Out-of-District Employee Transfer is no longer valid and that they have 10 days to submit an Out-of-District Transfer and the transfer must be approved by the Office of School Choice.

Transportation: Transportation services are provided on space available bases from existing stop locations only if the school to which they transfer is already receiving other transportation eligible transfers and transportation is requested by the Parent/Guardian.

OUT OF DISTRICT - HARDSHIP

Chancery Code: ODH

Description: HISD resident student may be granted as transfer to a requested school due to extenuating circumstances and when the enrollment at the requested school is in the best interest of the student.

Selection of Eligible Schools: Requested transfer schools must be selected by the Area school office and the Office of School Choice. Both receiving and sending principals must approve the transfer. The school's enrollment must not exceed 95% of building capacity as established by the School Office.

Procedures for Applying:

- ♦ Parent/Guardian obtains the transfer form from the HISD Portal, school, or the Office of School Choice.
- ♦ Parent/Guardian completes a transfer form requesting the transfer with "Hardship" as the reason.
- ♦ Signature approval of the Receiving school's principal is required.
- ♦ The completed transfer form is submitted to the Office of School Choice for processing.

Approval Required: The Office of School Choice finalizes the Out of District -Hardship transfer approval.

Transportation: Transportation services are not provided.

Approval Required:

Transportation: Transportation services are provided only for situations of homelessness

OUT-OF-DISTRICT TRANSFER – School Based Employee (Tier 5)

Chancery Code: ODES

Description: Nonresident employees shall be permitted to request a student transfer for their child/children to their school work location with space available in the same manner as any Parent/Guardian living in-district.

Selection of Eligible Schools: Schools may accept children of non-resident employees provided that space is available. Out-of-District-School Based Employee transfers will be accepted into secondary Separate and Unique School (SUS) Magnet programs, and other specialty schools on campuses that do not have an attendance zone.

Procedures for Applying:

- Parent/Guardian obtains the Out-of-District –School Based Employee transfer application from the HISD Portal, the receiving school or the Office of School Choice.
- Signature approval of receiving principal is required.
- The completed transfer form and necessary documents (Recent HISD pay statement, student's birth certificate, and student's social security number) are submitted to the Office of School Choice for processing.
- The Office of School Choice reviews the eligibility of the student transfer application
- Parent/Guardians will be notified by letter of the status of their student transfer application.

Approval Required: Principals may approve an out-of-district- school based employee transfer if space is available. Once a Parent/Guardian is no longer employed by the District, principals must notify the Parent/Guardian that their Out-of-District-School Based Employee Transfer is no longer valid and that they have 10 days to submit an Out-of- District Transfer and the transfer must be approved by the Office of School Choice.

Transportation: Transportation services are not provided.

Exceptions: In extenuating circumstances, the Superintendent may approve Out-of- District tuition transfers to SUS Magnet programs. When exceptions are granted by the Superintendent, tuition will be charged and promissory notes will be issued by Student Transfer. Children of nonresident employees approved by the Superintendent to attend SUS magnet programs will not be required to pay tuition.

Tuition: The HISD Board of Education establishes tuition rates based on state guidelines (TEC Section 25.038). Tuition shall be charged for students in the following circumstances:

- Out-of-district students ineligible for ADA funding (see section entitled: TUITION FEES FOR INELIGIBLE STUDENTS), and
- Out-of-district students approved by the superintendent to attend SUS Magnet programs, early college high schools and other specialty programs.
- Under FDA (LOCAL) the HISD Board of Education may waive tuition for a student based on financial hardship upon written application by the student, Parent/Guardian, or guardian. The application waiver can be downloaded from the School Choice website

School Guidelines, 2018-2019
HISD Transfer Procedures

at <http://www.houstonisd.org/Page/120696>. Tuition waiver applications will be submitted by the School of Choice will be submitted to the Board for approval.

Other Address Exceptions –

Certain situations require that an address exception reason be approved in Chancery SMS in order to permit a student to be enrolled in a school. These situations do not require approved transfer forms to be on file; however, some exceptions are valid for only one semester or school year. If a student is to remain enrolled after that time, a valid transfer must be obtained.

Address Exception Reason	Use	Valid Period
Moved within Semester	HISD resident students should notify their school in a timely manner that they are moving to a new address in a different attendance zone. They may remain at the original campus	End of Current Semester (end of school year for current 5 th , 8 th , or 12 th graders)
Pending In-District Address Verification	HISD resident student lives inside HISD at an address not yet listed in the current street directory because it is located in a new housing development.	Until the HISD Demographer can verify that the address is valid and enter it in the street directory
Pre-kindergarten Enrollment	HISD resident students may attend PK classes at any campus with space available.	One Year
Withdrawal Code Deletion Withdrawal Code Edit Withdrawn	Auto generated codes created by Chancery programmatically. Currently under review by the Student Information System staff.	N/A

STUDENT TRANSFER RENEWALS

In order to provide continuity to schools and the approximately 78,000 HISD students attending schools other than their home school, renewals will be divided into the following categories:

1. **Automatically renewed address exceptions** - **Students with the following Address Exceptions below** will have their address exceptions automatically approved in the Student Information System (SIS) Planning Calendar and are to be considered part of the student body with the same benefits as zoned students.
 - Adequate Yearly Progress
 - Boundary Option
 - Capped School
 - Grandparent in District
 - Home Field Advantage
 - Homeless Student
 - Language of Instruction
 - Special Education
 - Unsafe School
 - Violent Crime Victim
2. **Automatically renewed address exceptions with receiving school's principal's review and input** - All transfers will be renewed automatically in the SIS Planning Calendar. In order for a school to request that a student's address exception not be renewed, the receiving school's principal must formally exit the student (see Student Transfer Non-Renewal exit procedures below).

It is a requirement that parents be notified in writing of the possibility of their student's transfer NOT being renewed. Student Transfers can be non-renewed due to:

- Attendance
- Behavior
- Grades (Magnet only)

Prior to any non-renewal, the student must be provided a period of time for improvement, documented on a growth plan, that is not less than the amount of time of one grading cycle in length. For a student with a disability, the ARD or 504 committee must collaborate on and agree with any non-renewal decision. For an English Language Learner (ELL), the LPAC should collaborate on the growth plan and in decision-making. The campus IAT should support selecting and monitoring intervention strategies for growth plans.

All student transfer Non-Renewals will require submission to the Office of School Choice Non-Renewal Committee for review and approval. All Office of School Choice Non-Renewal Committee meetings will occur at the Office of School Choice at a date and time in May. Schools are asked to submit electronic rosters of student names and local ID numbers that are recommended for non-renewal to the Office of School Choice SharePoint site by a date to be determined by the Office of School Choice. Voluntary withdrawal forms will also be uploaded onto the Office of School Choice SharePoint site. Schools will be able to use the site to schedule a review committee meeting starting a date to be determined in April.

Non-Renewal Process for Magnet and Discretionary Student Transfers Steps:

1. Signed Magnet Entrance Agreement or Student Transfer Form- These forms establish the expectations when a student enters the magnet program or completes the Discretionary transfer.
2. Growth Plan (Magnet or Discretionary)–
 - Suggested start no later than mid Feb;
 - Implemented for a minimum of one grading cycle (or equivalent amount of time) with a review date no later than the end of April.
 - Intended to help students meet expectations;
 - Implemented after initial steps to assist the student at first indication of struggle;
 - Determined by campus committee that includes parent.
3. Non-Renewal Warning Letter-
 - Provided at and/or mailed (certified) within 1 week of growth plan conference.
 - Formally warns of the risk of nonrenewal and reiterates the supports put in place to assist the student.
4. Growth Plan Review- Hold committee meeting, with parent present, to reevaluate student's progress on the growth plan and determine if non-renewal is recommended.
 - No later than the end of April (Must provide at least one grading cycle from start of growth plan).
5. School Non-Renewal Rosters
 - Submitted to OSC SharePoint site prior to first day in May.
6. Non-Renewal Review Meeting with Office of School Choice
7. Final Non-Renewal Letter –
 - Mail letter (provided by OSC committee after approval) and submit Certified Mail receipt to OSC by mid-May.
 - Provide formal and final notification to families of their transfer status for the following school year.
 - Office of School Choice will redirect student to zoned campus in HISD Connect Planning calendar

The following transfers can be non-renewed by the principal:

- Alternative School
- Appeals Transfer
- Career and Technology Education
- Contract Charter School
- Dual Language
- Hardship
- HISD Charter School
- International Baccalaureate
- Magnet Program
- Program Placement (High School Ahead Academy)
- Public Education Grant (PEG)
- Space Available Transfer

Exemption to Non-Renewal Process:

Special Education - Special education students attending a campus with an address exception will be automatically renewed in the SIS Planning Calendar. The Elementary

School Guidelines, 2018-2019
HISD Transfer Procedures

Special Education Senior Manager will notify the Office of School Choice- Student Transfer Department of any changes in placement by ARD/IEP decision which requires deletion of the renewal and the student's redirection to the new placement.

- **Parentally Placed in Private School-** Parentally placed students are those who are enrolled in a private school or facility within or outside the boundary of HISD who receive special education services through the district. A list will be submitted by the Special Education Department to the Office of School Choice after the ARD Committee decision.
- **Early Childhood Intervention-** Students ages 0-3 not enrolled in school but receiving special education services through HISD with an address exception will be automatically renewed in the SIS planning calendar unless specified by the Special Education Department.

Preschool Program for Children with Disabilities (PPCD) – PALS Address exceptions for students enrolled in a PPCD/PALS program will be automatically renewed as long as the student qualifies for the program or until the Elementary Special Education Senior Manager notifies the Office of School Choice of any changes in placement by ARD decision which require deletion of the renewal and the student's redirection to the new placement.

Pre-K Enrollment - Pre-K Enrollment address exceptions will **not** be renewed for students who will be five years of age on or before September 1, 2017. Pre-K student not turning 5 years of age on or before September 1, 2017 will automatically be renewed.

In order for a school to request that a student's Pre-K Enrollment exception not be renewed, the receiving school's administration must formally exit the student (see exit procedures below). Documentation of the exit conference is to be forwarded to the Office of School Choice in order for the renewal to be deleted and the student redirected to his zoned campus. Students and Parent/Guardians must be advised of nonrenewal in a certified letter prior to the last day of school or have obtained Parent/Guardian signature of notification of non-renewal.

Capped School - Capped School address exceptions will be renewed automatically.

3. **Moved Within Semester** - These address exceptions will **not** be renewed and the students will be redirected to their zoned campus. Parent/Guardians wanting their children to remain at the school must apply for an appropriate student transfer for the next school year.
4. **DAEP/JJAEP** - Address exceptions for students attending HISD's DAEP or JJAEP will **not** be renewed in the SIS Planning Calendar. The director of the respective program must notify **the Office of School Choice with a list of student names and local ID numbers** of who will be returning to the alternative campus. Students not returning to DAEP/JJAEP will be directed to
(a) the campus of residence or (b) or the last campus of enrollment, if grade appropriate.
5. **GrandParent in District** – Address exceptions for GrandParent Care Affidavits will **not** be automatically renewed. The GrandParent Care Affidavit must be renewed and notarized annually.
6. **Out-of-District** – **All** Out-of-District transfers will be renewed as pending in the SIS Planning Calendar. Out-of-District Employee Transfers renewals to SUS-type schools are dependent on

School Guidelines, 2018-2019

HISD Transfer Procedures

the continued employment of the Parent/Guardian. Renewal forms will be sent to the receiving campus and to the Parent/Guardian for review and recommendation. The Out of District Renewal forms will be returned to the Office of School Choice for processing. Out of District transfer students required to pay tuition according to Board Policy, must return their renewal and Promissory Note personally to the Office of School Choice or must have the Promissory Note notarized by another notary public before submitting the forms to the Office of School Choice.

TUITION FEES FOR INELIGIBLE STUDENTS

The TEC addresses transfer of pupils between school districts and the charging of tuition fees as follows:

- **Section 25.038 -- Tuition Fee for Transfer Students**

The receiving district may charge a tuition fee to the extent that the district's actual expenditure per student in average daily attendance, as determined by its board of trustees, exceeds the sum the district benefits from state aid sources as provided in Section 25.037.

However, unless a tuition fee is prescribed and set out in transfer agreement before its execution by the parties, an increase in tuition charge may not be made for the year of that transfer that exceeds the tuition charge, if any, of the preceding school year.

Tuition Rates

Tuition rates are developed annually by the HISD Budgeting Department and approved by the HISD Board of Trustees.

A non-resident student is eligible for ADA if that student is legally transferred into the district and meets all the criteria of an eligible student other than residency.

The Parent/Guardian or guardian of the student must complete an **Application for Out-of-District Transfer**, which should be retained by the receiving district for audit purposes.

If a nonresident student is not legally transferred into the receiving district, the receiving district cannot claim the ADA attendance.

Students enrolled in HISD schools who are **not** eligible for ADA should be charged tuition. Ineligible students include:

- ♦ students 3 or 4 years old on or before September 1st and does not qualify for pre-kindergarten services according to TEC §29.153(b);
- ♦ students who are 21 years old on September 1 of the current school year, except for students with disabilities in need of special education services;
- ♦ students with disabilities who are 22 years old on September 1 of the current school year;
- ♦ non-resident students who have not legally transferred into the district;
- ♦ students who have already graduated from high school;
- ♦ students who reside outside the boundaries of the state of Texas; and students from outside the boundaries of the United States and who are currently in the US solely for educational purposes.

School Guidelines, 2018-2019
HISD Transfer Procedures

Tuition will be collected in accordance with designated procedures in the *Finance Manual*. Tuition not collected will be charged back to schools through a reduction in eligible membership and will impact campus budgets.

Any student paying full tuition is ineligible for ADA funds and must be coded as "I" on the school's student master file. A student paying partial tuition is eligible for ADA funds and should be coded as "E".

XIX. UIL / EXTRACURRICULAR ACTIVITIES

The University Interscholastic League (UIL) rules govern all interschool contests in athletics (both boys and girls), speech, journalism, literary events, drama, and music. These rules are available at: <http://www.uil.utexas.edu/policy>. To be eligible for these contests, a student must meet the conditions described below.

Students being “home schooled” are not eligible to participate in any campus activities or UIL-sponsored events through the school in whose attendance zone they reside or any other HISD school.

Elementary School Eligibility Requirements

A student in grades K – 5th may participate in UIL Academics activities on or off campus if the student has satisfied the attendance requirements and are passing all classes in accordance with the state law and rules of the State Board of Education and Texas Education Agency. The UIL has no age limit for elementary academic competitions, nor does it have a residence rule.

- Competing Out of Grade Level. Elementary students are not prohibited from competing one grade level higher than the one they are enrolled. However, a student shall not compete in two or more grade levels of the same contest in the same year.
- Amateur Rule. **There is not an amateur rule for students competing in elementary school.**

Middle School Eligibility Requirements - First Six Weeks

A student in grades 7 or 8 may participate in UIL activities on or off campus the first six weeks of the fall semester only if the student has satisfied the academic and age requirements stated below:

- ◆ Beginning at the 7th grade year, the student must have been promoted from the previous grade, be less than 14 years old on or before September 1, and not have enrolled in the 9th grade.
- ◆ Beginning at the 8th grade year, the student must have been promoted from the previous grade, be less than 15 years old on or before September 1, and not have enrolled in the 9th grade.

The age requirements listed above apply only to UIL-sanctioned events and not to other extracurricular activities.

A student may participate in non-UIL extracurricular activities, on or off campus, the first six weeks of the fall semester only if the student has satisfied the academic requirements stated as follows:

School Guidelines, 2018-2019
UIL/Extracurricular Activities

- ◆ Grades 7, and 8: Student must have been promoted from the previous grade.
- ◆ With the exception of students with disabilities, any student who did not meet promotion standards for prior school year is ineligible to participate in any UIL or extracurricular activities the first six weeks of the new school year. However, an Individualized Education Program (IEP) for a student with disabilities developed by the Admission, Review, and Dismissal (ARD) Committee establishes the criteria for determining the eligibility for the student. If at the end of the six weeks the student has not met the criteria in the IEP, the student is ineligible for the following three weeks. If the criteria of the IEP have been met, then the student will be eligible the following six weeks.
- ◆ A student who was qualified for promotion from elementary school or grades seven or eight but was "held back" on request of a parent for reasons involving the student's emotional, academic, or social development is not eligible to participate in either UIL or extracurricular activities the first six weeks of the school year.
- ◆ No student below the 7th grade can compete on any athletic interscholastic teams.
- ◆ If a student is retained for competitive purposes in the 7th grade, he/she will lose one year of eligibility in high school for each year he/she is held back.

High School Eligibility Requirements

All incoming 9th grade students and students in any other grade level entering HISD, must complete, submit and obtain approval of an UIL Previous Athletic Participation Form (PAPF) prior to competing at any level. Grades 9-12 will be eligible for UIL and/or extracurricular activities the first six weeks of the fall semester if he/she has satisfied the following requirements:

- ◆ To be eligible for any UIL-sanctioned event, a student must be 18 years of age or less on September 1. This age provision applies only to UIL-sanctioned events and not to other extracurricular or club activities.
- ◆ A student has eight consecutive semesters of eligibility beginning with the semester he/she first enters the 9th grade. (UIL only)
- ◆ A junior varsity player must have at least one full year of eligibility remaining based on the Eight Consecutive Semester Rule and the Age Rule. A freshman player must have at least three full years of eligibility remaining. (UIL only)
- ◆ Academic eligibility:

Grade 9: Student must have been promoted from the previous grade.
(UIL and extracurricular)

Grade 10: Five accumulated credits.* (UIL and extracurricular)

Grade 11: Ten accumulated credits or five credits during the previous 12 months.*
(UIL and extracurricular)

Grade 12: Fifteen accumulated credits or five credits during the previous 12 months.*
(UIL and extracurricular)

* All credits must count toward state graduation requirements.

◆ Exceptions:

- (a) When a migrant student enrolls for the first time during a school year, all criteria cited above applies. All other students are ineligible if they enroll too late to earn a passing grade for a grading period.
- (b) High school students transferring from out-of-state may be eligible the first six weeks of school if they meet the criteria cited above or school officials are able to determine that they would have been eligible if they had remained in the out-of-state school from which they are transferring.
- (c) Credits earned in summer school, through correspondence courses, or by Credit by Exam may be used to meet eligibility requirements.

Since a student has only four years of eligibility for all UIL-sanctioned events beginning with the first semester he is classified as grade 9, any student who is beginning his fifth year of high school would be ineligible for all UIL-sanctioned events or activities regardless of credits earned. This provision does not apply to extracurricular activities that are not sanctioned by the UIL.

General Eligibility Requirements for Middle and High Schools

A student whose recorded grade average in any course is lower than 70 at the end of a grading period may not participate in any UIL/extracurricular activity.

Receiving a grade of less than 70 in any of the honors courses identified under TEC §74.30 has no effect on eligibility (Note: Dropping an exempt class at any time does not cause loss of eligibility unless full-time status is affected).

Identification of Advanced Courses under TEC §74.30:

Effective as of June 23, 2008, this amendment, adopted by the State Board of Education, modifies the definition of advanced courses and aligns the rule with the newly amended TEC §33.081, which narrows the number of courses that may be exempted for "No Pass, No Play" requirements.

- ◆ All College Board advanced placement courses and International Baccalaureate courses in all disciplines;
- ◆ English Language Arts: high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One)";
- ◆ Languages Other Than English: high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One)", and Languages Other than English courses, Levels IV-VII;
- ◆ Mathematics: high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One)" and Precalculus;

School Guidelines, 2018-2019
UIL/Extracurricular Activities

- ◆ Science: high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One)";
- ◆ Social Studies: Social Studies Advanced Studies and Economics Advanced Studies, and high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One)."

Districts may identify additional honors courses in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English for the purpose of this section, but must identify such courses prior to the semester in which any exemptions related to extracurricular activities occur.

These additional honors courses do not have to be submitted to the University Interscholastic League, they may be maintained at the local school district level.

Pre-AP and Pre-IB Classes

Students who are enrolled in Pre-AP and Pre-IB classes will be exempt from extracurricular activity eligibility requirements based on grades awarded in those classes.

These exemptions do not apply to middle school.

Charts for Grading Periods

Grade reporting periods in HISD are either six or nine weeks long. The following charts illustrate when grade checks are conducted for schools using specific grading periods. A calendar of HISD progress check dates is posted on the HISD /Employee Portal Federal & State Compliance web page under Calendars.

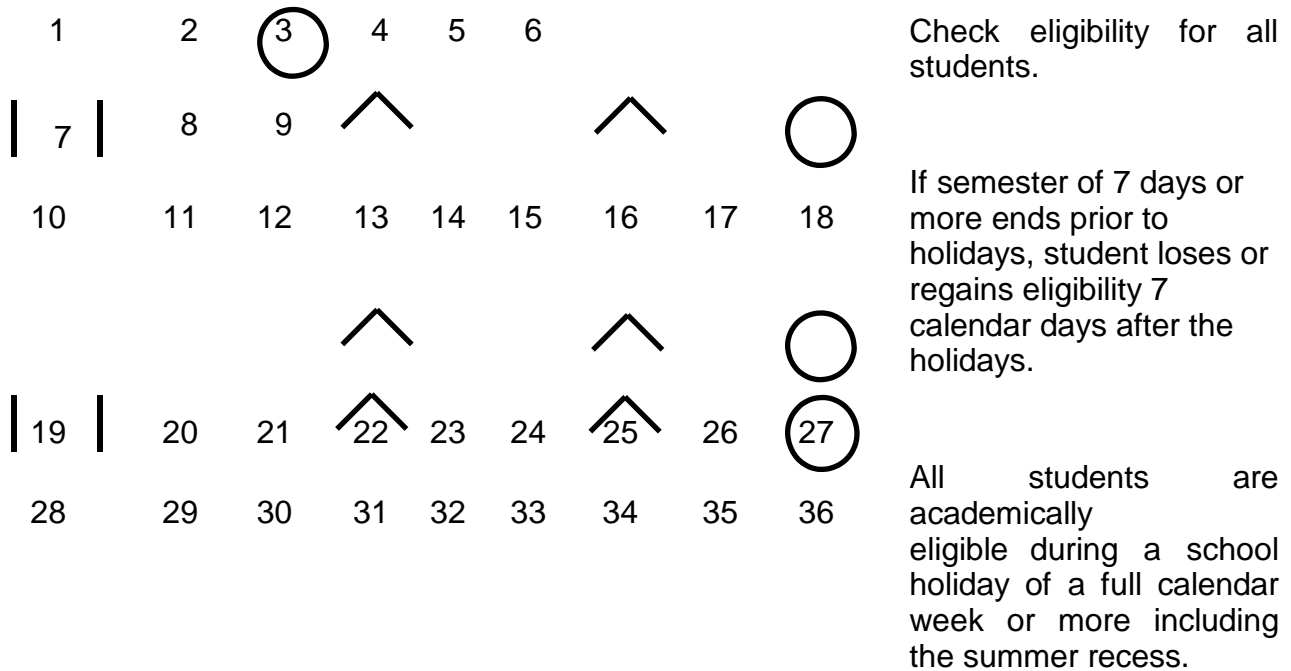
Chart for Six Week Grading Periods

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

If semester of 7 days or more ends prior to holidays, student loses or regains eligibility 7 calendar days later after the holidays.

All students are academically eligible during a school holiday of a full calendar week or more including the summer recess.

Chart for Nine Week Grading Periods



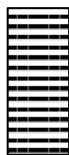
Legend:

- Grading period ends.
- || Student is in (regains eligibility) or out (loses eligibility) at the end of that week at the time the regular school day is scheduled to end.
- ^ Opportunity to regain eligibility. (Teachers required to check grades for suspended students only.) Student may regain eligibility at the end of the 3-week grade evaluation period if principal and teachers have determined the student is passing all courses except identified honors or advanced classes.

UIL/EXTRACURRICULAR ACTIVITIES

SIX-WEEK SCHOOLS

6-Week
Grade Reporting
(Report Cards)



A

3-Week
UIL Check



B

6-Week
Grade Reporting
(Report Cards)



C

Key Points:

- ◆ Beginning of school: Same promotion/credit requirements as prior years.
- ◆ At point A, all students in the school are checked for eligibility.
- ◆ All eligible students at point A remain eligible until point C. They cannot lose eligibility at point B; therefore, they do not even need to be checked at point B.
- ◆ Only ineligible students are checked at point B. (All classes are checked.)

