



Secondary Grading Guidelines with Academic Policies & Procedures

Tuloso-Midway I.S.D.

2023-2024

Table of Contents

Grading Guidelines

Academic Dishonesty	4
Course Syllabus	4
Dropping a Course	5
Dropping Grades	6
Extra Credit	6
Grade Book Guidelines	6
Grade Changes	7
Homework	7
Incomplete Grades for a Grading Period	7
Make-Up Work	8
Retake & Retest Opportunities	9
Transfer Grades	9

Academic Policies & Procedures

Academic Achievement Retention and Promotion	11
Attendance for Credit or Final Grade	11
Award of Credit	13
Class Rank/Highest Ranking Student.....	13
Class Schedules	14
College Credit Courses.....	14
Correspondence Courses.....	14
Course Credit	14
Credit by Exam	15
DAEP or In-School Suspension Make-Up Work	15
Dual Enrollment	16
End of Course Exams.....	16
Exemptions from Physical Activity	16
FAFSA Required	17
Grade Advancement for Special Education Students	17
Grade Classification	17

Graduation17

Individualized Learning21

Intersession22

NCAA Division I & II Guidelines22

No Pass, No Play-UIL Eligibility22

Prerequisites..... 24

Report Cards/Progress Reports24

SAT, ACT, and Other Standardized Tests.....24

Tutoring24

Texas College Bridge24

Grading Guidelines

Academic Dishonesty

Board Policy EIA (Local)

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and/or 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 another supervising professional employees, taking into consideration written materials, observations, or information from students.

Campus Procedure

A student found to have engaged in academic dishonesty shall have a zero “0” placed in the gradebook for that assignment. The student will have an opportunity to make-up the assignment for a grade no higher than a 70. The replacement assignment shall be issued by the teacher of record, and the assignment shall include all TEKS covered by the original assignment. The teacher of record has full discretion on the type of assignment to be issued. A disciplinary consequence will also be issued to the student based on the severity of the academic dishonesty.

If a student is found to have engaged in academic dishonesty in an Honors course, the student shall be placed on academic probation. Should the student engage in academic dishonesty for a subsequent time, the student shall be removed from the Honors course immediately. The student will have their grade transferred into the regular course with the zero placed in the gradebook. The student will be afforded the opportunity to make-up the assignment for a grade no higher than a 70 once they have been removed from the Honors course. Since the regular course and Honors course will be at different points in the curriculum, the Honors teacher shall develop the make-up assignment and grade the work turned in. The Honors teacher shall then convey the student’s grade to their new teacher via e-mail. The new teacher shall recalculate the grade and input it into the grade management system. The Honors teacher has full discretion on the type of assignment to be issued. A disciplinary consequence will also be issued to the student based on the severity of the academic dishonesty.

If a student is found to have engaged in academic dishonesty in a dual credit college course, the student will be subject to the academic grading policies of the corresponding college. If the student is removed from the course by the corresponding college, the student will be placed in the non-honors corresponding high school course, and their grade will be issued based on a plan created by the teacher of record and an administrator. A disciplinary consequence will also be issued to the student based on the severity of the academic dishonesty.

Course Syllabus

Campus Procedure

Prior to the beginning of the school year, each teacher shall submit a copy of their course syllabus to be approved by the department chair. After the syllabus has been reviewed and approved by department chair, the syllabus shall be reviewed and approved by the principal or their designee. Each teacher shall then post their approved course syllabus to their Google Classroom and inform both students and parents that it has been posted for them to view. If a parent or student requests either an electronic copy or a hard copy of the course syllabus, the teacher shall provide the copy within three (3) days of the request.

Dropping a Course

Campus Procedure (Non-Honors/Non-Dual Credit Course)

The student shall have the option to drop a non-honors/non-dual enrolment course during the following time periods:

- At semester
- During the first 9 weeks of each semester

If the student drops a course and is transferring to another course with similar TEKS, the student's grade will transfer to their new course. If the student is transferring to a course where the TEKS are not similar, the student will be expected to make-up the work from the time missed prior to the end of the semester. The teacher shall issue a grade change form for each grading period to reflect the student's new grade based on the make-up work turned in. The teacher has full discretion to modify assignments as long as the assignments cover all TEKS missed during the time that the child was not registered for the course and meets the minimum number of grades required by these guidelines.

Campus Procedure (Honors Course)

The student shall have the option to drop an honors course, if they are passing, during the following time periods:

- At semester
- During the first 6 weeks of each semester

If the student drops an honors course and is transferring to another course with similar TEKS, the student's grade will transfer to their new course. If the student is transferring to a course where the TEKS are not similar, the student will be expected to make-up the work from the time missed prior to the end of the semester. The teacher shall issue a grade change form for each grading period to reflect the student's new grade based on the make-up work turned in. The teacher has full discretion to modify assignments as long as the assignments cover all TEKS missed during the time that the child was not registered for the course and meets the minimum number of grades required by these guidelines.

If the student fails the first 6 weeks or at the semester, the student will automatically be dropped from the honors course and placed in a regular course. Dual Credit Courses will follow the campus procedures outlined in these guidelines. The student's schedule change will occur once the grades have been verified by the classroom teacher.

Campus Procedure (Dual Credit Course)

Students at TMHS that are enrolled in dual credit courses where payment of tuition is involved have the option to drop the course during the semester in which the course is being offered. In order to do so, a student must:

- Inform the dual credit instructor for that course of their intention to drop.
- Schedule an appointment with the appropriate counselor to discuss the implications of dropping the course with regards to credits, graduation plan, GPA, UIL eligibility and schedule.
- Contact a parent/guardian during their meeting with the counselor so that all relevant information regarding the impact of dropping the course is made known to the parent/guardian by the counselor.
- Complete the TMHS Dual Credit Course Drop Form. Please include the reason you are requesting to drop the course.
- Have your school counselor sign the TMHS Dual Credit Drop Form.
- Bring the signed TMHS Dual Enrollment Course Drop Form to the Coordinator for Advanced Academics who will then provide the student with the official drop form required by the Institute of Higher Education (IHE) which the class is being offered through. Once the official drop form is completed, the Coordinator for Advanced Academics will submit the form to the IHE on behalf of the student.
- Keep a copy of the completed and signed form for personal records.

Please remember that TMISD has no control on the deadlines or for dropping courses and/or possible reimbursement amounts for tuition set forth by an IHE. Therefore, careful attention must be paid to the calendar put forth by the IHE that indicates when a student can drop and still receive a “W” (withdrawn) or when dropping a course