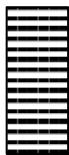
NINE-WEEK SCHOOLS

6-Week
UIL Check
(Pass/Fail)



A

9-Week
Grade Reporting
(Report Cards)



B

3-Week
UIL Check



C

3-Week
UIL Check



D

9-Week
Grade Reporting
(Report Cards)



E

Key Points:

- ◆ Beginning of school: Same promotion/credit requirements as prior years.
- ◆ At point A, all students in the school are checked for eligibility. (This 6-week check occurs only at the beginning of the school year.)
- ◆ At Point B, all students in the school are again checked for eligibility.
- ◆ All eligible students at point B remain eligible until point E. They cannot lose eligibility at points C and D; therefore, they do not even need to be checked at points C and D.
- ◆ Only ineligible students are checked at points C and D. (All classes are checked.)

School Guidelines, 2018-2019
UIL/Extracurricular Activities

- ◆ If a student regains eligibility at point C, he remains eligible until point E. He cannot “re-lose” his eligibility at point D.

Eligibility For All Extracurricular Participants After the First Six Weeks of the School Year

- ◆ A student who has a grade average lower than 70 in any course or has an incomplete grade shall be suspended from participation in any UIL/extracurricular activity.
- ◆ A no pass/no play suspension period is three school weeks. 19 TAC §76.1001(b) defines a school week as beginning at 12:01 a.m. on the first instructional day of the calendar week and ending at the close of instruction on the last instructional day of the calendar week, excluding holidays.
- ◆ A 3-week period is defined as 15 class days. In the event 2 or 3 of the 3 weeks in a 3-week period are shortened, one of the shortened weeks may be counted as five days with ten other actual days to make the fifteen total class days.
- ◆ The student must be passing all courses other than the identified honors/advanced classes at the end of the three-week evaluation period in order to regain eligibility. Suspended students must wait seven (7) calendar days after they meet eligibility requirements to regain eligibility.
- ◆ Students who were eligible shall not lose eligibility until seven (7) calendar days after the end of a grading period.

Example: Grading period ends on Friday at 3:30 p.m. Students shall not regain or lose their eligibility until the following Friday at 3:31 p.m.

- ◆ The semester average has no bearing on eligibility. Grades for the last grading period of the semester determine eligibility. For schools on the accelerated 9-week block, the cycle grade (not the final exam or the final average) determines eligibility. Eligibility for accelerated block schools may be determined by the cumulative report grade for the nine weeks since the nine weeks also constitutes a grading period or schools may use a cumulative grade up to the final exam for the purposes of determining eligibility.

This is not intended to permit schools to select one method for some students and another method for others. School officials must decide which method they are going to use and apply it to eligibility for all students within that specific school.

- ◆ A student's attendance record has no bearing on eligibility. If a student has a grade average of 70 or above in all courses, he is eligible to participate in all UIL/extracurricular activities even though he may have exceeded the district's absence limit.

School Guidelines, 2018-2019
UIL/Extracurricular Activities

- ◆ Students with an "Incomplete" grade are ineligible until the "I" is replaced with a passing grade. Blank grades or those other than numeric grades also result in student ineligibility.
- ◆ Students who pass all courses for the grading period remain eligible throughout the next grading period.
- ◆ Students who are ineligible due to no pass/no play may practice or rehearse with other students.
- ◆ Students who are ineligible may not travel with their group to a competitive activity or sit on the bench or sidelines.
- ◆ A student must be enrolled for at least four hours of instruction per day to be eligible for UIL-sanctioned events or other extracurricular activities. A student is not considered to be "enrolled" in a class until he has actually attended that class. A scheduled class that the student has never attended does not constitute enrollment. Local credit courses do apply to the four hours of classes per day UIL requirement.
- ◆ All courses, which are used in determining UIL and extracurricular eligibility related to the four-hour per day rule, must be approved for credit by either TEA for graduation credit or HISD for local credit. Courses taken for no-credit, such as office assistant, do not apply to the four-hour rule.
- ◆ Because of the various kinds of scheduling systems within the district, the four hours of instruction per day required for eligibility may be derived from an average of the total number of hours of instruction per week.

This means that if a student is enrolled for twenty hours of instruction per week, he satisfies that aspect of the eligibility requirements even though there may be days in which the student is actually scheduled for less than four full hours of instruction.

- ◆ This concept is in conflict with the ADA four-hour per day rule requiring that a student actually be enrolled for four full hours of instruction each day of the week to qualify for ADA funds.
- ◆ Teachers must be advised to be very careful in computing and recording students' grades. Once a grade has been officially recorded, it cannot be changed without approval of the principal. The only reasons for changing a student's grade would be if an error were made in computing the grade average or if an error were made in marking the grade sheet.
- ◆ A student cannot retake a final exam to improve his grade.
- ◆ If a student drops a course after the third week of school (15 days), or six (6) days for a student in a school on an accelerated 9-week block schedule, he will receive a grade of 50W. This will make him ineligible to participate in UIL/extracurricular activities the first three weeks of the grading cycle, which immediately follows.

During the cycles following the one in which the student dropped the course, he is not considered to be enrolled in that course. Therefore, if he is enrolled in and is passing four hours per day in other classes at the end of the three-week period, then the student becomes eligible again after three weeks.

A student in an accelerated 9-week block schedule can meet the four-hour per day requirement if he remains enrolled in three classes.
(90 minutes x 3 = 270 minutes = 4.5 hours.)

- ◆ Career preparation programs, formerly known as co-ops, count as three class periods per day for eligibility purposes even though the student is away from campus while participating in his work assignment.

HISD Varsity Athletic Eligibility Scenarios (Freedom of Choice)

All scenarios assume parent(s) residence is inside HISD boundaries.
Applicable for transfers beginning with the 2010-11 school year (based on the interpretation of Section 440 (b) (4) of the UIL Constitution and Contest Rules).

This policy will be in effect beginning September 1, 2010.

The University Interscholastic League (UIL) rules govern all inter-school contests in athletics (both boys and girls), and academics such as speech, journalism, literary events, drama and music. Under eligibility rules, a student who chooses to attend a school of choice on a transfer rather than the zoned school is eligible to participate in UIL activities at the enrolled school of choice if the student transferred at the first opportunity.

If the student subsequently changes to another school within the school district, the student is not eligible for varsity participation in UIL athletic activities for one calendar year from the date of the change of choice OR participation in any UIL academic, music and drama activities for the remainder of that school year. Under no circumstance would a student subject to these rules be eligible to represent more than one UIL participant school in the same school year.

◆ Scenario A

Parent(s) reside in attendance zone for school A. In the ninth grade, the student chooses to attend school A. Student is considered in compliance with parent residence rule for varsity athletic participation at school A.

When the student reaches the 11th grade, the parents relocate and establish a bona fide residence in the attendance zone of school C. The student chooses to attend school C. Student is not in compliance with parent residence rule for varsity athletic participation at school C until they have been enrolled and attending school C for one year. The student must complete a PAPF prior to varsity participation at school C.

When the student reaches the 11th grade, the student chooses to attend school C under freedom of choice. Student is not in compliance with parent residence rule for varsity athletic participation at school C until they have been enrolled and attending school C for one year. The student must complete a PAPF prior to varsity participation at school C.

◆ **Scenario B**

Parent(s) reside in attendance zone for school A. In the ninth grade, the student chooses to attend school B under freedom of choice. Student is considered in compliance with parent residence rule for varsity athletic participation at school B.

When the student reaches the 11th grade, the parents relocate and establish a bone fide residence in the attendance zone of school C. The student chooses to attend school C. Student is not in compliance with parent residence rule for varsity athletic participation at school C until they have been enrolled and attending school C for one year. The student must complete a PAPF prior to varsity participation at school C.

◆ **Scenario C**

Parent(s) reside in attendance zone for school A. In the ninth grade, the student chooses to attend school B under freedom of choice. Student is considered in compliance with parent residence rule for varsity athletic participation at school B.

When the student reaches the 11th grade, the student chooses to attend school C under freedom of choice. Student is not in compliance with parent residence rule for varsity athletic participation at school C until they have been enrolled and attending school C for one year. The student must complete a PAPF prior to varsity participation at school C.

◆ **Scenario D**

Parents reside outside the boundaries of HISD. As a ninth grader, student files transfer paperwork and attends school A in HISD. Student is not in compliance with parent residence rule for varsity athletic participation at school A until they have been enrolled and attending school A for one year. The student must complete a PAPF prior to varsity participation at school A.

◆ **Scenario E**

Parents reside outside the boundaries of HISD. As a ninth grader, student files transfer paperwork and attends school A in HISD. Student is not in compliance with parent residence rule for varsity athletic participation at school A until they have been enrolled and attending school A for one year. The student must complete a PAPF

prior to varsity participation at school A.

As an 11th grader, this same student chooses to transfer to HISD school B. Student is not in compliance with parent residence rule for varsity athletic participation at school B until they have been enrolled and attending school B for one year. The student must complete a PAPF prior to varsity participation at school B.

◆ **Scenario F**

Parents reside outside the boundaries of HISD. As a ninth grader, student files transfer paperwork and attends school A in HISD. Student is not in compliance with parent residence rule for varsity athletic participation at school A until they have been enrolled and attending school A for one year. The student must complete a PAPF prior to varsity participation at school A.

As an 11th grader, the parents of this student relocate and establish a bona fide residence within the boundaries of HISD. Student chooses to attend HISD school C under freedom of choice. Student is considered in compliance with parent residence rule for varsity athletic participation at school C. The student must complete a PAPF prior to varsity participation at school C.

◆ **Scenario G**

(Transfers at beginning of 9th then returns to attendance zoned school)

Parent(s) reside in attendance zone for school A. In the ninth grade, the student chooses to attend school B as a school of choice with a transfer. Student is in compliance for UIL varsity athletic participation at school B. Student then decides to return to school A. Student is ineligible to participate in UIL varsity athletic participation at school A until they have been enrolled and attending school A for one year.

◆ **Scenario H**

(Transfers on Space Available but is sent back to attendance zoned School)

If a student is attending a school on a Space-Available transfer and is sent back to his attendance zoned school (place where his parents reside) due to lack of space, he/she is eligible to participate in all UIL varsity level activities,

- a) immediately if enrolled in his attendance zoned school before the first day of classes
- b) in 15 days if enrolled after the first day of classes

♦ **Scenario I**

(Transfer school does not offer UIL Athletics)

A student who is enrolled in an HISD Magnet School (without an attendance zone) that does not have any UIL athletics programs is eligible to participate in the UIL athletics programs of the school where he or she resides (attendance zoned school).

In such a situation, both the school in which the student is actually enrolled as well as the attendance zoned school where the student participates are responsible for determining the academic eligibility of the student and all mandatory grade checks required to address the eligibility status of that student. The attendance zoned school must use the same participation criteria required of students who are actually enrolled at the school in regards to try-outs, deadlines, rehearsals, scheduling, etc.

Students in special transfer situations may request an evaluation of their eligibility through the District Executive Committee.

For further details regarding UIL eligibility rules, consult the
UIL handbook "Constitution and Contest Rules of the
University Interscholastic League"
at www.uil.utexas.edu/admin
and
HISD Athletics Handbook

Every Student Succeeds Act

According to UIL interpretation of eligibility in reference to ESSA transfers:

A student who transfers, from a campus identified in Title I School Improvement for failing to meet Adequate Yearly Progress (AYP) under the Every Student Succeeds Act of December 2015 (ESSA) replacing No Child Left Behind Act (NCLB), to a new school, which is not in Title I School Improvement, may be eligible for varsity participation according to the UIL residence rule (Section 440 b) provided the student is in compliance with the following provisions:

- ◆ The transfer is to another campus within the same school district and complies with the conditions cited in information from the Texas Education Agency (TEA), available from the school. Campuses in School Improvement are required to notify parents in writing of that status.
- ◆ The student transferred from the School Improvement campus to a campus within the same ISD that is not in school improvement at the first opportunity to do so. In this case "first opportunity" is defined as within 30 days of the district notifying parents in writing as required under ESSA.
- ◆ The Previous Athletic Participation Form (if necessary) is completed and the UIL District Executive Committee finds the student did not change schools for athletic participation.
- ◆ The student complies with the 15-day rule for varsity participation.
- ◆ The student is in compliance with any local ISD transfer and admission policies. According to ESSA guidelines, local transfer policies cannot limit transfers under ESSA.

School officials at the campus that is not in School Improvement shall inform students who are eligible for varsity athletics their first year after transferring from a School Improvement campus that, if they later elect to transfer to another school (even the home school), they will be ineligible at the school to which they transfer for all varsity athletics for at least one calendar year. We recommend written notification to student and their parents on this issue.

STUDENT ABSENCES FOR UIL/EXTRACURRICULAR AND CO-CURRICULAR ACTIVITIES

Co-curricular Activities

Co-curricular activities are an extension of classroom instruction in which participation is by the entire class or a significant portion thereof. They relate directly to and enhance student learning of essential elements through participation, demonstration, illustration, and observation. Co-curricular activities are included in the teacher's instructional plan and are conducted by or supervised by a classroom teacher or other educational professional such as a librarian, school nurse, counselor, or administrator. Grade requirements shall not prevent students from participating in after-school co-curricular activities. A student who misses class to participate in a legitimate co-curricular activity is counted present for attendance purposes. HISD Board Policy FM (Local)

Where a co-curricular activity in one subject takes time allotted to other subjects, the extra time counts against the five days allowed for extracurricular activity in those other subjects.

Absences for Extracurricular Activities

Schools may not schedule, nor permit students to participate in any school-related activities on or off campus that would require or allow a student to be absent from class in any course more than five times during one semester. If a student accumulates more than five absences for extracurricular activities for one semester in one class or subject, each absence over five becomes an unexcused absence, and these unexcused absences apply to the HISD attendance policy.

Students may have up to five absences for extracurricular activities in each class or subject.

Athletic events address the essential knowledge or skills for athletics classes. If a student athlete misses athletics class to participate in an athletic event, the student is not charged with an absence for extracurricular activity. Any other classes that are missed for participation in an athletic event do count toward the absences for extracurricular activities in those classes.

These provisions apply not only to all semester courses for which graduation credit is awarded but also to courses in grades 6, 7, and to 8 that operate under the concept of annual promotion. Annual promotion courses are taken for a full year with the final grade determined by averaging the cycle grades earned throughout the year. Annual courses must be broken down into semester segments for recording absences for extracurricular activities. A student who misses only two days for extracurricular or other activities during the fall semester could be absent only five times during the spring semester for extracurricular or other activities.

A student suspended under "No Pass, No Play" (TEC §33.081) may practice or rehearse with other students for an extracurricular activity, but may not participate in a competition or other public performance. TEC §33.081(f)

Accurate records must be maintained by each classroom teacher for each student on the number of classes missed for extracurricular activities and the activity for which the class was missed.

Extracurricular Activities

According to TAC §76.100, an extracurricular activity is an activity sponsored by the UIL, the school district board of education, or an organization sanctioned by resolution of the board of education. The activity is not necessarily directly related to instruction of the essential knowledge and skills but may have an indirect relation to some areas of the curriculum. Extracurricular activities include, but are not limited to, public performances, contests, demonstrations, displays, and club activities. In addition, an activity shall be subject to the provisions for an extracurricular activity if any one of the following criteria applies:

1. the activity is competitive;
2. the activity is held in conjunction with another activity that is considered to be extracurricular;
3. the activity is held off campus, except in a case in which adequate facilities do not exist on campus;
4. the general public is invited; or
5. an admission is charged.

Students and their parents may be charged a fee for student activities in compliance with Texas Education Code 11.158; however, the District has adopted reasonable procedures for waiving a deposit or fee if a student or the student's parent or guardian is unable to pay it. The principal is responsible for posting a notice of such waiver in a central location in his or her school facility and in the student handbook. [See FP (LEGAL), (LOCAL), and (REGULATION)]

A student ineligible to participate in an extracurricular activity, but who is enrolled in a state-approved course that requires demonstration of the mastery of the essential knowledge and skills in a public performance, may participate in the performance if:

1. The performance is one to which the general public is invited;
2. The requirement for student participation in public is stated in the essential knowledge and skills of the course.

Limitations on Practice and Rehearsal

Limitations on practice, rehearsal, and student participation in extracurricular activities during the school week shall be as follows.

1. For any given extracurricular activity, a student may not participate in more than one per school week, excluding holidays, except as provided in the following paragraph.
2. In addition to the limit of one extracurricular activity permitted per school week, a student may also participate in a tournament or post-district contest, as well as a contest postponed by weather or public disaster that may determine advancement to a post-district level of competition.
3. For each extracurricular activity, a school district must limit students to a maximum of eight hours of practice and rehearsal outside the school day per school week.

Limitations on practice and rehearsal for extracurricular activities during the school day shall be as follows.

1. A school must limit a student to one period of practice during the regularly scheduled school day for extracurricular activities, such as athletics, drill team, or cheerleading.
2. A student who is enrolled in a state-approved class that includes essential knowledge and skills that relate to the preparation for an extracurricular activity may practice that extracurricular activity no more than one period during the school day.
3. A student may not be permitted to miss a scheduled academic class to practice for an unrelated extracurricular activity.
4. A school must limit extracurricular practice during the school day to ensure that class periods for extracurricular practice do not exceed the time allotted for other class periods.
5. Regardless of the type of class schedule, a school may elect to practice extracurricular activities daily, provided the extracurricular practice period is no longer than 60 minutes per day or the total minutes allowed for the extracurricular practice is not greater than 300 minutes during the school week.

Sanctioned Activities

♦ Local district-approved activities are:

Fairs	other subject-related activities in
Assemblies	English, language arts, reading,
Pep rallies	math, science, social studies,
Student organization meetings or activities	fine arts, foreign language, etc.

Homecoming and other parades are considered to be extracurricular performances.

All requirements stated in Absences for Extracurricular Activities apply to out-of-class activities as well as athletic events. A student may not be permitted to participate in any extracurricular activity if he has not passed all the subjects as required by law.

School Guidelines, 2018-2019
UIL/Extracurricular Activities

Since assemblies, fairs, etc. are considered extracurricular activities, and students who do not meet the designated grade requirements cannot participate in them; meaningful instruction will have to be provided for those ineligible students who will have to remain in class.

A school shall not approve a request for a student to miss class for an extracurricular activity if that student has already accumulated five absences for extracurricular activities in the class for that semester. If for some reason the student does miss class a sixth time for extracurricular activities, that absence is to be considered unexcused and will apply to the HISD Absence Policy.

State-approved standardized testing shall not count as an extracurricular activity.

Absences for religious holidays that qualify as ADA exemptions and do not count as absences for ADA funding do not count as absences for extracurricular activities.

Banquets, proms, team photos, and senior trips are considered social activities, and attendance at these functions does not fall under the No-Pass/No-Play rule.

Transfer of Absences for Extracurricular Activities

The counting of all absences for extracurricular activities begins with the day a student is enrolled in an HISD school for the first time for that school year. If a student transfers from one HISD school to another during the school year, all absences for extracurricular activities for each class or subject should be transferred with him and apply to that class or subject at the new school.

NCAA ACADEMIC REQUIREMENTS FOR ATHLETES AND ATHLETIC SCHOLARSHIPS

Division I

To qualify for both athletic financial aid and freshman participation, the high school senior entering a NCAA Division I institution must meet the following academic standards:

- ◆ Graduate from high school;
- ◆ Complete the 16 core courses listed below:
 - Ten of the 16 core course must be completed before your seventh semester (senior year) of high school.
 - Seven of the 10 core courses must be in English, Math or Science.
- ◆ Present a minimum required grade-point average in the 16 core courses; and
- ◆ A combined SAT or ACT sum score that matches the core-course grade-point average found in the Division I GPA/test score sliding-scale index posted on the NCAA Eligibility Center web site.

16 Required Core Courses for Division I

Four years of English

Three years of mathematics (Algebra I or higher Level)

Two years of natural or physical science

One extra year of English, mathematics or natural/physical science;

Two years of social science; and

Four years of additional courses (from any category above, or foreign language).

Division II qualifiers require that a scholar-athlete:

- ◆ Graduate from high school;
- ◆ Complete the 16 core courses listed below;
- ◆ Present a 2.00 grade-point average in the **16** core courses;
- ◆ Achieve a 1020 combined score on the SAT verbal and math sections; or ACT summative scores of 86.

16 Required Core Courses for Division II (Div. II will require 16 core courses beginning August 1, 2013)

Three years of English;

Two years of mathematics (Algebra I or higher level);

Two years of natural or physical science;

Three years of additional English, mathematics or natural/physical science;

Two years of social science; and

Four years of additional courses (from any category above, or foreign language).

For further details, please refer to
"NCAA Guide for the College-Bound Student-Athlete"
Available at <http://www.ncaa.org> or 1-800-638-3731

NCAA Core-Course Requirements and Definition

Each high school is responsible for determining which classes offered at the school are to be considered "core." The course titles, as they appear on the official high school transcript, are to be submitted yearly on line at www.eligibilitycenter.org through the High School Administration Login. If you have questions about the process, contact the NCAA at 319/337-1492 or toll free at 877/262-1492.

- ◆ Be sure to describe in detail any deviations in the grading system of the school from the traditional A=4.00, B=3.00, C=2.00, D=1.00, F=0.00.
- ◆ Students and collegiate institutions may view the approved list of core courses for any member high school on line at the Eligibility Center website.
- ◆ A "core course" must meet all of the following NCAA criteria:

(a) A course must be a recognized academic course and qualify for high school graduation credit in one or a combination of the following areas: English, mathematics, natural/physical science, social science, foreign language, or non-doctrinal religion/philosophy;

IMPORTANT NOTE: After August 1, 2005, computer science courses cannot be used to meet initial-eligibility requirements.

(b) A course must be considered four-year college preparatory by the high school

(c) A mathematics course must be at the level of Algebra I or a higher level mathematics course.

- ◆ Courses that are taught below general educational level (remedial, special education, or compensatory) shall not be used as core courses.
- ◆ Any high school credit course taken prior to the 9th grade may not count toward NCAA core course requirement. This includes Algebra I, IPC, and languages other than English courses taken in the 7th or 8th grade.

HISD courses that meet NCAA core course requirements are:

English

- English I – IV
- English for Speakers of Other Languages I - II
- Communication Applications
- Debate
- Journalism
- Advanced Journalism I – III
 - Yearbook
 - Newspaper
 - Literary Magazine

School Guidelines, 2018-2019
UIL/Extracurricular Activities

- Photojournalism
- Broadcast Journalism I – III
- Literary Genres
- Practical Writing Skills
- Creative Writing
- Technical Writing
- Humanities
- Analysis of Visual Media
- Media Literacy - Speech

Mathematics

- Algebra I (taken in high school)
- Algebra II
- Geometry
- Pre-Calculus
- Calculus

Social Sciences/Studies

- United States History
- Psychology
- Sociology
- World History
- World Geography
- Special Topics in Social Studies
- Social Studies Research Methods
- Social Studies Advanced Studies
- Government
- Economics

Science

- Integrated Physics and Chemistry (IPC)
- Biology
- Chemistry
- Physics
- Environmental Systems
- Aquatic Science
- Geology, Meteorology, and Oceanography
- Astronomy
- Scientific Research and Design I – II
- Principles of Technology
- Anatomy and Physiology
- Medical Microbiology
- Pathophysiology
- Engineering Design and Problem Solving
- Advanced Animal Science
- Advanced Plant and Soil Science
- Food Science
- Forensic Science

As of August 1, 2005 computer science courses will no longer be used for initial-eligibility purposes unless taught through the mathematics or science department for either math or science credit. Technology applications courses may no longer be listed as Core Courses.

Grade Point Average (GPA) and Test Score Information

The core GPA is figured on the best 32 grades (16 courses) that meet the required distribution for Division I and on the best 28 grades (14 courses) for Division II. A 4.0 grade point scale is used, and all "+s" and "-s" are dropped (A = 4, B = 3, C = 2, and D = 1). If courses are weighted, they can be used when determining the GPA for NCAA core purposes. However, the high school must notify the Eligibility Center of the weighted scale when submitting the yearly list of core courses.

The actual computation of the core GPA is performed by the college.

Students who have tested more than once should have all their ACT or SAT test scores sent to the NCAA Eligibility Center. NCAA regulations permit taking the highest score a student has earned on each part of a test to produce an ACT composite or SAT combined score, which may be higher than the score he or she has earned on any single test date.

NCAA Eligibility Center (not HISD) will certify athletic eligibility for Divisions I and II.

Students with Disabilities

Students with disabilities who plan to apply for NCAA scholarships and college and/or university admission in Division I and Division II schools must complete the core curriculum and other requirements outlined by the NCAA. Students with disabilities should participate to the greatest extent possible in general education classes with accommodations according to the student's needs.

XX. CAREER AND TECHNICAL EDUCATION

To comply with the changes in the State Board of Education (SBOE) Rules for Curriculum and the Commissioner's Rules, the Career and Technical Education (CTE) Department has endorsed the following provisions:

Prior to enrollment in a career preparation or practicum course program, a student must show evidence of having successfully completed three courses or one and one-half credits in a career coherent sequence (career program of study) related to the career preparation or practicum area in which the student wishes to participate.

According to the Texas Essential Knowledge and Skills, (TEKS) the majority of Career and Technical Education courses indicate prerequisites and recommended prerequisites. *Since funding is based on appropriate coherent sequence of courses (career program of study), a significant loss of funds may occur if prerequisites are not included as recommended by the Texas Education Agency.* If a school is unable to schedule appropriate course sequences, the Career & Technical Education department must be notified so that potential funding implications may be discussed.

The lack of coherent sequences in a student's career pathway can negatively impact a campus and district rating in the state and district Accountability systems. Campus coherent sequences of courses (career program of studies) have been developed with the input of the campus and distributed to each high school.

SCHEDULING

Students should be scheduled for the entire credit

Students should not be scheduled into yearlong (one-credit or multiple-credit) Career and Technical Education courses at midterm. Students may enroll at midterm **only** if the campus is offering a special trailer course for students who failed the specific Career and Technical Education courses. No student is to be assigned to a Level "II" course before the completion of a Level "I" course or a "B" course prior to an "A" course.

Multi-Level Course Offerings

Multi-level courses should not be offered in the same class period except for certain alternative educational settings without documented approval of the Career and Technical Education Department. For example, a Technology Education teacher may not teach Architectural Design IA and Principles of Technology IA in the same period. Career Preparation teachers may not have first and second-year students in the same class without documented notification and written approval from the Career and Technical Education Department. Approval is contingent on appropriate teacher certification and the feasibility to teach the TEKS for both courses.

In situations where a limited number of student requests will not justify a separate class, the teaching of two levels such as Automotive Technology and Advanced Automotive Technology is permissible if the curriculum for both courses is adequately covered and grades documented for each course. Written approval from the CTE department must be obtained before scheduling courses in this manner, to discuss alternate arrangements and potential funding implications. Documentation of both sets of TEKS, lesson plans, assignments and exams should be available.

School Guidelines, 2018-2019
Career & Technical Education
Participation in Career and Technical Education

All students, including women, members of minority groups, students with disabilities, disadvantaged students, and persons of limited English proficiency, shall have equal access to Career and Technical Education programs, services, and activities. Campuses wanting to add or delete Career and Technical Education courses must submit these changes in writing by the last week of school before the winter break. **All Career and Technical Education courses must be approved for each campus by the Career and Technical Education Department.** Requests for courses to be offered must be selected from the TEA Code Table 022 Service IDs.

Students with Disabilities

The inclusion of students with disabilities in Career and Technical Education programs of student is an important way to provide transition services from school to post-school activities.

Local districts are encouraged to include students with disabilities, when appropriate, into all Career and Technical Education courses. Accommodations as identified by the Admission, Review, and Dismissal (ARD) Committee or Section 504 Committee should be made to facilitate student success.

ARD COMMITTEE PARTICIPATION FOR CAREER & TECHNICAL EDUCATION

During the ARD/IEP process and Section 504 committee meetings, when CTE is proposed or discussed, it is mandatory that the Career & Technical Education teacher who is to provide the instruction and who is knowledgeable of the CTE curriculum be a member of the committee, as required by IDEA and Section 504 of the Rehabilitation Act of 1973.

A student with a disability is an eligible participant in Career and Technical Education when the following requirements are met:

- ◆ The ARD/IEP or 504 committee includes a representative from Career and Technical Education, preferably the teacher, when considering initial or continued placement of a student in Career and Technical education.
- ◆ Instruction being provided for a student with disabilities in Career and Technical Education classes is consistent with the IEP/504 plan developed for the student.
- ◆ If a student is unable to receive free and appropriate public education (educational benefit) in a regular Career and Technical Education program, using supplementary aids and services, the student may be served in separate courses designed to address the student's occupational/training needs, such as Career and Technical Education for students with disabilities (CTED) courses.

School Guidelines, 2018-2019

Career & Technical Education

- ◆ The ARD/IEP or 504 committee shall determine the appropriate supplementary services that each student with a disability requires to successfully complete a Career and Technical Education program, i.e. modifications of the curriculum, equipment or classroom, support personnel, and instructional aids or devices.
- ◆ The ARD/IEP or 504 committee shall consider a student's graduation plan, the contents of the individual transition plan, the IEP, and needed classroom support when identifying the appropriate coherent sequence of CTE courses.
- ◆ Enrollment numbers should not create a harmful effect on student learning for any student with or without disabilities.

Students Identified as Educationally Disadvantaged

Students identified as educationally disadvantaged **in accordance with the provisions of the Carl D. Perkins Vocational Education Act (Public Law 101-392)**, limited English proficient, or at risk of not graduating from high school are eligible participants in Career and Technical Education programs when the requirements below are met. The definition of at-risk or not graduating from high school can be found in TEC §29.081.

- ◆ Assessment of career interest, aptitudes, and needs of each student with disabilities will be made prior to planning a Career and Technical Education program of study for the student.
- ◆ Students with disabilities will be served through the integration of academic and Career and Technical Education instruction to ensure that the concepts in both programs are taught.

WHAT ARE CAREER PATHWAYS?

Career Pathways are coherent, articulated sequences of rigorous academic and career and technical education courses commencing in the ninth grade and leading to an associate's degree, baccalaureate degree and beyond; an industry recognized certification, and/or licensure organized around sixteen career clusters defined by the Office of Vocational and Adult Education in 1999. These career clusters are grouped to organize the educational programs and curricula according to occupations and common knowledge and skills.

The sixteen Career Clusters from which career pathways can be developed are identified below:

Agriculture, Food & Natural Resources
Arts, A/V Technology & Communications

Education & Training
Government & Public Administration
Hospitality & Tourism
Information Technology

Manufacturing
Science, Technology, Engineering &
Mathematics

Architecture & Construction
Business, Management &
Administration
Finance
Health Science
Human Services
Law, Public Safety, Corrections &
Security
Marketing
Transportation, Distribution &
Logistics

The development of an effective career pathway planned from a rigorous academic and CTE coherent sequence of courses provides students the opportunity to participate in a program of study leading to career and college readiness.

As educational reforms are being implemented across the district, instructional leaders are cautioned to examine labor market projections carefully when designing a program of study in career pathways, career academics and/or other smaller learning community structure and should consult the Career and Technical Education Department for assistance. The CTE department has created a system-wide offering of career education pathways that is equitable for all students based on the following set of criteria:

- ◆ Local labor market demand for career field
- ◆ Proximity to potential local industry partners
- ◆ Proximity to neighboring schools to avoid redundancy
- ◆ Current school magnet program theme
- ◆ Availability of industry certification or postsecondary opportunity
- ◆ Possibility of school-based enterprise
- ◆ Relevant student organizations
- ◆ Capacity of school to engage in specific programs
- ◆ Adequate student enrollment to support programs Student interest

Benefits of Career Pathways for Students

- ◆ Career pathways provide a **PLAN** for all students, regardless of their interests, abilities, talents, or desired levels of education.
- ◆ Career pathways provide all students with areas of **FOCUS**, along with **FLEXIBILITY**, and a **VARIETY** of ideas to pursue as they make decisions regarding course selection.
- ◆ Career pathways allow students to see the **RELEVANCE** of selected high school courses. Thus, students enrolled in career concentrations tend to do better in school and to stay in school.
- ◆ Career pathways support parents, counselors, and teachers in providing better **ASSISTANCE** to students as they consider career goals and select high school and/or post-secondary courses for their career plan.

CAREER AND TECHNICAL EDUCATION INSTRUCTIONAL ARRANGEMENTS

CTED

A method of instruction designed for students with disabilities if the student is unable to be appropriately included in a regular Career and Technical Education class. CTED is a more restrictive placement for students receiving special education and related services, and the CTED course is taught by an appropriately certified/qualified CTE teacher. Curriculum and/or equipment are modified to meet individual student needs as identified by the ARD Committee.

Career Preparation

A method of instruction designed to provide work-based learning, education and training, which requires a written cooperative agreement with a business/industry training sponsor.

This arrangement is for paid experience only and the course **must span the entire school year**. Students are provided the opportunity, with pay, to receive instruction as part of a coherent sequence of courses, by alternation of study in school with on-the-job training in an approved career field for paid employment. The school and work site coordinators must plan and supervise work collaboratively so that each contributes to the student's education and employability skills.

Practicum

A work-based learning instructional arrangement which consists of student participation in training appropriate to the student's coherent sequence of courses plus participation in related CTE classroom instruction. Practicum courses may be **paid or unpaid** work experiences for students and must **span the entire school year**. **The Practicum course must be designated as paid or unpaid for all students enrolled in the course; thus, all students will be either on campus or off campus for work-based experience hours of the Practicum course as outlined in the SAAH**

Project- Based Research (Formerly Problems & Solutions)

This course provides a combination of classroom instruction and supervised research. Each student will conduct a research project that is planned cooperatively by the student and teacher, continuously supervised by the teacher, and conducted by the student with guidance and support of a mentor or interdisciplinary team as appropriate to the student's plan of study.

Rotation/Preceptorship/Internship

A method of instruction designed to provide work-based education and training that requires a written affiliation with business and industry whereby a student is provided the opportunity, **without pay**, to understand the functions and procedures practiced within a chosen career concentration. Students cycle through all aspects of the industry/business

to acquire full appreciation of elements in the work-based environment.

A learning experience is not subject to the Fair Labor Standards Act (FLSA), i. e., wages are not paid, the student is not employed, and federal and state child labor laws do not apply, if all the following criteria are met:

- ◆ training, even though it includes actual operation of the facilities of the employer,
 - is similar to that which would be given in a vocational school;
- ◆ training is for the benefit of the trainees or students;
- ◆ the trainees, or students, do not displace regular employees, but work under their close observation;
 - the employer that provides the training derives no immediate advantages from the activities of the trainees or students, and operations may actually be impeded;
- ◆ the trainees, or students, are not necessarily entitled to a job at the conclusion of the training period; and
- ◆ the employer and the trainees, or students, understand that the trainees, or students, are not entitled to wages for the time spent in training.

The **age appropriate placement** provision has been removed from the Carl Perkins Act. All students enrolled in a course with a career preparation instructional arrangement must be 16 years of age to comply with the standards of the U. S. Department of Labor.

ADDITIONAL CAREER PREPARATION AND PRACTICUM GUIDELINES

The opportunity to participate in Career Preparation/Practicum is a privilege for students. Before a student enters the workplace, the student should have an adequate background of knowledge and skills. The purpose of Career Preparation/Practicum is to provide a venue for students to transfer technical and academic skills acquired in the classroom to a work-based setting. It is strongly recommended that Career Preparation/Practicum be offered to students in their junior and senior year. The recommended course sequencing would include exploratory and laboratory/technical courses. In addition, the following guidelines are to be followed for Career Preparation and paid Practicum courses. For further information on unpaid Practicum courses, please contact the CTE Department.

- ◆ The TEA ***Student Attendance Accounting Handbook*** states, “Work-based instruction opportunities must be planned and supervised cooperatively by the local education agency and the training sponsor. Students receive instruction by participating in occupationally specific classroom instruction and work-based learning experiences” in order to become eligible to generate contact hours. Cooperative training plans must be developed by the Career Preparation/Practicum teacher/coordinator in consultation with the person responsible for providing on-the- job training experiences to the student involved.
- ◆ **Written training agreements must be on file for students participating in either paid or unpaid work-based learning opportunities.** A student in paid work-based instruction may be counted for contact hours on the first day of

enrollment, provided a training plan for the student is on file within 15 days of the student's enrollment date. **Training agreements for students participating in unpaid experiences must be filed with the Career and Technical Education Department prior to students' participation in training at the work site.**

- ◆ For a student participating in a paid work-based learning experience, employment must begin within 15 days of the student's enrollment date. If a student's employment at an approved work-based training site does not begin by the 16th day after enrollment, the student must be placed in an unpaid learning experience.
- ◆ **Paid Career Preparation and Practicum students may not be assigned to work stations on their home campus. A student in an unpaid position may work on their home campus.**
- ◆ A student must be a minimum age of 16 and hold valid work documentation, such as a Social Security card, to enroll in any of the career preparation/practicum learning experiences that have a **paid** component.
- ◆ **Career Preparation and Practicum are year-long courses. Students may not enter at mid-semester unless they are transferring from another school where they were already enrolled in Career Preparation or Practicum courses.**
- ◆ **Teachers assigned to Career Preparation or Practicum work-based learning experiences shall visit each student work site at least six times each school year.** At least one visit during each student-grading period is required in order to earn contact hours for that reporting period. (The reporting periods for PEIMS are each six-week period.)
- ◆ Any deviation from these guidelines could negatively impact the contact hour funding that a campus and/or program potentially could generate. While programs may be targeted for budgetary auditing, the loss of contact hours and money generated would have an adverse effect on campus-based budgets.
 - ▶ Each Career Preparation and Practicum program must consist of an average of one class period of instruction per day in addition to assignment at a training station, **and students must attend the classroom instruction portion of the training for an average of 45 minutes daily for the entire school year.**
- ◆ **Training stations shall be in business, industry, and governmental agencies** and shall provide each student with a broad range of curriculum-related training experiences. The approved training plans shall be based on competency statements, which address the appropriate TEKS.
 - ▶ The Service ID (8-digit code) used on a student's training plan and for federal reporting must be listed in the TEA approved Table C022.

- ▶ To maintain maximum accountability, the district has chosen the Six-Week Visitation Report as documentation of required teacher visitation. Verification of visitation must be acknowledged by signature of the training site sponsor. **Within five days following the last day of a six-week' period, teachers should submit the visitation report TO THE DESIGNATED CAMPUS CTE ADMINISTRATOR** who, after securing the principal's signature, will deliver the report to the Career and Technical Education Department for review, approval, and filing. This process is necessary to maintain maximum accountability for audit documentation.
- ▶ More detailed information may be found in the TEA Student Attendance Accounting Handbook.

Funds generated in Practicum courses

If money is collected as a part of on-campus Practicum activities, the teacher should follow the Controller's Office guidelines on Activity Funds. Money should never be collected without the issuance of a receipt. Any goods or services produced from a CTE program in which funds are generated should be reallocated to those individual programs.

ENDORSEMENTS

Freshman entering 9th grade in the school year 2014-2015 and beyond will graduate under the new Foundation High School Plan designed to personalize learning. Students will identify career fields that interest them, and will take courses that will prepare them for success in college and the job market. While everyone will be required to take certain important core classes, endorsements are the truly personal part of the high school experience.

A district shall permit a student to enroll in courses under more than one endorsement before the student's junior year and to choose, at any time to earn an endorsement other than the endorsement the student previously indicated.

Students will enter under the new 26-credit Distinguished Level of Achievement Plan with an endorsement. This plan includes Algebra II.

Endorsements help create a personalized learning plan in line with a student's career interests and goals. Families will be given a school-by-school breakdown of student options, well in advance, to assist them in selecting a high school endorsement and career pathway that meets the student's career interests and post-secondary goals. Students may earn more than one endorsement if they have additional class time and courses are available. The endorsements will be noted on the student's transcript, but not the diploma. However, the potential of earning an endorsement will not allow the student to remain in high school once the graduation requirements of the student's plan have been met.

Secondary School Guidelines, 2018-2019

Career & Technical Education

Students enrolled in high school prior to the 2014-2015 school year may elect to graduate under one of the new Foundation Plans if that decision is made during the 2014-2015 school year. They may opt out of the plan at any time with parent approval.

Some middle school students and all entering freshmen for the 2014-2015 school year will be required to develop a personal graduation plan that leads to an endorsement. This plan is a working document that will be developed to meet individual student needs and to establish academic goals.

Student Industry Certifications and Licensure

A variety of student industry certifications and licensures are available through the district's CTE programs. Students may achieve a performance acknowledgement on their diploma and transcript by earning a nationally recognized industry certification or licensure. In addition, students who earn selected industry certifications or licensures will be considered to have met the Postsecondary Readiness indicator in the current Accountability system.

Instructors requesting district funds for student certifications and licensure exams should be submitted electronically at least 30 days prior to the date of the exam. Requests must be made by the teacher of record for the course the student is enrolled in and must align to the CTE coursework, pathway, and TEKS taught by the teacher of record. Any certifications, licensure exams, and vouchers purchased by the Career and Technical

Education department will need to be reflected into the student information system for each student within 30 days of taking the exam. Data should reflect a correct pass/fail score for each student for auditing purposes. The CTE department reviews all requests submitted by the instructor and upon approval by the committee instructors will receive a notice of purchase or a denial letter explaining the committee's decision.

Instructors and administrators should keep a copy of all students' pass reports for all TEA Industry Recognized certifications for accountability for auditing purposes. Campuses should designate an administrator to keep a record of these pass reports for a term no shorter than seven years.

CTE Coding

Accurate CTE student participation coding is crucial to both state and district Accountability measures. Campus personnel will determine and enter the CTE student participation code of 0, 1 or 2 in accordance with PEIMS Data Standards. The PEIMS Career and Technical Education Indicator Code decision charts can be found in the Texas Student Data System (TSDS) for both the Fall and Summer submissions and must be utilized to determine a student's CTE code. Campus administration should establish a campus team to review CTE coding at least twice a year and ensure that current documentation is available to support the coding decision.

CTE Plans

The coherent sequence selected by the student must be included as a part of the student's 4-year plan or high school personal graduation plan. All courses of the coherent sequence that the student will take throughout high school should be clearly listed on the plan at the time that the plan is created. This documentation will serve as the basis for the CTE student participation code. Students may not be coded as a CTE code 2 – Coherent Sequence Taker without a plan on file.

MIDDLE SCHOOL CTE Courses

Middle School	Grade(s) Offered
College and Career Readiness	7-8
Investigating Careers	7-8

To better prepare students to make guided and informed career choices in high school and beyond, The CTE Department encourages middle schools to offer one or more of the following CTE courses for high school credit:

- Touch System Data Entry
- Principles of Information Technology (and Investigating Careers)
- Principles of Applied Engineering (and Investigating Careers)
- Professional Communications (and Investigating Careers)

These hybrid courses include embedded use of TEKS, Naviance, Texas Workforce Commission resources and data and integrated curriculum as well as field experiences provided by local industry partners.

The request for one of the above Career & Technical Education courses for high school credit must be discussed with, and approved by, the Career & Technical Education Department Director or his/her designee, due to the implications of availability of certified personnel and funds for instructional materials and equipment for the enhancement of quality programs.

In order to offer these courses, Middle Schools must have a certified teacher available to teach the courses as well as provide documentation that their bell schedule will provide the necessary seat time required for all CTE courses for high school credit (an average of 450 minutes over a 2-week period). The entire course must be offered to students (both the "A" and the "B") and a final exam must be given to receive high school credit for the course.

CTE staff work in collaboration with the Human Resource Department to approve teacher positions and ensure all CTE teachers meet certification requirements as well as participate in continuing education training as required. CTE staff also monitor campus bell schedules to ensure compliance with CTE contact hour requirements.

CAREER & TECHNICAL EDUCATION CAREER CLUSTERS AND PATHWAYS

Agriculture, Food & Natural Resources

The Agriculture, Food & Natural Resources cluster is committed to preparing students for careers and life skills through education and training in processing, production, distribution, financing, and development of agricultural commodities and natural resources. The five career pathways in this career cluster are:

Plant Systems
Animal Systems
Natural Resources Systems
Environmental Service Systems
Agribusiness Systems

Courses identified under these career pathways are:

High School	Grade(s) Offered
Principles of Agriculture, Food, and Natural Resources (1 credit)	9-12
Livestock Production (1 credit) (ATC)	10-12
Livestock Production/Agricultural Laboratory and Field Experience (2 credits)	10-12
Small Animal Management (0.5 credits)	10-12
Equine Science (0.5 credits) (ATC)	10-12
Veterinary Medical Applications (1 credit) (P) (ATC)	11-12
Veterinary Medical Applications/Agricultural Laboratory and Field Experience (2 credits) (P)	11-12
Advanced Animal Science (1 credit) (P)	11-12
Professional Standards in Agribusiness (0.5 credits)	10-12
Agribusiness Management and Marketing (1 credit) (ATC)	10-12
Agribusiness Management and Marketing/Agricultural Laboratory and Field Experience (2 credits)	10-12
Mathematical Applications in Agriculture, Food, and Natural Resources (1 credit) (P)	10-12
Energy and Natural Resources Technology (1 credit) (P)	10-12
Energy and Natural Resource Technology/Agricultural Laboratory and Field Experience (2 credits) (P)	10-12
Advanced Energy and Natural Resource Technology (1 credit)	11-12
Advanced Energy and Natural Resource Technology/Agricultural Laboratory and Field Experience (2 credits) (P)	11-12
Oil and Gas Production I (1 credit) (ATC)	9-12
Oil and Gas Production I/Agricultural Laboratory and Field Experience (2 credits)	9-12
Oil and Gas Production II (1 credit) (P)	10-12
Oil and Gas Production II/Agricultural Laboratory and Field Experience (2 credits) (P)	10-12
Food Technology and Safety (1 credit)	10-12
Food Technology and Safety/Agricultural Laboratory and Field Experience (2 credits)	10-12
Food Processing (1 credit)	10-12
P Instructional area prerequisite(s) required or recommended	
ATC Qualifies for Advanced Technical Credit	

Secondary School Guidelines, 2018-2019

Career & Technical Education

Food Processing/Agricultural Laboratory and Field Experience (2 credits)	10-12
Wildlife, Fisheries and Ecology Management (1 credit) (ATC)	9-12
Wildlife, Fisheries and Ecology Management/Agricultural Laboratory and Field Experience (2 credits)	9-12
Range Ecology and Management (1 credit) (ATC)	10-12
Range Ecology and Management/Agricultural Laboratory and Field Experience (2 credits)	10-12
Forestry and Woodland Ecosystems (1 credit)	10-12
Forestry and Woodland Ecosystems/Agricultural Laboratory and Field Experience (2 credits)	10-12
Floral Design (1 credit)	9-12
Floral Design/Agricultural Laboratory and Field Experience (2 credits)	9-12
Landscape Design and Management (0.5 credits) (ATC)	10-12
Turf Grass Management (0.5 credits) (ATC)	10-12
Horticultural Science (1 credit) (ATC)	10-12
Horticultural Science/Agricultural Laboratory and Field Experience (2 credits)	10-12
Greenhouse Operation and Production (1 credit)	10-12
Greenhouse Operation and Production/Agricultural Laboratory and Field Experience (2 credit)	10-12
Advanced Plant and Soil Science (1 credit) (P)	11-12
Agricultural Mechanics and Metal Technologies (1 credit) (P) (ATC)	10-12
Agricultural Mechanics and Metal Technologies/Agricultural Laboratory and Field Experience (2 credits) (P)	10-12
Agricultural Structures Design and Fabrication (1 credit) (P)	11-12
Agricultural Structures Design and Fabrication/Agricultural Laboratory and Field Experience (2 credits) (P)	11-12
Agricultural Equipment Design and Fabrication (1 credit) (P)	11-12
Agricultural Equipment Design and Fabrication/Agricultural Laboratory and Field Experience (2 credits) (P)	11-12
Agricultural Power Systems (2 credits) (P)	10-12
Agricultural Power Systems/Agricultural Laboratory and Field Experience (3 credits) (P)	10-12
Practicum in Agriculture, Food, and Natural Resources (First Time Taken) (2 credits) (P)	11-12
Practicum in Agriculture, Food, and Natural Resources/Extended Practicum in Agriculture, Food, and Natural Resources (First Time Taken) (3 credits) (P)	11-12
Practicum in Agriculture, Food, and Natural Resources (Second Time Taken) (2 credits) (P)	11-12
Practicum in Agriculture, Food, and Natural Resources/Extended Practicum in Agriculture, Food, and Natural Resources (Second Time Taken) (3 credits) (P)	11-12
Organic Sustainable Food Production (1-2 credits)	TBD
Oil and Gas Production III (1 credit)	TBD
Oil and Gas Production IV (1 credit)	TBD
Introduction to Process Technology (1 credit)	TBD
Petrochemical Safety, Health, and Environment (1 credit)	TBD
Viticulture (1 credit)	TBD
Advanced Floral Design (1 credit)	TBD

P Instructional area prerequisite(s) required or recommended

ATC Qualifies for **Advanced Technical Credit**

Secondary School Guidelines, 2018-2019
Career & Technical Education

Architecture & Construction

The Architecture & Construction cluster focuses on careers in designing, planning, managing, building and maintaining the built environment.

The three career pathways in this career cluster are:

Design/Pre-Construction
Construction
Building Maintenance/Operations

Courses identified under these career pathways are:

High School	Grade(s) Offered
Principles of Architecture (1 credit)	9-12
Principles of Construction (1 credit)	9-12
Interior Design I (1 credit) (P) (ATC)	10-12
Interior Design II (2 credits) (P)	11-12
Practicum in Interior Design (First Time Taken) (2 credits) (P)	12
Practicum in Interior Design/Extended Practicum in Interior Design (First Time Taken) (3 credits) (P) (C)	12
Practicum in Interior Design (Second Time Taken) (2 credits) (P)	12
Practicum in Interior Design/Extended Practicum in Interior Design (Second Time Taken) (3 credits) (P) (C)	12
Architectural Design I (1 credit) (P) (ATC)	10-12
Architectural Design II (2 credits) (P) (ATC)	11-12
Practicum in Architectural Design (First Time Taken) (2 credits) (P)	12
Practicum in Architectural Design/Extended Practicum in Architectural Design (First Time Taken) (3 credits) (P) (C)	12
Practicum in Architectural Design (Second Time Taken) (2 credits) (P)	12
Practicum in Architectural Design/Extended Practicum in Architectural Design (Second Time Taken) (3 credits) (P) (C)	12
Construction Management I (2 credits) (P) (ATC)	10-12
Construction Management II (2 credits) (P) (ATC)	11-12
Construction Technology I (2 credits) (P) (ATC)	10-12
Construction Technology II (2 credits) (P) (ATC)	11-12
Practicum in Construction Technology (First Time Taken) (2 credits) (P)	12
Practicum in Construction Technology/Extended Practicum in Construction Technology (First Time Taken) (3 credits) (P) (C)	12
Practicum in Construction Technology (Second Time Taken) (2 credits) (P)	12
Practicum in Construction Technology/Extended Practicum in Construction Technology (Second Time Taken) (3 credits) (P) (C)	12
Mill and Cabinetmaking Technology (2 credits) (P) (ATC)	10-12

P Instructional area prerequisite(s) required or recommended

ATC Qualifies for **Advanced Technical Credit**

Secondary School Guidelines, 2018-2019

Career & Technical Education

Building Maintenance Technology I (2 credits) (P)	10-12
Building Maintenance Technology II (2 credits) (P)	11-12
Electrical Technology I (1 credit) (P)	10-12
Electrical Technology II (2 credits) (P) (ATC)	11-12
Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology I (1 credit) (P)	10-12
Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II (2 credits) (P)	11-12
Plumbing Technology I (1 credit) (P) (ATC)	10-12
Plumbing Technology II (2 credits) (P)	11-12
Practicum in Construction Management (First Time Taken) (2 credits) (P)	12
Practicum in Construction Management/Extended Practicum in Construction Management (First Time Taken) (3 credits) (P) (C)	12
Practicum in Construction Management (Second Time Taken) (2 credits) (P)	12
Practicum in Construction Management/Extended Practicum in Construction Management (Second Time Taken) (3 credits) (P) (C)	12
Masonry Technology I (2 credits) (P)	10-12
Masonry Technology II (2 credits) (P)	11-12
Practicum in Masonry Technology (First Time Taken) (2 credits) (P)	12
Practicum in Masonry Technology/Extended Practicum in Masonry Technology (First Time Taken) (3 credits) (P) (C)	12
Practicum in Masonry Technology (Second Time Taken) (2 credits) (P)	12
Practicum in Masonry Technology/Extended Practicum in Masonry Technology (Second Time Taken) (3 credits) (P) (C)	12

P Instructional area prerequisite(s) required or recommended
 ATC Qualifies for **Advanced Technical Credit**

Arts, A/V Technology & Communications

The Arts, A/V Technology & Communications cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

The five career pathways in this career cluster are:

Audio and Video Technology and Film Printing
Technology
Graphic Design
Fashion Design
Radio Broadcasting

Courses identified under these career pathways are:

High School	Grade(s) Offered
Principles of Arts, Audio/Video Technology, and Communications (1 credit)	9
Animation I (1 credit) (P) (C) (ATC)	10-12
Animation I/Animation I Lab (2 credits) (P) (C) (ATC)	10-12
Animation II (1 credit) (C) (ATC)	10-12
Animation II/Animation II Lab (2 credits) (C) (ATC)	10-12
Practicum in Animation (First Time Taken) (2 credits) (P)	11-12
Practicum in Animation/Extended Practicum in Animation (First Time Taken) (3 credits) (P) (C)	11-12
Practicum in Animation (Second Time Taken) (2 credits) (P)	11-12
Practicum in Animation/Extended Practicum in Animation (Second Time Taken) (3 credits) (C)	11-12
Audio/Video Production I (1 credit) (P) (C)	9-12
Audio/Video Production I/Audio/Video Production I Lab (2 credits) (P) (C)	9-12
Audio/Video Production II (1 credit) (P) (C) (ATC)	10-12
Audio/Video Production II/Audio/Video Production II Lab (2 credits) (P) (C) (ATC)	10-12
Practicum in Audio/Video Production/Extended Practicum in Audio/Video Production (First Time Taken) (3 credits) (P) (C)	11-12
Practicum in Audio/Video Production (Second Time Taken) (2 credits) (P)	11-12
Practicum in Audio/Video Production/Extended Practicum in Audio/Video Production (Second Time Taken) (3 credits) (P) (C)	11-12
Graphic Design and Illustration I (1 credit) (P) (C) (ATC)	10-12
Graphic Design and Illustration I/Graphic Design and Illustration I Lab (2 credits) (P) (C) (ATC)	10-12
Graphic Design and Illustration II (1 credit) (P) (C) (ATC)	10-12

P Instructional area prerequisite(s) required or recommended

ATC Qualifies for **Advanced Technical Credit**

Secondary School Guidelines, 2018-2019
Career & Technical Education

Graphic Design and Illustration II/Graphic Design and Illustration II Lab (2 credits) (P) (C) (ATC)	10-12
Practicum in Graphic Design and Illustration (First Time Taken) (2 credits) (P)	10-12
Practicum in Graphic Design and Illustration/Extended Practicum in Graphic Design and Illustration (First Time Taken) (3 credits) (P) (C)	10-12
Practicum in Graphic Design and Illustration (Second Time Taken) (2 credits) (P)	10-12
Practicum in Graphic Design and Illustration/Extended Practicum in Graphic Design and Illustration (Second Time Taken) (3 credits) (P) (C)	10-12
Commercial Photography I (1 credit) (C) (ATC)	9-12
Commercial Photography I/Commercial Photography I Lab (2 credits) (C) (ATC)	9-12
Commercial Photography II (1 credit) (P) (C)	10-12
Commercial Photography II/Commercial Photography II Lab (2 credits) (P) (C)	10-12
Practicum in Commercial Photography (First Time Taken) (2 credits) (P)	10-12
Practicum in Commercial Photography (Second Time Taken) (2 credits) (P)	10-12
Practicum in Commercial Photography/Extended Practicum in Commercial Photography (Second Time Taken) (3 credits) (P)	10-12
Fashion Design I (1 credit) (P) (C)	10-12
Fashion Design I/Fashion Design I Lab (2 credits) (P) (C)	10-12
Fashion Design II (1 credit) (P) (C)	11-12
Fashion Design II/Fashion Design II Lab (2 credits) (P) (C)	11-12
Practicum in Fashion Design (First Time Taken) (2 credits) (P)	11-12
Practicum in Fashion Design/Extended Practicum in Fashion Design (First Time Taken) (3 credits) (P) (C)	11-12
Practicum in Fashion Design (Second Time Taken) (2 credits) (P)	11-12
Practicum in Fashion Design/Extended Practicum in Fashion Design (Second Time Taken) (3 credits) (P) (C)	11-12
Printing and Imaging Technology, I (1 credit) (C) (ATC)	9-12
Printing and Imaging Technology, I/Printing and Imaging Technology I Lab (2 credits) (C) (ATC)	9-12
Printing and Imaging Technology II (1 credit) (P) (C) (ATC)	10-12
Printing and Imaging Technology II/Printing and Imaging Technology II Lab (2 credits) (P) (C) (ATC)	10-12
Practicum in Printing and Imaging Technology (First Time Taken) (2 credits) (P)	10-12
Practicum in Printing and Imaging Technology/Extended Practicum in Printing and Imaging Technology (First Time Taken) (3 credits) (P) (C)	10-12
Practicum in Printing and Imaging Technology (Second Time Taken) (2 credits) (P)	10-12
Practicum in Printing and Imaging Technology/Extended Practicum in Printing and Imaging Technology (Second Time Taken) (3 credits) (P) (C)	10-12
P Instructional area prerequisite(s) required or recommended	
ATC Qualifies for Advanced Technical Credit	

Secondary School Guidelines, 2018-2019

Career & Technical Education

Professional Communications (0.5 credits)	9-12
Digital Audio Technology I (1 credit) (P)	9-12
Digital Audio Technology II (1 credit) (P) (ATC)	9-12
Video Game Design (1 credit) (P) (ATC)	9-12
Video Game Design II (0.5-1 credits) (P)	9-12
Video Game Design III (0.5-1 credits) (P)	9-12

P Instructional area prerequisite(s) required or recommended
ATC Qualifies for **Advanced Technical Credit**

Business, Management & Administration

The Business Management and Administration Careers cluster encompasses planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administrative career opportunities are available in every sector of the economy.

The two career pathways in this career cluster are:

Business Management
Human Resources

Courses identified under these career pathways are:

High School	Grade(s) Offered
Principles of Business, Marketing, and Finance (1 credit) (ATC)	9-12
Touch System Data Entry (0.5 credits) (ATC)	9-10
Business Information Management I (1 credit) (P) (C) (ATC)	9-12
Business Information Management I/Business Lab (2 credits) (P) (C)	9-12
Business Information Management II (1 credit) (P) (C) (ATC)	10-12
Business Information Management II/Business Lab (2 credits) (P) (C)	10-12
Business English (1 credit) (P) (ATC)	12
Business Law (1 credit) (ATC)	11-12
Global Business (0.5 credits) (ATC)	10-12
Human Resources Management (0.5 credits) (ATC)	11-12
Virtual Business (0.5 credits) (P)	10-12
Business Management (1 credit) (ATC)	10-12
Practicum in Business Management (First Time Taken) (2 credits) (P)	11-12
Practicum in Business Management/Extended Practicum in Business Management (First Time Taken) (3 credits) (P)	11-12
Practicum in Business Management (Second Time Taken) (2 credits) (P)	11-12
Practicum in Business Management/Extended Practicum in Business Management (Second Time Taken) (3 credits) (P)	11-12

P Instructional area prerequisite(s) required or recommended
ATC Qualifies for **Advanced Technical Credit**

Education & Training

The Education and Training cluster focuses on planning, managing and providing education and training services, and related learning support services.

The two career pathways in this career cluster are:

Professional Support Services
Teaching/Training

Courses identified under these career pathways are:

High School	Grade(s) Offered
Principles of Education and Training (1 credit)	9-10
Human Growth and Development (1 credit) (P)	10-12
Instructional Practices (2 credits) (P)	11-12
Practicum in Education and Training (First Time Taken) (2 credits) (P)	12
Practicum in Education and Training/Extended Practicum in Education and Training (First Time Taken) (3 credits) (P) (C)	12
Practicum in Education and Training (Second Time Taken) (2 credits) (P)	12
Practicum in Education and Training/Extended Practicum in Education and Training (Second Time Taken) (3 credits) (P) (C)	12

P Instructional area prerequisite(s) required or recommended
ATC Qualifies for **Advanced Technical Credit**

Secondary School Guidelines, 2018-2019
Career & Technical Education

Finance

The Finance cluster encompasses planning, services for financial and investment planning, banking, insurance and business financial management.

The two career pathways in this career cluster are:
 Business, Financial Planning and Management
 Banking & Related Services

Courses identified under this pathway are:

High School	Grade(s) Offered
Money Matters (1 credit) (P) (ATC)	9-12
Banking and Financial Services (0.5 credits) (P) (ATC)	10-12
Securities and Investments (1 credit) (P)	10-12
Insurance Operations (1 credit) (P)	10-12
Accounting I (1 credit) (P) (ATC)	10-12
Accounting II (1 credit) (P)	11-12
Financial Analysis (1 credit) (P)	11-12
Statistics and Business Decision Making (1 credit) (P)	11-12
Financial Mathematics (1 credit) (P)	10-12

P Instructional area prerequisite(s) required or recommended
ATC Qualifies for **Advanced Technical Credit**

Secondary School Guidelines, 2018-2019
Career & Technical Education

Government & Public Administration

The Government & Public Administration Cluster focuses on careers unique to government, including planning, public administration and administration and governance.

The five career pathways in this career cluster are:

- Governance
- National Security
- Planning
- Public Management & Administration
- Regulation

Courses identified under these career pathways are:

High School	Grade(s) Offered
Principles of Government and Public Administration (1 credit)	9-11
Political Science I (1 credit) (P)	10-12
Political Science II (1 credit) (P)	10-12
Revenue, Taxation, and Regulation (1 credit) (P)	10-12
Public Management and Administration (1 credit) (P)	10-12
Planning and Governance (1 credit) (P)	10-12
National Security (1 credit) (P)	10-12
Foreign Service and Diplomacy (1 credit) (P)	10-12
Practicum in Local, State, and Federal Government (First Time Taken) (2 credits) (P)	11-12
Practicum in Local, State, and Federal Government/Extended Practicum in Local, State, and Federal Government (First Time Taken) (3 credits) (P) (C)	11-12
Practicum in Local, State, and Federal Government (Second Time Taken) (2 credits) (P)	11-12
Practicum in Local, State, and Federal Government/Extended Practicum in Local, State, and Federal Government (Second Time Taken) (3 credits) (P) (C)	11-12

P Instructional area prerequisite(s) required or recommended
ATC Qualifies for **Advanced Technical Credit**

Secondary School Guidelines, 2018-2019
Career & Technical Education

Health Science

The Health Science cluster focuses on careers in planning, managing, and providing therapeutic services, diagnostic services, health informatics, and support services.

The four career pathways in this career cluster are:

- Therapeutic Services
- Diagnostic Services Support Services
- Biotechnology Research and Development

Courses identified under these career pathways are:

High School	Grade(s) Offered
Principles of Health Science (1 credit) (C) (ATC)	9-10
Medical Terminology (1 credit) (C) (ATC)	9-12
Health Science Theory (1 credit) (P) (C) (ATC)	10-12
Health Science Theory/Health Science Clinical (2 credits) (P)	10-12
Practicum in Health Science (First Time Taken) (2 credits) (P)	11-12
Practicum in Health Science/Extended Practicum in Health Science (First Time Taken) (3 credits) (P) (C)	11-12
Practicum in Health Science (Second Time Taken) (2 credits) (P)	11-12
Practicum in Health Science/Extended Practicum in Health Science (Second Time Taken) (3 credits) (P) (C)	11-12
Anatomy and Physiology (1 credit) (P) (ATC)	10-12
Medical Microbiology (1 credit) (P) (ATC)	10-12
Pathophysiology (1 credit) (P)	11-12
World Health Research (1 credit) (P)	11-12
Pharmacology (1 credit) (P) (ATC)	11-12
Health Informatics (1 credit) (P) (ATC)	11-12
Mathematics for Medical Professionals (1 credit) (P)	11-12
Medical Biotechnology (2 credits)	TBD
Principles of Biomedical Science (PLTW) (1 credit)	TBD
Human Body Systems (PLTW) (1 credit)	TBD
Medical Interventions (PLTW) (1 credit)	TBD
Biomedical Innovation (PLTW) (1 credit)	TBD
Dosage Calculations (1 credit)	TBD
Speech and Language Development (1 credit)	TBD
Speech Communication Disorders (1 credit)	TBD
Introduction to Speech Pathology and Audiology (1 credit)	TBD

P Instructional area prerequisite(s) required or recommended
ATC Qualifies for **Advanced Technical Credit**

Hospitality & Tourism

The Hospitality & Tourism cluster encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.

The three career pathways in this career cluster are:

Restaurants and Food/Beverage Services
Lodging
Travel & Tourism

Courses identified under these pathways are:

High School	Grade(s) Offered
Principles of Hospitality and Tourism (1 credit)	9-12
Hotel Management (1 credit) (P) (ATC)	10-12
Travel and Tourism Management (1 credit) (P) (ATC)	10-12
Introduction to Culinary Arts (1 credit) (P)	9-10
Culinary Arts (2 credits) (P) (ATC)	10-12
Advanced Culinary Arts (2 credits) (P)	10-12
Practicum in Culinary Arts (First Time Taken) (2 credits) (P)	11-12
Practicum in Culinary Arts/Extended Practicum in Culinary Arts (First Time Taken) (3 credits) (P) (C)	11-12
Practicum in Culinary Arts (Second Time Taken) (2 credits) (P)	11-12
Practicum in Culinary Arts/Extended Practicum in Culinary Arts (Second Time Taken) (3 credits) (P) (C)	11-12
Hospitality Services (2 credits) (P) (ATC)	11-12
Practicum in Hospitality Services (First Time Taken) (2 credits) (P)	11-12
Practicum in Hospitality Services/Extended Practicum in Hospitality Services (First Time Taken) (3 credits) (P)	11-12
Practicum in Hospitality Services (Second Time Taken) (2 credits) (P)	11-12
Practicum in Hospitality Services/Extended Practicum in Hospitality Services (Second Time Taken) (3 credits) (P)	11-12
Food Science (1 credit) (P)	11-12
Baking and Pastry Arts (1 credit)	TBD
Baking and Pastry Arts Lab (1 credit)	TBD

P Instructional area prerequisite(s) required or recommended
ATC Qualifies for **Advanced Technical Credit**

Secondary School Guidelines, 2018-2019
Career & Technical Education

Human Services

The Human Services cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs.

The three career pathways in this career cluster are:

- Early Childhood Development & Services
- Personal Care Services
- Consumer Services

Courses identified under these career pathways are:

High School	Grade(s) Offered
Principles of Human Services (1)	9-12
Dollars and Sense (0.5) (P)	10-12
Interpersonal Studies (0.5)	9-12
Lifetime Nutrition and Wellness (0.5) (P) (ATC)	9-12
Counseling and Mental Health (1) (P)	10-12
Child Development (0.5) (P) (ATC)	10-12
Child Guidance (2) (P) (C) (ATC)	10-12
Family and Community Services (1) (P)	11-12
Practicum in Human Services (First Time Taken) (2) (P)	11-12
Practicum in Human Services/Extended Practicum in Human Services (First Time Taken) (3) (P) (C)	11-12
Practicum in Human Services (Second Time Taken) (2) (P)	11-12
Practicum in Human Services/Extended Practicum in Human Services (Second Time Taken) (3) (P) (C)	11-12
Principles of Cosmetology Design and Color Theory (1) (P)	9-10
Introduction to Cosmetology (1)	9-10
Cosmetology I (2) (P)	10-11
Cosmetology II (2) (P)	11-12
Cosmetology Manicurist Specialty (2-3)	TBD
Cosmetology Shampoo and Conditioning Specialist (.5-1)	TBD
Cosmetology Facialist Specialist (2-3)	TBD
Barbering I (2-3)	TBD
Barbering II (2-3)	TBD
Parenting Education for School Age Parents I (.5-1)	TBD
Parenting Education for School Age Parents II (.5-1)	TBD

P Instructional area prerequisite(s) required or recommended
ATC Qualifies for **Advanced Technical Credit**

Secondary School Guidelines, 2018-2019
Career & Technical Education

Hair Braiding Specialist (1)

TBD

Microbiology and Safety for Cosmetology Careers (1)

TBD

P Instructional area prerequisite(s) required or recommended
ATC Qualifies for **Advanced Technical Credit**

Information Technology

The Information Technology cluster encompasses entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.

The four career pathways in this career cluster are:

- Network Systems
- Information Support and Services
- Interactive Media
- Programming and Software Development

Courses identified under these career pathways are:

High School	Grade(s) Offered
Principles of Information Technology (1 credit) (ATC)	9-10
Computer Maintenance (1 credit) (P) (ATC)	10-12
Computer Maintenance/Computer Maintenance Lab (2 credits) (P) (ATC)	10-12
Networking (1 credit) (P) (ATC)	10-12
Networking/Networking Lab (2 credits) (P) (ATC)	10-12
Computer Technician Practicum (First Time Taken) (2 credits) (P) (ATC)	10-12
Computer Technician Practicum/Extended Computer Technician Practicum (First Time Taken) (3 credits) (P)	10-12
Computer Technician Practicum (Second Time Taken) (2 credits) (P)	10-12
Computer Technician Practicum/Extended Computer Technician Practicum (Second Time Taken) (3 credits) (P)	10-12
Computer Programming I (1 credit) (P) (ATC)	10-12
Computer Programming II (1 credit) (P) (ATC)	11-12
Digital Media (1 credit) (ATC)	9-12
Web Technologies (1 credit) (P) (ATC)	10-12
Practicum in Information Technology (First Time Taken) (2 credits) (P)	12
Practicum in Information Technology (Second Time Taken) (2 credits) (P)	12
Practicum in Information Technology/Extended Practicum in Information Technology (Second Time Taken) (3 credits) (P)	10-12
Practicum in Information Technology/Extended Practicum in Information Technology (First Time Taken) (3 credits) (P)	10-12
Database Fundamentals (Oracle) (0.5-1 credits)	TBD
Database Programming (Oracle) (0.5-2 credits)	TBD
Internetworking Technologies I (Cisco) (1-3 credits)	TBD
Internetworking Technologies II (Cisco) (1-3 credits)	TBD

P Instructional area prerequisite(s) required or recommended
ATC Qualifies for **Advanced Technical Credit**

Secondary School Guidelines, 2018-2019
Career & Technical Education

Geographic Information Systems (1 credit)	TBD
Raster Based Geographic Information Systems (1 credit)	TBD
Spatial Technology and Remote Sensing (0.5-1 credits)	TBD
Principles of Cyber Security (1 credit)	TBD

P Instructional area prerequisite(s) required or recommended
ATC Qualifies for **Advanced Technical Credit**

Law, Public Safety, Corrections & Security

The Law, Public Safety, Corrections, & Security cluster focuses on careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

The five career pathways in this career cluster are:

- Corrective Services
- Emergency and Fire Management Services
- Security & Protective Services
- Law Enforcement Services Legal Services

Courses identified under these career pathways are:

High School	Grade(s) Offered
Principles of Law, Public Safety, Corrections, and Security (1 credit) (ATC)	9-12
Law Enforcement I (1 credit) (P)	10-12
Law Enforcement II (1 credit) (P)	10-12
Forensic Science (1 credit) (P) (C)	11-12
Criminal Investigation (1 credit) (P) (ATC)	11-12
Court Systems and Practices (1 credit) (P) (ATC)	10-12
Correctional Services (1 credit) (P)	10-12
Federal Law Enforcement and Protective Services (1 credit) (P)	10-12
Firefighter I (2 credits) (P)	10-12
Firefighter II (3 credits) (P)	11-12
Practicum in Law, Public Safety, Corrections, and Security (First Time Taken) (2 credits) (P)	11-12
Practicum in Law, Public Safety, Corrections, and Security/Extended Practicum in Law, Public Safety, Corrections, and Security (First Time Taken) (3 credits) (P) (C)	11-12
Practicum in Law, Public Safety, Corrections, and Security (Second Time Taken) (2 credits) (P)	11-12
Practicum in Law, Public Safety, Corrections, and Security/Extended Practicum in Law, Public Safety, Corrections, and Security (Second Time Taken) (3 credits) (P) (C)	11-12
Disaster Response (0.5-1 credits)	TBD
Forensic Psychology (1 credit)	TBD
Introduction to American Law (1 credit)	TBD
Legal Research and Writing (1 credit)	TBD
Emergency Medical Technician—Basic (1 credit)	TBD

P Instructional area prerequisite(s) required or recommended
ATC Qualifies for **Advanced Technical Credit**

Manufacturing

The Manufacturing cluster focuses on planning, and managing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

The three career pathways in this career cluster are:

Manufacturing
Production Process Development Maintenance,
Installation & Repair

Courses identified under these career pathways are:

High School	Grade(s) Offered
Principles of Manufacturing (1 credit)	9-12
Introduction to Welding (1 credit) (P) (C)	10-12
Welding I (2 credits) (P)	11-12
Welding II (2 credits) (P) (C) (ATC)	11-12
Welding II/Welding II Lab (3 credits) (P) (C) (ATC)	11-12
Precision Metal Manufacturing I (2 credits) (P) (ATC)	10-12
Precision Metal Manufacturing II (2 credits) (P) (C) (ATC)	11-12
Precision Metal Manufacturing II/Precision Metal Manufacturing II Lab (3 credits) (P) (C) (ATC)	11-12
Diversified Manufacturing I (1 credit) (P)	10-12
Diversified Manufacturing II (1 credit) (P)	11-12
Metal Fabrication and Machining I (2 credits) (P)	10-12
Metal Fabrication and Machining II (2 credits) (P)	11-12
Manufacturing Engineering Technology I (1 credit) (P)	10-12
Manufacturing Engineering Technology II (1 credit) (P)	11-12
Practicum in Manufacturing (First Time Taken) (2 credits) (P)	12
Practicum in Manufacturing/Extended Practicum in Manufacturing (First Time Taken) (3 credits) (P) (C)	12
Practicum in Manufacturing (Second Time Taken) (2 credits) (P)	12
Practicum in Manufacturing/Extended Practicum in Manufacturing (Second Time Taken) (3 credits) (P) (C)	12
Occupational Safety & Environmental Technology I (1 credit)	TBD
Occupational Safety & Environmental Technology (OSET) III (2 credits)	TBD
P Instructional area prerequisite(s) required or recommended	
ATC Qualifies for Advanced Technical Credit	

Marketing

The Marketing cluster focuses on the study of how the marketing process seeks to determine and satisfy the needs and wants of people who buy goods, services, and ideas. Businesses of all types and sizes, including not-for-profit organizations, use marketing in their local, regional, national, and global operations to direct the flow of products from the manufacturer to the ultimate consumer.

The seven career pathways in this career cluster are:

- Management and Entrepreneurship
- Professional Sales and Marketing
- Buying and Merchandising
- Marketing Communications and Promotion
- Marketing Information Management and Research
- Distribution and Logistics
- E-Marketing

Courses identified under these career pathways are:

High School	Grade(s) Offered
Advertising (0.5 credits) (P)	10-12
Fashion Marketing (0.5 credits) (P)	10-12
Entrepreneurship (1 credit) (P) (ATC)	10-12
Sports and Entertainment Marketing (0.5 credits) (P)	9-12
Social Media Marketing (0.5 credits) (P)	9-12
Marketing Dynamics (2 credits) (P) (ATC)	11-12
Practicum in Marketing Dynamics (2 credits) (P)	11-12
Practicum in Marketing/Extended Practicum in Marketing (First Time Taken) (3 credits) (P) (C)	11-12
Practicum in Marketing Dynamics II (2 credits) (P)	11-12
Practicum in Marketing/Extended Practicum in Marketing (Second Time Taken) (3 credits) (P) (C)	11-12

P Instructional area prerequisite(s) required or recommended
ATC Qualifies for **Advanced Technical Credit**

Science, Technology, Engineering & Mathematics

The Science, Technology, Engineering, & Mathematics cluster focuses on planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

The four career pathways in this career cluster are:

- Engineering
- Biotechnology
- Electronics
- Robotics and Automation

Courses identified under these career pathways are:

High School	Grade(s) Offered
Principles of Applied Engineering (1 credit)	9-10
Principles of Biosciences (1 credit)	9-10
Biotechnology I (1 credit) (P) (ATC)	11-12
Biotechnology II (1 credit) (P)	11-12
Engineering Design and Presentation I (1 credit) (ATC)	
Engineering Design and Presentation II (2 credits) (P)	11-12
Engineering Mathematics (1 credit) (P)	11-12
AC/DC Electronics (1 credit) (P) (ATC)	10-12
Solid State Electronics (1 credit) (P)	11-12
Robotics I (1 credit) (P)	9-10
Robotics II (1 credit) (P)	10-12
Principles of Technology (1 credit) (P)	10-12
Scientific Research and Design (1 credit) (P)	11-12
Scientific Research and Design II (1 credit) (P)	11-12
Scientific Research and Design III (1 credit) (P)	11-12
Engineering Design and Problem Solving (1 credit) (P)	11-12
Practicum in Science, Technology, Engineering, and Mathematics (First Time Taken) (2 credits) (P)	12
Practicum in Science, Technology, Engineering, and Mathematics/Extended Practicum in Science, Technology, Engineering, and Mathematics (First Time Taken) (3 credits) (P) (C)	12
Practicum in Science, Technology, Engineering, and Mathematics (Second Time Taken) (2 credits) (P)	12

P Instructional area prerequisite(s) required or recommended
ATC Qualifies for **Advanced Technical Credit**

Secondary School Guidelines, 2018-2019

Career & Technical Education

Practicum in Science, Technology, Engineering, and Mathematics/Extended Practicum in Science, Technology, Engineering, and Mathematics (Second Time Taken) (3 credits) (P) (C)	12
Engineering Science (1 credit) (P)	11-12
Digital Electronics (1 credit) (P)	10-12
Introduction to Engineering Design (PLTW) (1 credit)	TBD
Aerospace Engineering (PLTW) (1 credit)	TBD
Biotechnology Engineering (PLTW) (1 credit)	TBD
Civil Engineering and Architecture (PLTW) (1 credit)	TBD
Computer Integrated Manufacturing (PLTW) (1 credit)	TBD
Engineering Design and Development (PLTW) (1 credit)	TBD
Data Acquisition and Analysis (1 credit)	TBD
Engineering: The Digital Future (Infinity) (0.5-1 credits)	TBD
Texas Pre-Freshman Engineering Program I (1 credit)	TBD
Texas Pre-Freshman Engineering Program II (1 credit)	TBD
Texas Pre-Freshman Engineering Program III (1 credit)	TBD
Texas Pre-Freshman Engineering Program IV (1 credit)	TBD
Gateway to Technology I – Design, Modeling and Automation (PLTW) (0.5 credits)	TBD
Gateway to Technology II – Applied Science and Technology (PLTW) (0.5 credits)	TBD
Gateway to Technology III – Energy, Environment and Flight (PLTW) (0.5 credits)	TBD
Gateway to Technology IV – Architecture and Biomedical Sciences (PLTW) (0.5 credits)	TBD
DC Circuits (1 credit)	TBD
Digital Image Processing (1 credit)	TBD
Digital Fundamentals (1 credit)	TBD
Computer Science and Software Engineering (PLTW) (1 credit)	TBD

P Instructional area prerequisite(s) required or recommended
 ATC Qualifies for **Advanced Technical Credit**

Transportation, Distribution & Logistics

The Transportation, Distribution, and Logistics cluster focuses on careers in the planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

The seven career pathways in this career cluster are:

- Transportation Operations
- Logistics Planning and Management Services
- Warehouse and Distribution Center Operations
- Facility and Mobile Equipment Maintenance
- Transportation Systems/Infrastructure Planning, Management and Regulation
- Health, Safety and Environmental Management
- Sales and Service

Courses identified under these career pathways are:

High School	Grade(s) Offered
Principles of Transportation Systems (1 credit)	9-12
Principles of Distribution and Logistics (1 credit)	9-12
Introduction to Transportation Technology (0.5 credits)	9-10
Energy and Power of Transportation Systems (1 credit) (P)	10-12
Introduction to Aircraft Technology (1 credit)	9-12
Aircraft Airframe Technology (2 credits) (P)	10-12
Aircraft Airframe Technology/Advanced Transportation Systems Laboratory (3 credits) (P) (C)	10-12
Aircraft Powerplant Technology (2 credits) (P)	10-12
Aircraft Powerplant Technology/Advanced Transportation Systems Laboratory (3 credits) (P) (C)	10-12
Automotive Basics (1 credit)	9-12
Automotive Technology I: Maintenance and Light Repair (2 credits) (P)	9-12
Automotive Technology II: Automotive Service (2 credits) (P) (ATC)	11-12
Automotive Technology II: Automotive Service/Advanced Transportation Systems Laboratory (3 credits) (P) (C) (ATC)	11-12
Basic Collision Repair and Refinishing (1 credit)	9-12
Collision Repair (2 credits) (P)	10-12
Collision Repair/Advanced Transportation Systems Laboratory (3 credits) (P) (C)	10-12
Paint and Refinishing (2 credits) (P)	10-12
Paint and Refinishing/Advanced Transportation Systems Laboratory (3 credits) (P) (C)	10-12

P Instructional area prerequisite(s) required or recommended

ATC Qualifies for **Advanced Technical Credit**

Secondary School Guidelines, 2018-2019
Career & Technical Education

Small Engine Technology I (1 credit)	9-12
Small Engine Technology II (2 credits) (P)	10-12
Diesel Equipment Technology I (2 credits) (ATC)	9-12
Transportation, Distribution & Logistics	
Diesel Equipment Technology II (2 credits) (P) (ATC)	10-12
Diesel Equipment Technology II/Advanced Transportation Systems Laboratory (3 credits) (P) (C) (ATC)	10-12
Management of Transportation Systems (1 credit) (P)	10-12
Distribution and Logistics (1 credit) (P)	10-12
Practicum in Transportation Systems (First Time Taken) (2 credits) (P)	11-12
Practicum in Transportation Systems/Extended Practicum in Transportation Systems (First Time Taken) (3 credits) (P) (C)	11-12
Practicum in Transportation Systems (Second Time Taken) (2 credits) (P)	11-12
Practicum in Transportation Systems/Extended Practicum in Transportation Systems (Second Time Taken) (3 credits) (P) (C)	11-12
Practicum in Distribution and Logistics (First Time Taken) (2 credits) (P)	11-12
Practicum in Distribution and Logistics/Extended Practicum in Distribution and Logistics (First Time Taken) (3 credits) (P) (C)	11-12
Practicum in Distribution and Logistics (Second Time Taken) (2 credits) (P)	11-12
Practicum in Distribution and Logistics/Extended Practicum in Distribution and Logistics (Second Time Taken) (3 credits) (P) (C)	11-12
Principles of Maritime Science (1 credit)	TBD
Maritime Science I (1 credit)	TBD
Maritime Science II (1 credit)	TBD
Introduction to Shipboard Engineering (1 credit)	TBD
Advanced Shipboard Engineering (1 credit)	TBD

P Instructional area prerequisite(s) required or recommended
ATC Qualifies for **Advanced Technical Credit**

Student Leadership Organizations

The United States Department of Education (USDOE), recognizes the educational programs and philosophies embraced by the following Career and Technical Student Organizations (CTSOs) as being an integral part of career and technical education (CTE) instructional programs. The responsibility for CTE instructional programs and related activities, including CTSOs, rests with state and local education agencies. The USDOE allows states to use Federal Carl D. Perkins funds to provide leadership and support for the CTE student organizations (SEC 124).

Leadership organizations that support the knowledge and skills taught in the classroom are an integral part of the CTE curriculum. In addition to valuable leadership skills, students learn parliamentary procedure, organizational skills, and how to conduct business. They also build relationships with the companies they work for, which often results in college scholarships and job offerings after graduation.

Future Farmers of America (FFA) is much more than farming and ranching. Members of this organization may study horticulture, aquaculture, food sciences, accounting, wildlife management, and mechanics of engineering. Opportunities for developing skills in leadership, cooperation, and citizenship are provided through classroom/laboratory learning experiences by membership and participation in this student leadership organization.

Two student organizations for those enrolled in Business Education, **Business Professionals of America (BPA)**, and **Future Business Leaders of America (FBLA)**, contribute to the advancement of leadership, citizenship, personal growth, academic, and technological skills. These two organizations serve as a cohesive agent in the worldwide networking of education, business, and industry. Competitive events enhance career/job preparation, workplace competencies, self-confidence, and the instructional program.

Opportunities for leadership and citizenship development are available through membership and participation in **Health Occupations Students of America (HOSA)**. This student professional organization provides opportunities for leadership development, knowledge and skills recognition through the competitive events program, and community service projects. By networking with health care professionals, students receive guidance in selecting and pursuing a health careers.

Family, Consumer and Community Leaders of America (FCCLA) is the student organization that provides opportunities for personal growth and leadership development through Family and Consumer Sciences Education. Focusing on the multiple roles of family member, wage earner, and community leader, FCCLA members develop skills for life through personal development, creative and critical thinking, interpersonal communications, practical knowledge, and career preparation.

Through their participation in **Distributive Education Clubs of America (DECA)**, the student organization for Marketing Education, students have opportunities to develop leadership, social, civic, and career skills in marketing.

DECA provides well-planned activities that can be integrated into the curriculum and projects that promote occupational competence for students. DECA is committed to building relationships between education and the business community that will enhance the career and education development of students.

The mission of the **Technology Student Association (TSA)** is to prepare Technology Education students for the challenges of a dynamic world by promoting technological literacy, leadership, and problem solving, resulting in personal growth and opportunity. The common denominator for TSA members is an interest in technology and a desire to be a part of a national organization. TSA's curriculum, competitive events, chapter programs and conferences provide academic and personal growth challenges to its members.

Skills USA, the organization for Trade and Industrial Arts students, provides quality education experiences for students in leadership, teamwork, citizenship and character development. It builds and reinforces self-confidence, work attitudes and communication skills. It emphasizes total quality at work, high ethical standards, superior work skills, life-long education, and pride in the dignity of work. Skills USA promotes understanding of the free-enterprise system and involvement in community service.

Texas Association of Future Teachers (TAFE) is the newest CTSO in Texas. This organization offers students the opportunity to explore the teaching profession while cultivating the qualities of character, service and leadership. Students will be involved in various activities such as workshops, contests, and summer activities, as well as have the opportunity to apply for scholarships.

CTSO Sponsors

Expectations

1. CTSO sponsor shall have a policy providing membership opportunities to students currently enrolled in a state-approved CTE program of study.
2. CTSO sponsor shall inform campus and central office administrators of the desire for their students to pursue leadership roles in the organization.
3. CTSO sponsor shall serve as the representative to provide oversight for the Membership roster and dues must be received or processed by the state and/or national organization. Each CTSO shall adopt and implement Bylaws and Policies for the efficient operation and fiscal management of the CTSO.
4. CTSO sponsor shall be involved in the day-to-day operations (membership dues, finances, conference registration) of a CTSO as co-curricular activities that are extensions of the career and technical education courses. **The sponsor should**

ensure that all district policies regarding fundraisers and travel are adhered to at all times.

5. CTSO teacher/sponsor shall:

- provide administrative leadership and oversight at state and national meetings and conferences in collaboration with the CTSO Board of Directors;
- support the career and technical student organizations, especially with respect to efforts to increase the participation of students who are members of special populations;
- be responsible for ensuring financial accountability and implement checks and balances in order to accomplish the organization's purposes at the campus level;
- have available for review by campus administrators or CTE central office personnel, the quarterly financial reports of all cash disbursements and payments.

Eligibility for Payment

The CTSO Sponsor must submit a portfolio including documentation that the minimum requirement of chapter members, meetings, leadership events and community service activities have been met per the guidelines posted by the CTE department. A CTSO Extra Duty Pay Reimbursement form must be included with portfolio. To qualify for payment in both semesters, a portfolio and a reimbursement form must be submitted during the fall semester. Additional details on payment will be available in the Compensation Manual.

CAREER & TECHNICAL EDUCATION

The **age appropriate placement** provision has been removed from the Carl Perkins Act. All students enrolled in a course with a career preparation instructional arrangement must be 16 years of age to comply with the standards of the U. S. Department of Labor.

CAREER & TECHNICAL EDUCATION GENERAL INFORMATION

“Empowering students with marketable academic and technical skills needed to strengthen the social and economic foundation of Houston and beyond.”

◆ Changes to Career & Technical Education Programs

The request for opening of Career & Technical Education programs must be discussed with, and approved by, the Career & Technical Education Department Director or his/her designee, due to the implications of availability of certified personnel and funds for instructional materials and equipment for the enhancement of quality programs. This includes all courses under the Career & Technical Education umbrella.

Likewise, **all requests for closing** of Career & Technical Education programs must be channeled through the Career & Technical Education Department Director, or his/her designee for review and approval.

◆ Career & Technical Education Campus Administrators/ Counselors

The **Career & Technical Education Campus Administrators, and/or Counselors, and/or CTE Department Chairperson** for each high school are an integral part of the Career and Technical Education program. The TEA Student Attendance Accounting Handbook indicates, “In no case should attendance personnel be responsible for determining a student’s CTE participation code.”

Thus, the district has determined that the designated CTE campus administrator, and/or counselor, and/or CTE department chairperson holds the position as the best qualified professional staff person to determine all relevant information regarding Career & Technical Education students. Additionally, it is the role of the designated CTE campus administrator to ensure that coherent sequences are appropriately prepared for the campus based course offerings that the feeder middle school parents and students are made aware of the sequences and that students are following the proper sequences for their selected career major.

The CTE department should be notified within 15 days of the first day of school of the campus CTE administrator, counselor, and CTE department chairperson, to serve as campus contact persons.

♦ **Inventory/Transfer of Equipment**

An inventory of all equipment purchased with Career & Technical Education funds must be properly maintained. Therefore, the transfer of any equipment from an HISD campus, or within an HISD campus, must be documented on the appropriate PC-2 form with signatures of the building principal and the Director, Career & Technical Education or his/her designee. All teachers are to submit an inventory on the appropriate forms, provided by the CTE department, prior to the end of each school year.

These forms will be sent from the Career & Technical Education office in time for completion and are to be returned to the Career & Technical Education Department before the end the school year.

♦ **Continuous Improvement in Career and Technical Education**

Continuous progress in Texas secondary Career and Technical Education programs, as in other program areas, is largely a matter of local control. The state steps in only if a school system clearly is failing at educating its students. Texas evaluates year-to-year improvement in its Career and Technical Education programs through several avenues:

- ▶ Student performance on the State of Texas Assessments of Academic Readiness (STAAR) End of Course exams;
- ▶ The Texas Academic Performance Report (APR);
- ▶ Performance Based Monitoring Analysis System (PBMAS) and;
- ▶ The Core Indicators of Performance, established under the Carl D. Perkins Act, III.

The Core Indicators of Performance, adopted by TEA, will help Texas evaluate whether it's Career and Technical Education programs are meeting the needs of Texas students, while holding them to the same high standards of academic performance to which all Texas students are held.

◆ **Building Capacity for Improving Student Achievement: Strategies, Activities, and Resources**

- ▶ The **State Plan for Career and Technical Education** is a guide to assist school districts in their efforts to offer effective Career and Technical Education programs.
- ▶ The Career and Technical Education TEKS integrate technology into all courses and demand high academic achievement from students.

The TEKS are designed to improve the academic and technical skills of students, as well as to ensure that Career and Technical Education students are prepared for all aspects of the industry they choose to pursue.

- ▶ Coherent sequences of courses include rigorous academic courses and relevant CTE applications to support post-secondary as well as business and industry expectations.
- ▶ The District recommends CTE pathways that link core academics with CTE courses through integrated projects. Schools should make every effort to ensure each CTE pathway provides students with the opportunity to obtain industry relevant certifications as listed on the TEA website.

◆ **Funding Resources for Career and Technical Education Programs**

Funding for campus CTE programs comes from two sources, state weighted and Carl D. Perkins funds. State weighted funds are managed by each campus' administration through Fund 143. Schools are responsible for the stewardship of these funds to ensure CTE staffing is appropriate according to the number of students and types of programs on the campus, as well to ensure CTE teachers have the needed materials to provide robust programming on the campus. Carl D. Perkins funding is managed through the stewardship of the CTE department and provides for the acquisition of programs, equipment and services that initiate, improve, and expand the quality of CTE programming across the district.

◆ **Withdrawal Procedure for DAEP**

(3-3) Career & Technical Education contact hours may not be claimed when districts place a student in a disciplinary setting without Career and Technical services being provided for more than five consecutive days. On the sixth day of placement in a disciplinary setting without Career and Technical services being provided, funding should be removed from that class on the student's schedule with a start date of the first day of placement in the disciplinary setting.

♦ **Assignment of Career and Technical Education Teachers**

Career and Technical Education teachers new to the district and/or in new CTE positions will not be approved for assignment until all required documents to secure proper permits are submitted to the Human Resources Department.

CTE staff work in collaboration with the Human Resources Department to approve teacher positions and ensure all CTE teachers meet certification requirements as well as participate in continuing education training as required.

State Board of Educator Certification guidelines provide a short timeline for submission of documents needed to obtain appropriate permits. Failure to submit the permit application on a timely basis means that the teacher is not legally serving in the classroom. Such deficiencies have a negative impact on contact hour funding and necessitate a CTE override process which impacts campus CTE funding.

ADVANCED TECHNICAL CREDIT – STATEWIDE ARTICULATION

The Texas Education Agency and the Texas Higher Education Coordinating Board have been the impetus behind the preparation and implementation of statewide articulation for selected Career and Technical Education courses. This program will provide a vehicle for students completing selected Career & Technical Education courses at the high school level to receive articulated credit at any community college in Texas participating in the articulation agreement.

A state-approved staff development requirement--both at the high school and at the community college faculty levels--must be completed in order for students to be eligible for the articulated credit described in the Statewide Articulation Program.

Courses that have been recommended for Advanced Technical Credit (ATC) are designated on pages 9-24 of this document. These Career & Technical Education courses must provide college-equivalent course content in order to be eligible for statewide articulation. Strategies for providing this enriched curriculum content are part of the required state-approved staff development.

A complete manual and course crosswalk table have been prepared through a collaborative effort between Texas high school representatives and community college representatives. The most current manual and crosswalk may be accessed and downloaded from the following website: www.atctexas.org

XXI. SUMMER SCHOOL

ELEMENTARY

At the end of the regular school year, any student who has not met all of the promotion criteria shall be retained unless they make up their deficiencies during summer school. In certain rare instances when a student has not met all criteria, the GPC or the Admission, Review, and Dismissal/IEP committee (for students with disabilities only) may determine that there are extenuating circumstances that warrant overriding the retention prior to summer school. However, this option may not be exercised for a student in grades 5 or 8 until after the receipt of the score(s) the student earned on the administration of the STAAR Reading and/or Math exam(s) given at the end of summer school.

During the summer semester, an unexcused absence will result in a zero ("0") for that day's work. Excused absences may be made up with the grade earned on the makeup work recorded for the daily grade of the day missed. More than three total absences (both excused and unexcused) will result in the loss of credit for a subject unless the principal grants an exemption from this rule or a school attendance committee based on extenuating circumstances.

All appeals for restoration of credit denied because of excessive absences must be addressed and resolved by the **summer school site** principal or attendance committee. Another school **cannot** override or waive a grading decision made by a school in which the student was enrolled at the time the grade was issued. The number of days absent for the summer semester should be recorded on the summer school report card.

Student progress reports during summer school are required if a student is failing. According to the campus schedule and in consultation with the teacher, determine the most opportune time to take a snapshot of student performance, and advise parents whose children are not passing. If at a later time students begin to fail, the parents should be advised.

DETERMINATION OF PROMOTION STATUS AFTER COMPLETION OF SUMMER SCHOOL

If a student who attends summer school to address a deficiency in any of the promotion standards is able to remove that deficiency or deficiencies based on achievement in summer school, that student has satisfied all promotion standards and should be promoted automatically with no action from the Grade Placement Committee. The committee should not address any student who has satisfied all promotion standards either during the regular school year or in summer school. The only action required is an override of the Promotion Status in the SIS.

For most students requiring a **Promotion Status Code** override, the coding in the **SIS** should take place at the conclusion of summer school.

School Guidelines, 2018-2019
Summer School

The parent or guardian of a student who was retained but did not attend summer school may request a GPC review of the student's promotion status and the committee action must be documented. Such an appeal must be completed within the established time frame for GPC action.

A student with disabilities who, after completion of summer school, has achieved the promotion standards specified in the most recent ARD/IEP committee meeting is promoted with no committee action required. If the student failed to achieve those standards, the ARD/IEP committee must meet to determine intervention options and grade placement.

Grades in Core Courses –If an elementary school student was retained because the student failed to pass Reading, Language Arts, Math, and either Science or Social Studies, the student will be promoted if the summer school grades in the previously failed course(s) is (are) at least 70 or above. The student's grade(s) from courses completed in summer school will replace the failing final average for the course(s) failed during the regular school year.

Overall Average of All Courses – If a student was retained because of an overall yearly average of less than 70 calculated from the final averages of all courses taken during the regular school year, the student, in order to meet promotion standards, would have to take a course or courses in summer school to raise the overall average to 70 or better. If the course that resulted in the low overall average was Reading, Language Arts, or Mathematics, the student should be scheduled into those courses.

If the student's low overall average was the result of grades in courses which are not offered in summer school, the student could enroll in core courses even though the student might have passed the courses during the regular school year.

In either case, the grades earned in the summer school courses would replace the grades earned in those subjects during the regular school year in calculating a revised overall average. School personnel must post the final summer school promotion status on the SIS.

Example 1

Course	Regular School Year Grade		Summer School Grade
Reading	71		
Math	73		
Language Arts	50	→	76
Science	72		
Social Studies	72		
Total:	338	→	364
Average:	68	→	73

A student whose revised overall average is still less than 70 at the end of summer school may not be promoted, even though the student may have passed the course or courses taken in summer school.

Example 2

Course	Regular School Year Grade		Summer School Grade
Reading	70	→	76
Math	52	→	73
Language Arts	71	→	74
Science	60		
Social Studies	60		
Total:	313	→	343
Average:	63	→	69

Replacing Grades on Student's Permanent Record Card – Any failing grades replaced by grades earned in summer school must be manually documented on the student's permanent record card. A failing summer school grade, however, does not replace a passing grade earned during the school year. Since SIS does not print a summer school gummed label, school records personnel must manually post and initial any grade changes from summer school on the gummed label that was generated at the conclusion of the regular school year. These grades should match the grades recorded on the student's Cumulative Learning Profile.

Testing Requirements – If a student was retained because the student failed to pass the Reading or Mathematics section of the STAAR the student may be promoted after summer school if he/she met the standards for at least one test in reading and at least one test in mathematics. School personnel must post the final summer school promotion status on the **SIS**.

Replacing Promotion Status on Student's Permanent Record Card - If the student's Final Promotion Status on the **SIS** reflects an override of a retention from the regular school year, school records personnel must manually document the new Promotion Status at the bottom of the gummed label (e.g. **RETAINED IN 02** is manually changed to read **PROMOTED TO 03**). Any changes should be initiated by the person making the change.

Grade Placement Committee

Listed below are some examples of individual situations requiring a Grade Placement Committee decision with regard to promotion status after the conclusion of summer school:

- a student who was absent or not enrolled during STAAR;
- a student who was unable to attend summer school due to court-imposed parental custody out of state;
- a student who failed a test that cannot be made up during the summer;

School Guidelines, 2018-2019
Summer School

- a student with high math grades who failed both math tests with near-passing scores;
- a student whose failure was due to extenuating circumstances (e.g. ill during administration of test);
- a student who met the standards for grades and for at least one test in reading and at least one test in mathematics but did not attend summer school; and
- a student whose parents request a review.

The Grade Placement Committee must conclude that the student is likely to perform at grade level the following year and must specify interventions to be made to support the student's achievement.

Accelerated Instruction – An accelerated instruction plan **must** be developed for each student who did not meet all promotion standards by the end of summer school.

Graduation Exercises – Graduation, ceremonies with caps and gowns, and diplomas shall be limited to high schools and not be used for kindergarten, grade five/six, or middle school.

SECONDARY

Summer school programs are designed for students to take advanced courses, repeat courses, or courses for enrichment, or to otherwise satisfy promotion standards.

High School Tuition Summer School

There will be one high school tuition summer school site selected annually. The requirements as to the amount and quality of work covered in the summer schools are the same as those in the regular session. There is no specific clock-hour requirement. All essential knowledge or skills prescribed apply to each course taught in summer school.

High school tuition summer school is a self-sustaining program regarding funding. Tuition costs are determined based on the financial costs of providing the summer school program.

Students taking summer school courses must have prior approval from the home school administrator or counselor if credit is to be accepted. This is to ensure that the student has not previously taken and been awarded credit for the course. If a student does take a summer school course without prior approval, the principal does have the option of accepting the credit or refusing to accept the credit. These rules should be spelled out in the school's Student Handbook, if one is produced, or distributed to parents and students by whatever method is used by the school at the beginning of the school year.

A student may also choose to take only the first half of a new course. The second half will be taken during the regular term. The grades the student earns in summer school are then combined with the grades the student earns during the regular term to determine the annual average for that subject. School personnel will do this calculation manually. A student who completes the 8th grade at the end of the spring semester is considered to be a 9th grader for the summer session and would, therefore, be eligible to take courses approved for graduation credit.

High School Title I Program

Title I, Part A provides summer school services for students in grades PK-12 who are currently enrolled in one of the Title I, Part A schools and eligible students from the 19 participating private nonprofit schools serviced by Title I, Part A. On April 22, 2003, the Texas Education Agency ruled that the district can offer course credit to those high school students attending the Title I, Part A Extended-Year Summer Program. A student may receive course credit if he or she:

- ◆ repeats a course taken during the regular school year; and
- ◆ receives a passing grade from the summer school teacher verifying that sufficient academic progress was made to receive a course credit.

Note: Students who are taking a course for the **first time** will not have been in the course long enough to receive credit since Title I summer school ends prior to July 1.

Accelerated Instruction for High School Students Who Failed STAAR EOC

Accelerated Instruction Requirements:

House Bill 5, 83rd Legislative Session, added new TEC §28.0217 to require each school district to provide accelerated instruction in the applicable subject area each time a student fails to perform satisfactorily on an end-of-course (EOC) assessment instrument. Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations, such as Summer School.

Summer School Grade Reporting

The high school summer program shall meet the same standards as those in effect during the regular school year. During the summer term there will be only **two grading periods** and a final exam. Grade averaging will be calculated with a cycle weight of 40 percent each and the final exam weight of 20 percent. In order to earn credit for a course, the student must complete the entire course. **Students must be given this information at the time they enroll in the summer school program.** Title I summer school will have one grading cycle with grades weighted with a cycle weight of 75 percent and a final exam weight of 25 percent.

All courses taken for graduation credit must be entered on the SIS file. In high schools, they must be on the AAR file.

Summer School Progress Reports

Student progress reports during summer school are required if a student is failing. According to the campus schedule and in consultation with the teacher, determine the most opportune time to take a snapshot of student performance, and advise parents whose children are not passing. If at a later time students begin to fail, the parents should be advised.

Summer School Report Cards

It is extremely important that duplicate summer school report cards be received by the home schools as soon as possible after the end of the summer school session. Duplicate report cards for all students enrolled in HISD should be completed and sorted by home school for distribution as soon as possible. Top priority should be given to graduating seniors whose grades will determine if they have completed graduation requirements. Specific instructions for the distribution process will be forwarded to the summer school centers prior to the end of the summer session. If there are students enrolled in summer school who attend schools outside HISD, their duplicate report cards should be mailed directly to their home school.

Summer School Attendance

During the summer semester, an unexcused absence will result in a zero ("0") for that day's work. Excused absences may be made up with the grade earned on the makeup work recorded for the daily grade of the day missed. More than three total absences

(both excused and unexcused) will result in the loss of credit for a course unless the principal grants an exemption from this rule or a school attendance committee based on extenuating circumstances.

All appeals for restoration of credit denied because of excessive absences must be addressed and resolved by the **summer school site** principal or attendance committee. Another school **cannot** override or waive a grading decision made by a school in which the student was enrolled at the time the grade was issued. The number of days absent for the summer semester should be recorded on the summer school report card.

Summer School Graduation

Any student who can complete graduation requirements in summer school will be able to participate in the summer commencement exercises, provided all requirements are completed before the scheduled graduation date. This includes completing the 24 required credits and passing the required state assessments.

Any senior student who will graduate during the summer should be encouraged to attend classes at an HISD site. Districts outside of HISD often do not send grades to the student's HISD home school until late August or September. This may prevent a summer school graduate from participating in the summer commencement exercises.

Summer school graduates are to be ranked with the regular school graduates but are not eligible for honor awards such as valedictorian and salutatorian.

Any student who during the summer session completes the curriculum requirements identified by the State Board of Education but who has not passed all parts of the TAKS, or the appropriate STAAR end-of-course exams may be issued a certificate of coursework completion. The student would **not** be eligible to participate in the summer graduation ceremony.

Enrollment at Summer School Sessions Outside HISD

Students may enroll in summer school courses offered outside of HISD and receive credit for the successful completion of those courses under the following conditions:

- ◆ The Texas Education Agency (TEA), Texas Private School Accreditation Commission (TEPSAC), or the education agency of another state accredits the school.
- ◆ The curriculum taught in the course is based on the essential knowledge and skills prescribed for that course by TEA or those prescribed by another state education agency provided they are similar in nature to those prescribed by TEA. The HISD Curriculum Department will review courses for compliance with the TEKS upon request.
- ◆ A teacher certified by TEA or other state agency in that subject area teaches the course.

School Guidelines, 2018-2019
Summer School

- ◆ The student obtains written approval from the home school counselor prior to enrollment in the course.
- ◆ If a student attends an out-of-state school, the state education agency of the state in which the student is enrolled accepts for credit the courses completed.

Summer school courses completed outside of HISD will **not** be accepted for credit if these guidelines are not met.

Middle School Summer School

Promotion Standards Summer School Program for Middle School Students

The section on middle school promotion standard in the *Classification* chapter of these *Guidelines* details the students who are candidates for attending the district's Title I summer promotion standards programs. Generally, this includes any student who fails to satisfy the Promotion Standards A, B, and C completely, according to Board policy. Students in grade 8 are required to meet the requirements of the Student Success Initiative. Information is available at the Texas Education Agency website:
<http://www.tea.state.tx.us/student.assessment/resources/ssi/index.html>

Teachers should refer students for promotion standards summer school on the Spring Cumulative Learning Profile. The appropriate committee: Grade Placement, ARD, or LPAC will determine whether the student needs to attend summer school. Students must satisfy Standard A, the grade or course requirement standard to be promoted; therefore, should not be waived from summer school attendance by committee, if this standard has not been met. Committees can make exceptions based on extenuating circumstances on the other two standards. (Please consult the Middle Promotion Standards within these *Guidelines* in the chapter on *Classification*.)

Program Characteristics (Applies to Title I and Non-Title I Schools)

Students who attend 90 percent of the program days are to be promoted, **only** if they meet all promotion standards. Therefore, it is essential that all promotion standards programs focus on addressing the academic needs of the children who are not achieving at the level required to meet promotion standards. Programs in Optional Extended Year and Title I schools must incorporate the following characteristics:

- ◆ Individual assessment/diagnosis of each child below promotion standards to identify instructional needs;
- ◆ Individualized instructional interventions that address the needs identified in the individual assessments;
- ◆ Each class must be taught by a teacher who has successfully completed training to teach a class;
- ◆ Class size is limited to 16 in a promotion standards class;
- ◆ Flexible grouping and instructional arrangements that ensure efficient and effective use of limited instructional time for necessary interventions; and
- ◆ Program monitoring during the summer and follow-up evaluation next year.

Grade Placement Process

If, after attending summer school, a middle school student has still not satisfied all promotion standards, that student's record should be reviewed by the Grade Placement Committee (GPC) or ARD/IEP Committee as appropriate. The decision of the committees must be documented and if the committee decision is to override a retention and promote the student, the student's final summer school promotion status must be posted to PSESUM on SIS. Please refer to the section on *Student Classification* for more detailed information on the grade placement process. It should be noted that if Standard A, (grade requirement) has not been satisfied through summer school achievement, the committee(s) (with certain exceptions related to the ARD/IEP Committee) do not have the authority to override a retention.

Determination of Promotion Status after Completion of Summer School and Reporting Promotion Status after Summer School

If a student who attends summer school to address a deficiency in any of the promotion standards is able to remove that deficiency or deficiencies based on achievement in summer school, that student has satisfied all three promotion standards and should be promoted automatically with no action from the GPC. The committee should not address any student who has satisfied all three promotion standards either during the regular school year or in summer school. The only action required is to enter summer data and post the final summer school promotion status on the Summer Promotion Standards panel.

If a student was retained because the student failed to pass the reading or mathematics section of the TAKS or failed to meet the standards for performance on the Stanford or Aprenda in reading and mathematics during the school year, the student may be promoted **after attending summer school** if he/she met the standards for at least one test in reading and at least one test in mathematics. No formal committee action is required.

A student who was retained but did not attend summer school may request a GPC review of the student's promotion status, and resulting committee action must be documented. Such an appeal must be completed within the established time frame for GPC action.

If a student has not satisfied all promotion standards or the "after summer school" testing requirements after the close of summer school, that student's summer school progress and achievement and potential for success at the next grade level should be reviewed by the school's GPC to determine a revised promotion status. The function of the GPC is, after the close of summer school, to address the promotion status of those students who still have not satisfied promotion standards. Committee membership must include at least the principal or the principal's designee and the teacher of a subject on which the student failed to perform satisfactorily. The student's parent or guardian should be notified of the committee meeting and given the option of attending.

School Guidelines, 2018-2019 Summer School

A student with disabilities who, after completion of summer school, has achieved the promotion standards specified in the most recent ARD Committee meeting is promoted with no committee action required.

If the student failed to achieve those standards, the student is retained unless an additional ARD Committee meeting is held to promote the student. School personnel should post the final summer school promotion status on the Summer Promotion Standards panel.

Grades in Core Courses

If a middle school student was retained because that student failed two or more core academic subjects: language arts, math, science, and social studies, the student will be promoted if the summer school grades in the previously failed courses are at least 70 or above. Post the final summer school promotion status on the Summer Promotion Standards panel.

Since Promotion Standard A (the grade requirement) requires the passing of three out of the four core academic courses, a student who was retained for failing two of these courses would only have to enroll in and pass one of the courses in summer school. A student failing three core academic courses would only have to successfully complete two of the courses in summer school to satisfy the standard. Post the final summer school promotion status on the Summer Promotion Standards panel.

A middle school student who does not have an overall yearly average of 70 or above or a final average of 70 or above in three of the following subject areas (language arts, mathematics, social studies, or science) **must** attend summer school or that student will be **retained**. There will be only **two** grading periods. Each of the two grades will count 50 percent of the student's average in the summer school course.

A middle school student who enrolls for remediation in a summer school course and completes the course will have that grade recorded in the Summer School area of the Permanent Record Card. If the student's grade average in the summer school course is 70 or above, the summer school grade will simply **replace the annual average** in that course. A summer school course grade below 70, however, does not replace a passing annual average. Passing a course in summer school does not necessarily mean that promotion standards have been met. Each student's record should be re-evaluated.

If one of the reasons that the student did not meet promotion standards during the regular school year was because his overall yearly average was below 70, then the new final average from any course he takes in summer school must be used when his overall yearly average is refigured.

School Guidelines, 2018-2019

Summer School

EXAMPLE:

Regular School Six Grading Cycles

Math 8

1	2	3
65	70	62

4	5	6
69	60	70

Annual
Average

66

Summer School One Grading Cycle

Math 8

1
75

Summer School
Grade

75

Summer school grade of **75** would be recorded in the Summer School area of the Permanent Record Card and then used as a math grade in the recalculation of the overall yearly average.

A student who does not satisfy promotion standards in summer school will have to retake the entire course during the following school year if he is retained.

A student who has met promotion standards may not take a summer school course in which he has already made a passing final average merely to improve his grade. For example:

If the student's grades for the year in History 8 were **72–76–69**, **72–72–72**, his average would be **72** in this subject. This final average of **72** would be recorded as the student's permanent grade in History 8 and would be used to determine his promotion status.

If the student then chose to take History 8 in summer school and his grade for History 8 in summer school was **88**, **no adjustment would be made to the original final average of 72 in History 8 or the overall yearly average, which is calculated from the final averages in each academic subject.** The summer school grade of **88** would be recorded in the summer school area of the student's permanent record card but **would have no effect on the previously earned average.**

Overall Average of All Courses

If a student was retained because of an overall yearly average of less than 70 calculated from the final average of all courses taken during the regular school year, the student, in order to meet promotion standards, would have to take a course or courses in summer school to raise the overall average to 70 or better. If the course or courses that resulted in the low overall average were core academic courses, the student should be scheduled into those courses.

School Guidelines, 2018-2019
Summer School

If the student's low overall average was the result of grades in elective courses which are not offered in summer school, the student could enroll in core academic courses even though the student might have passed the courses during the regular school year.

In either case, the grades earned in the summer school courses would replace the grades earned in those subjects during the regular school year in calculating a revised overall average.

Example 1

COURSE	REGULAR SCHOOL YEAR GRADE		SUMMER SCHOOL GRADE
ENGLISH/LANGUAGE ARTS	71		
MATH	73	→	
SCIENCE	50	→	76
SOCIAL STUDIES	70	→	
FINE ARTS	72	→	
PE	72	→	
TOTAL	408		434
AVERAGE	68		72.33

A student whose revised overall average is still less than 70 at the end of summer school **may not** be promoted, even though the student may have passed the course or courses taken in summer school.

Example 2

COURSE	REGULAR SCHOOL YEAR GRADE		SUMMER SCHOOL GRADE
ENGLISH/LANGUAGE ARTS	70	→	
MATH	52		73
SCIENCE	71	→	
SOCIAL STUDIES	71	→	74
FINE ARTS	60	→	
PE	60	→	
TOTAL	384		408
AVERAGE	64		68

Post the final summer school promotion status on the Summer Promotion Standards panel.

GPC

The GPC will make the decision on promotion for:

- ◆ students in Grades 5 and 8 who failed both tests, but whose scores were very close to passing;
- ◆ students whose failure was due to extenuating circumstances;
- ◆ students who met the standards for grades and for at least one test in reading and at least one test in mathematics but did not attend summer school; and
- ◆ students whose parents request an appeal.

The GPC must conclude that the student is likely to perform at grade level the following year and must specify interventions to be made to support the student's achievement.

Interventions

An intervention plan should be developed for each student who did not meet all promotion standards by the end of summer school.

Summer School Grade Reporting and Summer School Report Cards in Middle School

It is extremely important that the home schools receive duplicate summer school report cards as soon as possible after the end of the summer school session. The End of Summer Cumulative Learning Profile is intended to serve as the summer school report card.

Duplicate report cards for all students enrolled in HISD should be completed and sorted by home school for distribution as soon as possible. If grades earned in the middle school summer centers change the RETAINED status to that of PROMOTION status, the appropriate designation should be recorded on all applicable student records. In the case of eighth graders moving to high school, the home school should notify the receiving school.

Specific instructions for the distribution process will be forwarded to the summer school centers prior to the end of the summer session. If there are students enrolled in summer school who attend schools outside HISD, their duplicate report cards should be mailed directly to their home school.

Program Reporting Requirements for the Optional Extended Year Program (OEYP)

The OEYP must comply with TEC §29.082. The attendance for the OEYP program was reported through PEIMS for the first time in the 4th submission (end-of-year) of the 1999-2000 school year. Manual records of attendance must be maintained in a clear and concise manner for audit purposes.

- ◆ The attendance for students attending OEYP must be reported from the student's home campus, regardless of where the extended year service is actually provided.
- ◆ The Technology and Information Systems Department will provide detailed reporting instructions.
- ◆ It is the responsibility of the principal to see that campus staff is trained to properly report this data.

Extended School Year Summer Services for Students with Disabilities

Extended School Year (ESY) Services: Districts will be funded for the ESY services for students with disabilities for the summer. Each student must be recommended for the ESY services by the ARD/IEP Committee (as documented in the student's IEP) based on the justification that, without participation in the ESY program, the student may regress over the summer months. ESY services information must be submitted on the PEIMS fourth submission (end-of-year).

- ◆ **The contact hours for students attending the ESY services must be reported from the student's home campus (where the student attended during the regular school year)** regardless of where the ESY services are actually provided.
- ◆ **The student must be reported in the same instructional setting in which he/she was served during the regular school year immediately preceding enrollment in ESY services.**
- ◆ **Mainstream services are ineligible for state funding through ESY services.** This does not mean that districts should not or cannot administer mainstream services in their ESY services. If a student who received mainstream services in the regular school year needs mainstream services through the summer, then the school district should serve the student accordingly. However, funding for this mainstream service will have to come from sources other than ESY services.
- ◆ Each special education ESY teacher and speech therapist are responsible for maintaining a manual record/register of actual instructional eye-to-eye contact hours that each student receives throughout the summer. At the end of the summer, all original contact hour records/registers and the Extended School Year Services Summary Sheet for Contact Hour Register will be signed by the teacher making the original entries and retained for audit purposes for 5 years in the Office of Special Education Services. The Texas Education Agency will issue the Extended School Year Contact Hour Register electronically. This ESY services record/register must contain the following data:
 - .. The name of the district and the campus.
 - .. The county-district-campus number.
 - .. Beginning and ending dates for each week in the ESY services.
 - .. Grade level of each student as shown in the attendance system for the regular school year.
 - .. Student's name.
 - .. Instructional setting codes as shown in the attendance system for the regular school year.
 - .. Total actual contact hours served by student, by teacher.
 - .. Each teacher must record in 30-minute increments the actual number of contact hours each student is served in class each day. **Increments of less than 30 minutes are not counted.**
 - .. Total contact hours by instructional setting in order to sum the total ESY services contact hours for each instructional setting.
- ◆ The Technology and Information Systems Department will provide detailed reporting instructions.
- ◆ It is the responsibility of the principal to ensure that campus staff is trained to properly report this data.

XXII. ALTERNATIVE SCHOOLS AND PROGRAMS

SAFELY GUIDING ALL CHILDREN INTO HARBORS OF SUCCESS

It is the mission of the Alternative Schools to provide a menu of schools and programs to meet the needs of students who benefit from a non-traditional educational environment. The district's schools and programs strive to provide quality instruction by utilizing a myriad of strategic interventions and innovative enrichments tailored to meet the unique educational and developmental needs of these students.

The schools and programs address specific academic needs, meet individualized instructional, social and/or behavioral needs of those students who require non-traditional services to optimize their potential for success.

As a requirement of Child Find, students in these programs may also be referred for consideration of special education services. Students with disabilities who participate in Alternative Schools and Programs must have an ARD/IEP meeting held prior to or within two weeks of enrollment to determine needs for special education instructional and related services. Instructional accommodations determined by the ARD/IEP committee must be documented in the teacher's grade book. Special education services are provided by certified special education teachers and may be direct or consultative.

Alternative schools and programs for elementary students are:

Enrollment by Referral/Placement

- Community Services School
- Elementary Discipline Alternative Education Program (DAEP)
- Juvenile Justice Alternative Education Program

Alternative schools and programs for secondary students are:

Enrollment by Choice

- Liberty High School

Enrollment by Referral/Placement

- Discipline Alternative Education Program (DAEP)
- Elementary DAEP
- Community Services School
- Crossroads Program
- Harper Alternative School
- HCCS Transitional Lifeskills Program
- Juvenile Justice Alternative Education Program (JJAEP)/Excel Academy

SECONDARY DAEP 6 - 12

Description of Program

The primary purpose of the Secondary DAEP is to provide a continuum of academic and mental wrap-around supports for middle and high school students who have been removed from a general education program for serious violations of the *Code of Student Conduct*. The academic goal of the Secondary DAEP is to provide an academic program comparable with the program offered at the student's home school. The program utilizes individualized computer program assisted instruction as well as teacher-directed instruction in a low ratio environment. In general, students are approved and accepted into the program for a minimum of 30 days and a maximum of 45 days of attendance. (Excluding Code of Conduct offenses while at the DAEP). Student assignments to the DAEP may be reduced by one day for every full week (Monday-Friday) the student has had perfect attendance with no behavior referrals and has demonstrated academic engagement. The final day of placement shall extend to a natural transition point such as the end of a grading cycle, a semester, or the school year. In addition, at the discretion of the Office of Student Support and upon review, a student may be released prior to the end of the student's assigned days when the assigned length of placement would end within 15 days after the start of the next semester for high-school students and within 15 days after the start of the next grading cycle for middle-school students. All eighth graders promoted to the ninth grade will begin the school year at their home campus.

Eligibility

Students in grades 6 through 12, who are under 21 years of age, have manifested serious behavior problems at home campuses, and have been referred to the discipline program by campus-level administrators.

Entrance Requirements

Acceptance is by referral from the home school and is based on review and approval by the Office of Student Support Services. The Office of Student Support Services will review:

1. Appropriate application of the Code of Student Conduct
2. Documentation of intervention
3. Documentation of prior disciplinary actions
4. Documentation of Secondary DAEP parent conference (Offense; reason for placement, explanation of wrap around support at DAEP and written notification with term of placement)
5. Identification of a transition liaison (i.e., Administrator, counselors, dean, instructional specialist, teacher)

Students are placed in the Secondary DAEP if the students' behaviors warrant the removal, the students' rights to due process have been followed, and the program can meet the students' academic, social and emotional needs, and Individualized Education Program (IEP) required needs.

Pre-Enrollment Requirements

Prior to enrollment at the Secondary DAEP the home school must:

1. Identify a transition liaison who will actively visit the Secondary DAEP (minimum of two visits) to participate in the Bridge-In and Bridge-Out Process.
2. Conduct a parent conference (Offense; reason for placement, explanation of wrap around support at DAEP and written notification with term of placement)

Following the Bridge-In process at the Secondary DAEP, the transition liaison must visit the Secondary DAEP within two weeks of enrollment to participate in the Bridge-In Process. The transition liaison has a biweekly visitation commitment to the Secondary DAEP.

Exit Requirements

1. Upon meeting attendance and successfully completing level system, a student may begin the Bridge-Out process back to their home school. This Bridge-Out process includes a completed transition plan (completed in partnership between Secondary DAEP and home school)
2. Student will withdraw from Secondary DAEP and enroll back into home school
3. Transition Liaison must schedule a Bridge-Out meeting at home school with key stake holders.
4. Counselor from Secondary DAEP will attend Bridge-Out meeting to support with identifying positive behavioral intervention/ support plan.
5. Intervention Plan should be documented in an appropriate format and monitored over a period of three to five weeks.

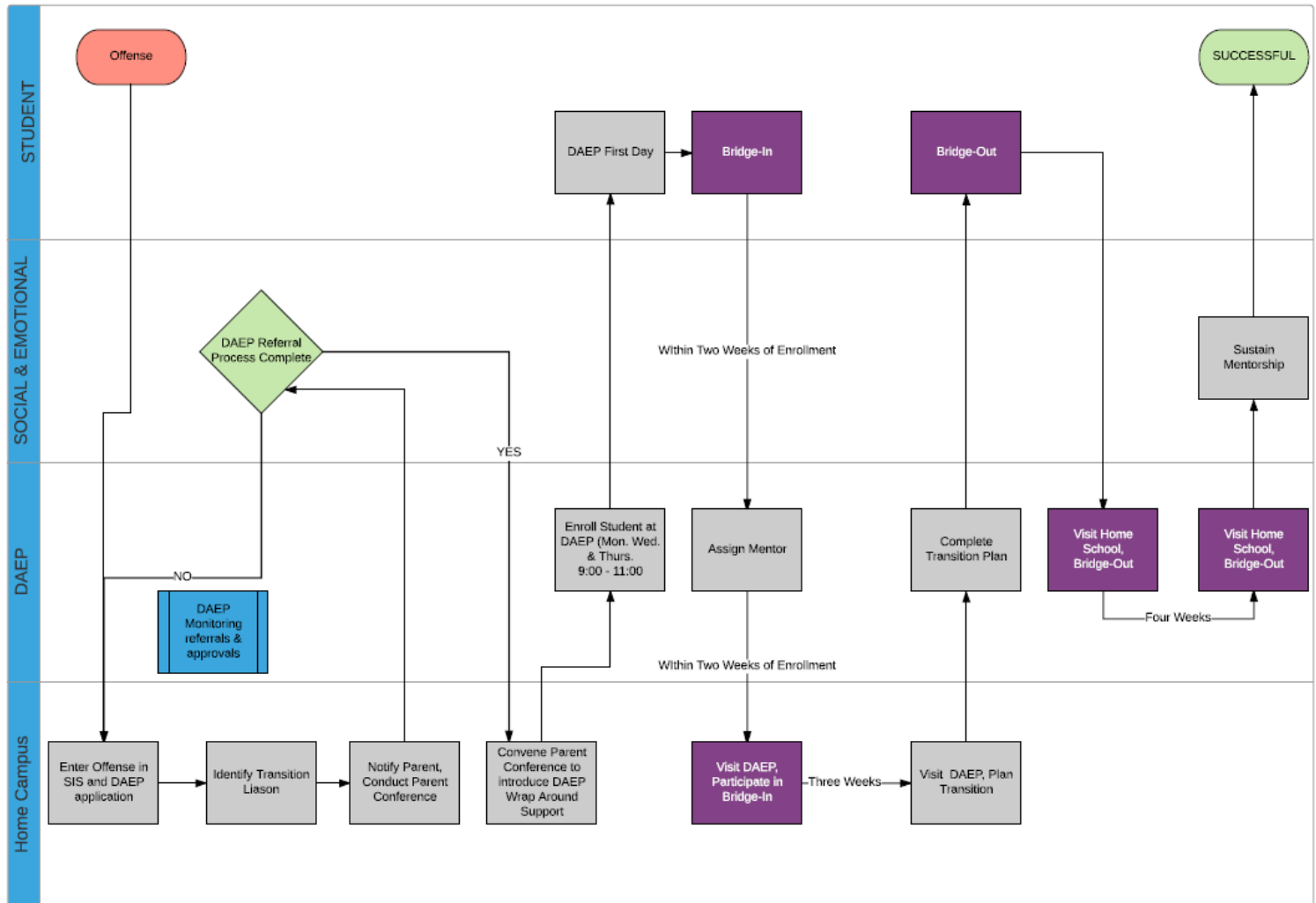
Following transition from the Secondary DAEP to the home school, a DAEP counselor will visit the home campus twice to monitor, assist and adjust the Bridge-Out process.

Location

Secondary DAEP
1510 Jensen Dr,
Houston, Texas 77020
Phone: (713) 556-4988

School Guidelines, 2018-2019
Alternative Schools and Programs

DAEP BRIDGE-IN AND BRIDGE-OUT PROCESS



COMMUNITY SERVICES SCHOOL GRADES K-12

Description of Program

The programs available through Community Services address the needs of students who are confined to their homes, hospitals, or agency sites and unable to receive instruction in a typical classroom setting. Both general and special education services are available to students. Working closely with parents, home-zoned schools, and partnering local agencies, Community Services' teachers and staff provide appropriate instruction from kindergarten through twelfth grade to meet the individual student's needs or disabilities.

Instructional services to student parents through the Pregnancy Related Services and Compensatory Education Home Instruction Programs are also provided through Community Services.

Eligibility

Eligible HISD and out-of-district students

Entrance Requirements

Personnel at the student's home school compile referral data, and each student undergoes an individualized process to determine eligibility and placement. Partnering agencies assist in identifying students for services.

Location

Community Services
1102 Telephone Road
Houston, TX 77023
(713) 967-5285
(713) 967-5223 (Fax)

Contact person: Dr. Stephen MacLauchlan, Principal

Community Services Agency Program

Agencies are residential facilities which provide care for students admitted for non-educational reasons. Community Services teachers provide onsite instruction for students in partnering agencies. The placement of these students is initiated by parents, or a social or judicial institution. There is no referral process for enrolling students into the Community Services Agency Program.

Community Services Homebound Program

Procedures for Referral:

1. All students referred for homebound instruction must be residents of HISD and enrolled in their campus of attendance. Students will remain enrolled on the campus of attendance and continue to receive instructional services from the school until homebound eligibility is determined.
2. The school nurse or principal's designee is the initial contact person in the referral process. Referral packets are available at the Community Services department site.
3. The campus attendance school nurse or principal's designee will:
 - a. Conduct a brief interview with the parent.
 - b. Obtain the three consent forms which includes the following permissions:
 - (1) Consent to Communicate Medical Information Related to Hospital/Homebound Services.
 - (2) Consent for Nurses' In-Home Assessment of Physical Needs/Medical Equipment.
 - (3) Consent to Communicate with Home Health Personnel.
 - c. Fax to the treating physician:
 - (1) Physician Statement of Medical Information (PSMI).
 - (2) Letter to the treating physician

The physician's office will return the Physician Statement of Medical Information form directly to the nurse or designee at the school of attendance. School Personnel are prohibited from distributing referral documents to parent or guardians.
 - (3) Copy of signed parent consent form.
- d. The school nurse or principal's designee will submit the Completed referral packet by fax (713) 967-5223 or email to the Community Services mailbox at communityservices@houstonisd.org. The packet should include the following:
 - Referral checklist (completed)
 - Referral Data Form For Hospital/Homebound Services (completed by campus designee)
 - Physician Statement of Medical Information (completed by treating physician and signed/dated)
 - Consent Forms (signed by parent/guardian)
 - Consent to Communicate Medical Information Related to Hospital/Homebound Services.
 - Consent for Nurses' In-Home Assessment of Physical Needs/Medical Equipment.
 - Consent to Communicate with Home Health Personnel.

School Guidelines, 2018-2019
Alternative Schools and Programs

- Copies of class schedule/report card (most recent)/attendance records (cumulative)
- Most current ARD/IEP (for students with disabilities only)
- Most current 504 Plan (if student receives services under Section 504)
- Copy of LEP folder information (if identified as LEP)
- Homebound Parent Agreement (signed by parent/guardian)
- Copies of discipline or intervention data (from Chancery)
- Copies of current standardized test scores (STAAR, STAAR EOC, ITBS, TELPAS)

****Incomplete referrals will not be processed and will need to be resubmitted after 30 days.***

4. Upon receipt of the completed referral packet, the pre-conference committee of Community Services will meet to review documents received.
5. Community Services personnel will notify the parents and school of attendance of the scheduled General Education Homebound (GEH) conference call or will attend an ARD/IEP committee meeting convened by the home school on an agreed upon date. Representatives from the home school are required to participate in the GEH meeting by attendance or telephone conference.
6. Notice of Eligibility / Non-Eligibility for Homebound Services (GEH Summary/Deliberations) will be forwarded to the administrative designee at the school of attendance. Eligible students remain enrolled on the campus of attendance with instructional services provided by the teacher from Community Services. Campus of attendance will be responsible for inputting grades and attendance as reported by the Community Service teacher. Non-eligible students will continue to receive instruction at the campus of attendance.
7. A Notice of Release of Homebound Services will be forwarded from Community Services to the administrative designee of the student's campus of attendance upon the student's release from the program.

NOTE: Homebound instruction is a temporary service. Upon release from the Homebound Program, the student must return to his/her campus of attendance.

Community Services Hospital Program

Procedures for Referral:

1. A treating physician or hospital staff personnel may initiate the referral for instructional services in the hospital setting. The Physician Statement of Medical Information (PSMI) form communicates the student's readiness to participate in instructional activities while engaged in prescribed hospital treatments and evaluations.

2. HISD students who have been admitted to partnering hospitals will enroll under the Community Services' campus number according to medical need and will receive instruction by Community Service teachers.
3. HISD students who may need Homebound Services upon discharge from a partnering hospital must re-enroll in their campus of attendance in order to be eligible to apply for Homebound Services. The campus of attendance school nurse or designee will initiate the homebound referral process and obtain all required documentation for submission.

For complete Community Services program descriptions and referral forms, contact Community Services at (713) 967-5285 or visit the Community Services website: <http://www.houstonisd.org/communityservices> .

CROSSROADS PROGRAM GRADES 7-12

Description of Program

Crossroads is an intervention program for HISD students who are chemically dependent. The voluntary nine-week program is open to nonviolent students who would otherwise be suspended or expelled for violations of the Code of Student Conduct. They and their families receive individual and group counseling. Parental involvement is required. A teacher helps students complete academic requirements.

Eligibility

HISD students in grades 7-12 who are chemically dependent.

Entrance Requirements

The home school initiates the referral to Crossroads at HISD's Cooley Facility. The referred student undergoes a chemical dependency assessment conducted by HISD counselors.

Location

Crossroads Program
4425 N. Shepherd
Houston, Texas 77018
Phone: (713) 802-4760

ELEMENTARY DISCIPLINE ALTERNATIVE EDUCATION PROGRAM (DAEP)

ELEMENTARY DAEP

Description of Program

The Elementary DAEP provides a safe and nurturing environment for age 6 to 5th grade students who are assigned a disciplinary removal under Texas Education Code, Chapter 37. The assignment to the EL DAEP is a temporary 15 day placement. The EL DAEP focuses on the students' educational and behavior needs, provides a low student/teacher ratio, counseling and a highly structured environment and intensive supervision. Instruction is provided in English language arts, reading, mathematics, science and history, as well as self-discipline and self-regulation. Each student receives an individualized Behavior Improvement Plan, individualized SEL goals and steps to attaining them, and/or drug awareness/prevention instruction. The home school contributes to the design of the Behavior Improvement Plan.

The DAEP will be established and managed in accordance with Commissioner's Rules for DAEP's (§103.1201: Standards for the Operation of School District Disciplinary Alternative Education Programs).

Eligibility

Students aged 6 to fifth grade who have manifested serious behavior problems at the home campuses, and have been referred to the discipline program by campus-level administrators.

All elementary schools are encouraged to have a proactive discipline plan that emphasizes the dignity and respect of staff, students, and the school community. It is imperative to consider that the best interest of students is to continue their education in a regular school setting. However, it is understood that some students will be in violation of the rules and regulations specified in the Houston ISD *Code of Student Conduct* and as prescribed in the *Code*, may be removed to a DAEP or expelled to the JJAEP.

Entrance Requirements

Acceptance is by referral from the home school, reviewed by the school's School Support Officer (SSO), and is based on review and approval by the Social and Emotional Learning Department (SEL).

The SEL Department review includes:

1. Appropriate application of the Code of Student Conduct
2. Appropriate documentation of intervention
3. Appropriate documentation of prior disciplinary actions
4. Compliance with due process, IDEA and 504

Location

6411 Laredo
Houston, Texas 77020
(Located behind the Eliot ES campus)
Phone: (713) 556-3815 or (713) 556-3814

Transportation

Transportation will be provided from the student's home to the Elementary School DAEP.

In conference with the parent, the student's time may only be extended up to 30 days at which time the student's progress will be reviewed. The review may result in extending the student's stay at the DAEP for an additional 30 days or the return of the student to the zoned campus at a natural transition point (i.e. beginning of a grading cycle).

HARPER ALTERNATIVE SCHOOL SECONDARY SPECIAL EDUCATION

Description of Program

Harper Alternative School offers special education services to the secondary-aged students with severe behavior problems who cannot function in a regular school.

Eligibility

Students with disabilities, ages 13-22 years, who require vocational training and at-risk students diagnosed as having severe behavior problems.

Entrance Requirements

Students with disabilities are referred to Harper through the ARD/IEP process, in which parents meet with school personnel to determine the precise educational services that will best meet the individual student's needs.

Location

Harper Alternative School
4425 North Shepherd
Houston, Texas 77018-4507
Phone: (713) 802-4760

HCCS LIFESKILLS TRANSITIONAL PROGRAM SPECIAL EDUCATION - SECONDARY

Description of Program

The HISD/HCCS Lifeskills Transitional Program, located on the Houston Community College System's Central Campus, serves developmentally disabled students who have completed twelfth grade but who are not ready to leave the school system due to a need to learn independent living skills. Students are taught functional reading, writing, and math skills in addition to accessing public transportation, comparative shopping, and job skills.

Eligibility

Students are referred from high schools in the spring preceding the fall semester in which they wish to enroll. Applications are screened and students interviewed to determine whether the program is appropriate to meet their needs. Placement determination is made by the ARD/IEP Committee.

Entrance Requirements

Students must be at least 18 years of age, have completed all minimum graduation course requirements and must be eligible for special education services for students with moderate to severe developmental disabilities.

Location

Houston Community College System Central Campus
1301 Alabama
Houston, Texas 77004
Phone: (713) 718-6882

EXCEL ACADEMY JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM (JJAEP)

Description of Program

The Juvenile Justice Alternative Education Program (JJAEP) is a program for expelled students ages 10 to 21. The program is driven by a contractual agreement between the Harris County Juvenile Board and the Houston Independent School District. Through this agreement, the County agrees to provide a comprehensive, core-curriculum academic program for identified expelled students for the duration of the expulsion. Expelled students are identified as eligible to be placed at the JJAEP in accordance with the adopted HISD *Code of Student Conduct* and after following the HISD identified procedures for referral and placement.

Eligibility

There are three categories of eligibility. **Category A** students are those whose expulsion is mandated by the law (Level V – Mandated Expulsions). **Category B** students are those whose expulsion is in compliance with HISD's Code of Student Conduct (Level V – Discretionary Expulsions). **Category C** students are those who, upon release from a correctional institution, are assigned to the JJAEP by the Juvenile

Court with the district's approval. All **Category A** students are placed at the JJAEP and the Harris County's Juvenile Justice Department receives state funding to educate these students. Only those Category B students whose length of expulsion (a minimum of 45 days) meets contract specifications are considered by the Department of Student Discipline for JJAEP placement. Category B and C JJAEP placements are funded by HISD.

Entrance Requirements

Notice of Recommended Expulsion is submitted by campus-level administrators to the Department of Student Discipline via the online DAEP application. Call (713) 556-7140, for discipline-related questions. A student is assigned to the JJAEP if the student's behavior warrants the expulsion, the student's rights to due process have been followed, and the program can meet the student's academic, emotional, and social needs.

Location

Excel Academy JJAEP Campus
2525 Murworth
Houston, Texas 77054
Phone: (713) 669-0799

LIBERTY HIGH SCHOOL

Description of Program

Liberty High School offers an academic program for overage, newly arrived immigrant students who need course credit acceleration, intensive English language support and a flexible schedule to balance work, family and their education.

Upon enrollment, Liberty High School students have few or no credits toward a high school diploma and varying degrees of experience with formal education in their home countries. Located in the heart of the Gulfton community in Southwest Houston, Liberty High School continues to adapt its academic and student support programs to serve the ever changing needs of its students and community. Liberty High School offers flexible scheduling, in the form of day, weekend and evening classes during a year-round academic calendar, as well as an intensive English acquisition component. In addition to the academic support provided, students have access to a social support system through Communities in Schools (CIS) with an adult advocacy program and social services. Liberty High School continues to develop strong partnerships with the Gulfton community through Liberty Legacy Foundation, its non-profit component, to fully engage families, service providers and the business community in the support of the academic aspirations of our students.

Eligibility

Students are eligible to attend Liberty High School if they are between the ages of 17-22 upon enrollment, are learning English as second language, need a flexible school schedule due to work or family responsibilities and have six or fewer credits toward graduation.

Entrance Requirements:

- Immunization records
- Proof of address
- Proof of age/identity
- Transcripts from previous school(s)
- Identification card (parent's if student is under 18 years of age)
- Interview with school principal

Location:

6400 Southwest Freeway
Houston, Texas 77074
Phone: (713) 458-5555

ON-TIME GRAD ACADEMY
(Formerly Momentum Academy)
PROGRAM GRADES 10-12

Description of Program

The City of Houston has partnered with HISD to create a plan to facilitate the continuation of credit recovery services offered to students. Through that agreement our students will attend classes at a local multipurpose center. Our new model will assist the students by putting them in contact with a multitude of wraparound services to meet their social and emotional needs via offerings at the multipurpose centers. Students must complete the referral process initiated by their home campus.

Services Provided:

- A Personalized Learning Environment
- Accelerated Credit Opportunities
- Service Learning Opportunities
- Holistic Support in Partnership with the City of Houston.

Eligibility

This program is for HISD students in grades 10 – 12, who are disengaged, previously dropped out of high school, or behind in their graduation cohort.

Entrance Requirements

The home school initiates the referral to On-Time Grad Academy. The referred student's school records and schedule are assessed for approval and enrollment into On-Time Grad Academy.

Location

On-Time Grad Academy Main Office
1102 Telephone Road
Houston, Texas 77023
Phone: (713) 926-4528
Fax: (713) 967-5218

Local OGA Multipurpose Centers:

Main Office	1102 Telephone Rd.
Acres Homes	6719 W. Montgomery Road
Denver Harbor	6402 Market Street
Hiram Clarke	3810 West Fuqua Street
Fifth Ward	4014 Market Street
Third Ward	3611 Ennis St
Southwest	6400 High Star Drive
Sunnyside	9314 Cullen Boulevard

XXIII. CONTRACT CHARTER SCHOOLS

Charter schools were authorized by statute in answer to the growing demand by parents for school choice. Within HISD, all charters operate through a contract with the district. Although contract charter schools may be exempted from certain policies, rules, and regulations per the contract terms, **they are still subject to state and federal requirements regarding a criminal offense, criminal history records, the Texas Student Data System (TSDS), high school graduation, special education, bilingual education, prekindergarten, extracurricular activities, health and safety, and public school accountability.** Rules regarding eligibility, admission, transportation, funding, changes to the charter, evaluation, renewal, revocation or denial of renewal are identified by statute.

OPEN-ENROLLMENT CHARTERS (NOT HISD)

An **open-enrollment charter** is granted by the State Board of Education (SBOE) upon the application of an eligible entity to operate in a facility of a commercial or nonprofit entity or a school district. This type of charter operates as an independent school district. The only connection to HISD is that the student body will include students who live within HISD boundaries. The charter is entitled to the state funds to which HISD would be entitled if the student attended a HISD school. HISD does not have jurisdiction over open-enrollment charters.

COURSE CREDITS FROM STATE OPEN-ENROLLMENT CHARTER SCHOOLS

A student who is enrolled in a HISD school on a full-time basis cannot legally be officially enrolled in a state-approved charter school at the same time. Some state charter schools offer after-school or night courses on a tuition basis for those students enrolled in other schools, but those students cannot be considered as enrolled in the charter school for state funding purposes. Since HISD students are not officially enrolled in the charter school under these circumstances, the course taken would fall into the same category of “off-site” courses as those taken by correspondence, night high school, or summer school and must be approved prior to registration. If there is no prior approval, HISD is under no legal obligation to accept credit awarded by the charter school. If a student does take “off-site” courses with prior approval and credit is accepted, all courses and grades must be recorded on the transcript and the grades used in determining the student’s GPA and class rank. The principal has authority to rule on all issues of disputes related to the approval process but must document rationale for any decision involving any variance from this policy.

GRADUATION FROM STATE OPEN-ENROLLMENT CHARTER SCHOOLS

Students who have completed the courses required for graduation at a state charter school are considered to have graduated and should be issued a diploma from the state charter school.

If the courses taken by such a student have been completed, a final grade issued at the state charter school, and credit in these courses satisfy graduation requirements, HISD is under no obligation to accept these students since there would be no courses into which the student could be enrolled. Diplomas should not be issued from the home school if the student withdrew from HISD to enroll in a state charter school to complete courses needed for graduation.

SUMMER SCHOOL

Students enrolled in open-enrollment charter schools are not eligible to attend summer school in HISD.

UIL

Students enrolled in open-enrollment charter schools are not eligible to participate in any campus activities or UIL sponsored events through the school whose attendance zone they reside or any other HISD school.

Lists of the HISD contract charter schools and open-enrollment state charters operating within the HISD boundaries are included in this section.

**CONTRACT CHARTER SCHOOLS
HOUSTON INDEPENDENT SCHOOL DISTRICT**

ENERGIZED FOR EXCELLENCE ACADEMY #350 (PK), #364 (K-5) AND #342 (6-8)

Campus #350

6400 SW Freeway, Suites S & H
Houston, TX 77074
Phone: (281) 779-4410
Fax: (832) 831-0498

8320 W. Airport
Houston, TX 77071
Phone: (281) 501-3299
Fax: None

Campus #364

6201 Bissonnet
Houston, TX 77081
Phone: (713) 773-3600
Fax: (713) 773-3630

7419 Ashcroft
Houston, TX 77081
Phone: (281) 779-4412
Fax: None

8320 W. Airport
Houston, TX 77071
Phone: (281) 501-3299
Fax: None

6109 Bissonnet
Houston, TX 77081
Phone: (713) 773-3600
Fax: (713) 773-3630

Campus #342

6400 SW Freeway, Suites S & H
Houston, TX 77074
Phone: (281) 779-4410
Fax: (832) 831-0498

8320 W. Airport
Houston, TX 77071
Phone: (281) 501-3299
Fax: None

Energized for Excellence Academy serves pre-kindergarten through eighth grade students with a program that features an accelerated and individualized curriculum focused on real-life learning activities. The middle school program is characterized by an integrated curriculum, interdisciplinary activities, alternative assessment, heterogeneous grouping, flexible organizational patterns, and thematic instruction.

**ENERGIZED FOR SCIENCE, TECHNOLOGY, ENGINEERING, MATH ACADEMY
#321, #390, #455 AND #459**

Southeast MS Campus #459 and Southwest MS Campus #390

Location: 7055 Beechnut
Houston, TX 77074
Phone: (713) 394-3550
Fax: (713) 394-3551

Southeast HS Campus #321 and Southwest HS Campus #455

Location: 9220 Jutland
Houston, TX 77081
Phone: (713) 641-1630
Fax: (713) 641-1669

Location: 7055 Beechnut
Houston, TX 77074
Phone: (713) 394-3550
Fax: (713) 394-3551

The purpose of the Energized for Science, Technology, Engineering, and Math Academy (**E-STEM**) is to increase student achievement by engaging and exposing students in grades 6-12 to innovative science and math instruction while simultaneously acting as a demonstration site to inform math and science teaching and learning statewide. The academy provides a rigorous, well-rounded education; establishes a personalized culture with the expectation that all students will achieve postsecondary success; and, provides teacher and leadership development. The academy participates in the T-STEM 3 (Texas Science, Technology, Engineering, and Math) Grant application.

INSPIRED FOR EXCELLENCE ACADEMY #300

West Campus

Location: 12525 Fondren, Suites L-M
Houston, TX 77035
Phone: (832) 834-5295
Fax: (832) 834-5687

Location: 6201 Bissonnet
Houston, TX 77081
Phone: (713) 773-3600
Fax: (713) 773-3630

Location: 6109 Bissonnet
Houston, TX 77081
Phone: (713) 773-3600
Fax: (713) 773-3630

Location: 7055 Beechnut
Houston, TX 77074
Phone: (713) 394-3550
Fax: (713) 394-3551

The West campus of Inspired for Excellence Academy (IEA) opened in August 2008 with students in grades 5 and 6. Grade levels 7 and 8 were added in 2009 and 2010 which brought the maximum enrollment to 400 students. The mission of IEA is to provide a variety of learning opportunities as well as intensive supportive services for at-risk, over age elementary and middle school students so that they may acquire the skills and attitudes necessary to successfully advance through middle school and graduate from high school. Instruction will be built upon the TEKS but instead of using traditional approaches to teaching these objectives, the program uses accelerated learning strategies to create multiple opportunities for students to participate in individual and group experiences that enable them to move beyond their limiting beliefs and tap into their hidden potential.

MOUNT CARMEL ACADEMY #311

Location: 7155 Ashburn, Houston, TX 77061
Phone: (713) 643-2008
FAX: (713) 645-0078

Mount Carmel serves students in grades 9–12. The purpose of the school is to increase student achievement by providing quality educational services for a multi-ethnic, multi-socioeconomic population through a rigorous college-prep curriculum. Student eligibility is determined by letters of recommendation from previous schools attended, an entrance examination, successful completion of eighth grade, and/or demonstrated academic on-grade-level excellence as measured by the STAAR/EOC.

TEXAS CONNECTIONS ACADEMY @ HOUSTON #100

Location: 10550 Richmond Avenue, Ste 140, Houston, TX 77042
Phone: (281) 661-8293
Fax: (713) 780-2487

Texas Connections Academy @ Houston (TCAH) is a full-time statewide online school for students in grades 3-12 under the terms of the Texas Virtual School Network (TxVSN) Online Schools Program. TCAH is an online school that does not exist in a traditional building. The classes, instruction, interactions, and feedback all occur outside the traditional classroom setting, often at the students' home. Communication occurs via phone and computer; in-person field trips with students and teachers occur frequently. It is a complete public school, accredited, with a full-time staff of certified teachers and counselors working together, whose jobs are to focus on teaching and supporting each student individually. The parent or "Learning Coach" monitors progress in the home. TCAH students and teachers must meet the same levels of accountability and complete the same state standardized tests as traditional public schools. The curriculum meets all of the state standards.

TSU CHARTER LAB SCHOOL #328

Location: 3100 Cleburne, Houston, TX 77004
Phone: (713) 313-6754
Fax: (713) 313-6745

The TSU Charter Lab School opened in August 2006 with grades pre-kindergarten through second. The school serves primarily children of residents of the 550-unit Cuney Homes housing complex. As the charter holder, Texas Southern University gives some of the community's poorest students extra attention. The university uses the school as a

training ground for future teachers who are studying education at Texas Southern University.

YOUNG LEARNERS CHARTER SCHOOL #392

Location: 8432 Bissonnet, Houston, TX 77074
Phone: (713) 772-7100
FAX: (713) 772-7104

The mission of Young Learners is to provide a quality Prekindergarten program that prepares children for Kindergarten. The vision of Young Learners is to ensure a quality learning environment that provides a foundation enabling children to become successful members of society and to adapt to cultural, intellectual, and social challenges in a changing world. The curriculum is based on the Prekindergarten Guidelines issued by the Texas Education Agency. An emphasis is placed on cognitive skills as well as social and emotional development. Young Learners provides high-quality prekindergarten in the community at their licensed child care centers and Head Start sites. Young Learners serves eligible 3 and 4 year old pre-kindergarten children only.

YOUNG SCHOLARS ACADEMY FOR EXCELLENCE #371

1809 Louisiana
Houston, TX 77002
Phone: 713-654-1400
Fax: (713) 654-1401

Young Scholars Academy for Excellence features developmentally appropriate practices based on principles established by the National Association for the Education of Young Children. Teachers utilize the Texas Essential of Knowledge and Skills (TEKS) as objectives for continuous progress. The program currently serves students from prekindergarten through the eighth grade.

XXIV. ADVANCED ACADEMICS

As this document goes to print, state laws and district guidelines continue to be reviewed and updated. In the event of changes, the Advanced Academics Department will update the electronic version of this document on the department's website. Check back periodically for updates and changes.

Authority

Texas Education Code (TEC), § Chapter 29. Educational Programs; Texas Administrative Code (TAC) Chapter 89: Adaptations for Special Populations, Subchapter A; Gifted/Talented Education; Houston Independent School District (HISD) Board Policy.

Texas State Plan for the Education of Gifted/Talented Students mandates that all school districts provide program services for their identified gifted and talented students as expressed in the following state goal:

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

Definition Under TEC §29.121

In this subchapter, "gifted and talented students" means a child or youth who performs at or shows the potential for performing at a remarkable high level of accomplishment when compared to others of the same age, experience, or environment and who:

- exhibits high performance capability in an intellectual, creative, or artistic area;
- possesses an unusual capacity for leadership; or
- excels in a specific academic field.

Texas State Plan for the Education of Gifted/Talented Students

According to §29.123 of the Texas Education Code, the Texas State Plan for the Education of Gifted/Talented Students forms the basis of program accountability for state mandated services for gifted/talented students. **The state plan is comprised of the following sections:**

- Student Assessment
- Service Design
- Curriculum and Instruction
- Professional Development
- Family/Community Involvement

Standards for Gifted/Talented Programs

The Advanced Academics Department in the Houston Independent School District (HISD) has the primary responsibility of overseeing, supporting, and monitoring the programs for K- 12 identified gifted and talented (G/T) student's district-wide. These guidelines include administrative procedures that support and extend the HISD Gifted and Talented Standards. It is important to note that in HISD, the term "Vanguard" is used synonymously with "Gifted and Talented (G/T)".

The HISD Gifted and Talented Standards have been established in accordance with the components of the *Texas State Plan for the Education of Gifted/Talented* designed to ensure equity in access for all students and to maintain consistency and integrity in program implementation. All HISD schools are expected to adhere to these standards.

HISD Gifted and Talented Standards:

1. Service Design
2. Student Assessments
3. Identification of G/T Students
4. Admissions of G/T Students
5. Gifted Education Plan
6. Curriculum and Instruction
7. Professional Development for Administrators and Gifted and Talented Coordinators
8. Professional Development for G/T Teachers
9. Data Quality and Compliance
10. Family/Community Communication and Involvement
11. Program Evaluation
12. District Commitment and Support

STANDARD 1: SERVICE DESIGN

According to the *Texas State Plan for the Education of Gifted/Talented Students*, the Service Design is a flexible system of viable service to meet the needs and reinforce the strengths and interests of gifted/talented students. All HISD G/T students are served in G/T classes with teachers who have completed the state and district required G/T

trainings. Campuses must ensure G/T students have opportunities to work together as a group, work with other students, and work independently during the school day throughout the entire school year (TAC §89.3(1) and (3); State Plan 2.2C). Please note that a group is defined as a minimum of three students. In addition, G/T students must be assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four foundation curricular areas (Language Arts/Reading, Math, Science and Social Studies. (TAC§89.3(1) and (3); State Plan 2.1C).

Each HISD campus shall offer the Gifted and Talented Program through one of two program designs:

Gifted and Talented Neighborhood

The Gifted and Talented Neighborhood Program operates in all schools, except those designated as Vanguard Magnet schools. The Gifted and Talented Neighborhood program is provides G/T services for all HISD G/T identified students. Gifted and Talented Neighborhood schools may operate non-Vanguard Magnet Programs.

Vanguard Magnet

The Vanguard Magnet Program is a Gifted and Talented Program which operates in Magnet schools in accordance with the HISD Gifted and Talented Guidelines as well as the HISD Magnet Standards. The Vanguard Magnet Program provides G/T services to all HISD G/T identified students at that campus. The Magnet theme in Vanguard Magnet schools is Gifted and Talented.

Vanguard Magnet Programs are approved by the HISD Board. The following schools are Board approved for Vanguard Magnet Programs:

Askew Elementary
Carrillo Elementary
De Zavala Elementary
Herod Elementary
Oak Forest Elementary
River Oaks Elementary
Roosevelt Elementary
Travis Elementary
Windsor Village Elementary
T. H. Rogers K-8
Black Middle School
Burbank Middle School
Hamilton Middle School
Lanier Middle School
Carnegie Vanguard High School

STANDARD 2: STUDENT ASSESSMENT

Students shall be assessed for identification as gifted and talented according to TEC §29.122; TAC §89.1; HISD Board Policy and the *Student Assessment* section of the Texas State Plan for the Education of Gifted/Talented Students.

Principal must ensure parents and community members receive information regarding the Gifted and Talented Program utilizing multiple sources of communication. Information required for dissemination includes policies on both HISD G/T assessment and the HISD G/T identification process, as well as district-established timelines for the G/T identification process.

Students in grades K-12 are eligible for assessment and, if identified as G/T are provided services (TEC 29.122 and 19 TAC §89.1(3)).

- All students living within HISD, and not currently G/T identified are eligible for GT assessment once per school year;
- All HISD kindergarten and fifth grade students not currently G/T-identified are assessed;
- Data and procedures ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/talented program (19TAC § 89.1(3));
- Dual Language and Bilingual/English as a Second Language students are assessed in their native language (where available);
- Assessment criteria is specified on *the HISD G/T Identification Matrix*;
- All assessments are administered during established testing schedules/timelines by trained HISD staff at the student's current HISD school or a location designated by Advanced Academics;
- Assessments from outside sources for students currently in K-12 must meet the HISD G/T Identification Matrix criteria;
- Students must be five years old on or before September 1st, of the given school year to be eligible for entering Kindergarten Gifted and Talented testing; and
- Assessments from outside sources are not permitted for Entering Kindergarten G/T identification.

STANDARD 3: IDENTIFICATION OF G/T STUDENTS

Students shall be assessed for identification as gifted and talented according to TEC §29.122; TAC §89.1; HISD Board Policy and the Student Assessment section of the Texas State Plan for the Education of Gifted/Talented Students.

The G/T identification of a student can be initiated in five ways:

School Guidelines, 2018-2019
Advanced Academics

- 1) Parent nomination
- 2) Teacher nomination
- 3) Student self-nomination
- 4) District-generated rosters of G/T eligible students to be reviewed by the campus Vanguard Neighborhood Admissions Committee

5) **Achieving Masters Grade Level on STAAR**

- The identification process involves a review of the student's data by a G/T trained Vanguard Admissions Committee consisting of a campus Vanguard Coordinator, a Vanguard Committee Member, and Principal/Principal designee, and/or the Advanced Academics Department.

The G/T Identification Matrix is presented at the Vanguard Admissions Committee Meeting;

- Vanguard Neighborhood Admissions Committee meetings are held at the campus;
- Vanguard Magnet Admissions Committee meetings for transfer students are centralized and held at the Advanced Academics Department, according to Board policy;

Determination of eligibility is based on the HISD *G/T Identification Matrix*. HISD utilizes two G/T Identification Matrices, one for Entering Kindergarten applicants and the other for students currently in grades K-12. The HISD G/T Identification Matrix is reviewed annually.

Entering Kindergarten applications must have a HISD *G/T Identification Matrix* that totals 67 points or above to be qualified for the HISD Gifted and Talented Program. The HISD *G/T Identification Matrix* for Entering Kindergarten includes the following data:

- Ability score;
- Achievement scores;
- **Parent Recommendation (one per school year); and**
- Obstacles (HISD documentation required) Limited English Proficient, Special Education/504, and Low Socio-Economic Status.

Students currently in grades K-12 must have a total HISD *G/T Identification Matrix* that totals 62 points or above to be qualified for the HISD Gifted Talented Program. Students can also qualify with a HISD *G/T Identification Matrix* score of 56-61 points if the total points for the achievement test equals at least 20, and the points for the abilities test equal at least 10. The HISD *G/T Identification Matrix* K-12 includes the following data:

- Ability score;
- Achievement scores;
- Report Card;
- **Teacher Recommendation (one per school year); and**

School Guidelines, 2018-2019
Advanced Academics

- All current HISD Kindergarten and Fifth grade students will have their Teacher Recommendation form completed online by their classroom teacher;
- Obstacles (HISD documentation required) Limited English Proficient, Special Education/504, and Low Socio-Economic Status.

Final determination of a student's need for G/T services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of G/T students and who have met and reviewed the individual student data (TAC §89.1 (4); State Plan 1.7C).

The HISD Gifted and Talented Admissions Committee reviews the data on each student's HISD G/T *Identification Matrix* to determine HISD G/T qualification.

- Gifted and Talented Neighborhood Admissions Committee meetings are conducted by the Gifted and Talented Neighborhood campus. The Gifted and Talented Neighborhood Admissions Committee includes the campus G/T Coordinator, a G/T committee Member, and principal/Principal designee.
- Vanguard Magnet Admissions Committee meetings for transfer students are conducted by the Advanced Academics Department, according to Board policy. The Vanguard Magnet Admissions Committee includes the Vanguard magnet Coordinator, a G/T Committee Member, and the Advanced Academics Department.

Upon completing of the gifted and Talented Admissions Committee meeting families and staff and informed of student assessment results and HISD G/T qualification by the processing campus.

Matrix Review Procedures for G/T Identification

A Matrix Review process is in place, in accordance with (19 TAC §89.1 (5)). Parents and teachers may request a review of any student's not qualified HISD G/T *Identification Matrix* by presenting new data that is limited to documentation of obstacles and/or report cards. Ability scores, achievement scores, teacher recommendations, and parent recommendations are not accepted for the Matrix Review. The Gifted and Talented Admissions Committee will review the new data to determine if the student qualifies for G/T identification.

Matrix Reviews are only processed at the student's HISD-zoned campus, Vanguard Magnet campuses with space available or Non-Vanguard Magnet campuses where the student is enrolled or has accepted a seat. All entering 6th grade Matrix Reviews are processed at middle school campuses with space available. All entering 9th grade Matrix Reviews are processed at high school campuses with space available.

Should the Matrix Review fail to satisfy the parent or teacher, he/she may file a grievance for formal processing as outlined in Board policy.

Vanguard Neighborhood Conflict Resolution - Contact your Advanced Academics Specialist

STANDARD 4: ADMISSIONS OF G/T STUDENTS

Students are admitted into the HISD Gifted and Talented Program only after they have been identified as Qualified by the HISD G/G Identification Matrix. If an HISD G/T student leaves the district and returns to HISD within 60 instructional days, the student retains his/her G/T identification. A gifted and talented furlough is required in order for the student to retain his/her T/T identification in HISD if his/her absence will be greater than 60 instructional days.

Children of active military families who have been identified as G/T according to their previous school's criteria shall be served in the Gifted and Talented Program at the HISD campus to which they enroll provided the student's Gifted and Talented identification documentation is submitted.

Vanguard Magnet applicants will adhere to the Office of School Choice Admissions Guidelines.

Furlough Procedures for Gifted and Talented Programs

Furloughs are considered on an individual basis for students currently identified as Gifted and Talented in HISD. The purpose of a gifted and talented furlough is for students to retain his/her G/T identification only. The gifted and talented furlough does not guarantee the student a seat at an HISD school to which he/she is not zoned to attend.

The following guidelines regarding gifted and talented furloughs shall apply:

- The completed and signed Furlough Request for Gifted and Talented Programs must be submitted in writing to the campus Gifted and Talented Coordinator. This request must include the timeframe of the furlough.
- The Gifted and Talented Coordinator submits the furlough request form to the Advanced Academics Department which will grant or deny the furlough.
- If a furlough is granted, the student shall retain his/her Gifted and Talented Identification for a maximum of one school-year.
- Furloughs are considered on an individual basis and may include, but are not limited to, the following: custody issues, divorce, parent/guardian sabbatical leave, foreign exchange programs, and medical problems.
- Furloughs may not be granted to Entering Kindergarten Gifted and Talented students.
- The student will retain his/her G/T identification during the length of the furlough but will be coded G/T Identified Not Served in the Student Information System (SIS).

- If the student resumes HISD G/T services within the furlough's specified timeline, the student will be coded G/T Identified and Served in the Student Information System (SIS).
- If the student does not resume HISD G/T services within the furlough's specified timeline the student will lose his/her HISD G/T identification.

Gifted and Talented Neighborhood Transfer Students (BG)

- Vanguard Student Transfers will follow the Board of Education Transfer Policy that states identification is transferable from one HISD school to another HISD school. In situations where students are not coded in Chancery/Student Information System (SIS) an HISD G/T *Identification Matrix* must be provided by either the parent or the sending school.

Vanguard Magnet Transfer Procedures- Follow the Office of School Choice Guidelines

STANDARD 5: Gifted Education Plan

A "Gifted Education Plan" (GEP) is created for each HISD G/T- identified - student in grades K-8 and includes:

1. Student's present levels of academic achievement;
2. How the student's instruction shall be differentiated based on GT identification results and past academic performance;
3. Curricular modifications or supports from school personnel that shall be provided.

A campus shall initiate and conduct G/T Committee for the purpose of developing, reviewing, and revising GEPs. Each student's GEP will be reviewed at least once per school year.

- Determination of eligibility for services under the G/T label based on District-established criteria; and
- Development of the student's GEP.

A campus shall initiate and conduct G/T committee meetings for the purposes of developing, reviewing, and revising the GEPs. Each students GEP will be reviewed at least once per school year.

STANDARD 6: CURRICULUM AND INSTRUCTION

The Texas State Plan for the education of Gifted/Talented Students mandates that districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school. Prior to selecting an instructional delivery model, the school shall conduct a comprehensive analysis of G/T students per grade level, student' instructional needs, and faculty G/T training, as they relate to the school's academic goals/objectives.

Curriculum and Instruction for G/T Students

In grades K-12, all G/T students shall receive instruction daily by G/T trained teachers.

Campuses must provide:

- An array of appropriately challenging learning experiences in each of the four foundation curricular areas;
- A continuum of learning experiences, such as the Texas Performance Standards Project or other experiences, that result in the development of advanced level products and/or performances that are targeted to an audience outside the classroom;
- Opportunities for acceleration in areas of student strengths.

G/T Planning – Each principal shall provide G/T teachers with opportunities for both content area planning and vertical team planning at least once per grading cycle. Planning should ensure curriculum and instructional requirements for GT students are being met.

International baccalaureate (IB) Programmes

IB World Schools have the flexibility to customize the recommended HISD curriculum (scope, sequence, and/or pace), use an alternate curriculum, and/or use an alternate assessment practice or grade recording and reporting in lieu of the HISD recommendation.

The **IB primary years programme (PYP)** prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child.

PYP schools: Briargrove, Briarmeadow Charter, Durham, Harvard, Herrera, Northline, Poe, River Oaks, Roberts, Rodriguez, School at St. George Place, Twain, and Wharton elementary schools (grades PK-5). The Arabic Immersion Magnet School and Patterson ES are currently candidate schools.

Each IB World School is regularly evaluated by the IB to ensure that the standards and practices of its IB programme(s) are being maintained. Evaluation takes place after the fourth year of initial authorization and at least once every five years thereafter. As part

of the process, the school engages in a self-study that is a reflective practice and key element in the school's continual improvement.

The IB middle years programme (MYP) provides a challenging framework that encourages students to make practical connections between their studies and the real world, the MYP is inclusive by design; students of all interests and academic abilities can benefit from their participation.

MYP subject area assessment is criterion-related and based on a 0-8 scale. Schools may use the conversion chart below or develop a conversion that is agreed upon by all stakeholders when using MYP assessment rubrics.

<u>MYP 9 (0 – 8)</u>	<u>Standard (0 – 100)</u>
<u>8</u>	<u>100</u>
<u>7</u>	<u>95</u>
<u>6</u>	<u>90</u>
<u>5</u>	<u>85</u>
<u>4</u>	<u>80</u>
<u>3</u>	<u>75</u>
<u>2</u>	<u>70</u>
<u>1</u>	<u>65</u>
<u>0</u>	<u>60</u>

MYP schools: Fondren, Hogg, Lanier, and Tanglewood middle schools (grades 6 – 8). Lamar and Heights High Schools (grades 9 - 10). Ortiz Middle School and Sharpstown International School are currently candidate schools.

The **IB diploma programme (DP)** aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically.

DP schools: Bellaire, Chavez, Heights, and Lamar high schools (grades 11 – 12).

The IB career-related programme (CP) is framework of international education addressing the needs of students engaged in career-related education. It leads to further/higher education apprenticeships and/or employment.

Schools authorized CP: Lamar High School (grades 11-12). Heights High School is a candidate school.

Each IB World School is regularly evaluated by the IB to ensure that the standards and practices of its IB programme(s) are being maintained. Evaluation takes place at least once every five years. As part of the process, the school engages in a self-study that is a reflective practice and key element in the school's continual improvement.

Advanced Placement

Given the College Board's and HISD's emphasis on equity, HISD offers open enrollment to all motivated students who choose to participate in Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP) courses.

Advanced Placement Courses

Each academic year, HISD AP teachers must submit their AP Course Syllabus via the College Board's AP Course Audit website by the deadline set by the College Board. The syllabus must meet College Board criteria, including alignment with the appropriate College Board AP Courses Description. AP teachers should follow the approved AP Course Syllabus throughout the academic year, ensuring students are prepared for college-level AP examination in May.

Advanced Placement Exams

Each student enrolled in a College Board authorized AP courses takes the corresponding AP examination in May. HISD provides funding for test fees to ensure equity of student access to AP programming. Accordingly, HISD expects Campus AP Coordinators to order exams for all enrolled AP students each academic year. Coordinators organize exam administrations at their campuses and are ultimately responsible for ensuring all AP students take corresponding AP examinations.

Campus AP Coordinators must ensure AP examination administration is consistent with instructions in the College Board AP Coordinator manual. HISD provides ongoing, centralized Campus AP Coordinator meetings to support them in fulfilling responsibilities.

STANDARD 7: PROFESSIONAL DEVELOPMENT FOR ADMINISTRATORS AND GIFTED AND TALENTED COORDINATORS

The Texas State Plan for the Education of Gifted/Talented Students Professional Development section states that all personnel involved in the planning, development, and delivery of services to gifted/talented -students have the knowledge to provide appropriate options and curricula. Each campus must designate a Gifted and Talented Coordinator. It is recommended that the Gifted and Talented Coordinator is a faculty member other than a classroom teacher.

All HISD administrators responsible for Gifted and Talented Programs and Gifted and Talented Coordinators are required to complete a minimum of six hours of G/T professional development that includes – *Nature and Needs of G/T Students and Service Options (19 TAC §89.2 (4)).*

- Additionally, HISD Gifted and Talented Coordinators are required to complete the "HISD G/T Identification Matrix Protocols" course.

- Proof of completion of required G/T training must be uploaded to the Advanced Academics Share Point by the campus' Gifted and Talented Coordinator.

STANDARD 8: PROFESSIONAL DEVELOPMENT FOR TEACHERS

The Texas State Plan for the Education of Gifted/Talented Students Professional Development section states all personnel involved in the planning, development, and delivery of services to gifted/talented students have the knowledge to provide appropriate options and curricula.

A minimum of thirty (30) clock hours of professional development that includes "Nature and Needs of Gifted/Talented Students", identification and assessment of gifted/talented students' needs, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional development prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)). Teachers without required training who are assigned to provide instruction and services that are part of the district's defined gifted/talented services are required to complete the thirty (30) hour training within one semester (19 TAC §89.2(2)).

The Texas G/T Supplemental Certificate alone does not qualify a teacher to teach gifted students in Texas. It must be accompanied by the 30-hour foundational G/T training required by (TAC §89.2).

Teachers who provide instruction and services that are a part of the district's defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher education standards (19 TAC §89.2(3))

Proof of completion of required G/T training must be uploaded to the Advanced Academics'- SharePoint by the campus' Gifted and Talented Coordinator.

STANDARD 9: DATA QUALITY AND COMPLIANCE

Each HISD school will comply with all state and district policies and guidelines regarding the management and operation of Gifted and Talented Programs.

Gifted and Talented Coordinators shall be responsible for:

- The documentation required in the HISD G/T-identified student's Gifted and Talented folder as per the HISD Gifted and Talented Program Data Quality Checklist;
- Entering and maintaining the required G/T student data in Student Information s
- System (SIS);

- Ensuring the campus Gifted and Talented Program complies with all state and district policies and guidelines.

STANDARD 10: FAMILY/COMMUNITY COMMUNICATION AND INVOLVEMENT

In accordance with the Texas State Plan for the Education of Gifted/Talented Students, involves family and community members in services designed for gifted/talented students throughout the school year.

The Advanced Academics Department will provide HISD parents and community members with information regarding the district's Gifted and Talented Programs.

Principals shall inform students and their families of gifted and talented extracurricular opportunities (contest, academic recognition summer camps, community programs, volunteer opportunities, etc.) and encourage/facilitate participation as appropriate.

STANDARD 11: PROGRAM EVALUATION

The effectiveness of G/T services must be evaluated annually and the data Gifted and Talented from the evaluation must be used to modify and update district and campus improvement plans. Parents must be included in the evaluation process (State Plan 5.3C).

STANDARD 12: DISTRICT COMMITMENT AND SUPPORT

The HISD Advanced academics department provides support to all HISD Gifted and Talented Programs. Support includes:

- Advanced Academics Specialists;-
- Gifted and Talented Program forms/letters;-
- Gifted and Talented Guidelines;-
- Gifted and Talented information for families;-
- Gifted and Talented professional development opportunities;-
- Gifted and Talented identification timelines.

At the discretion of the campus principal, Gifted and Talented Coordinators may be paid a stipend, in accordance with the HISD Compensation Manual.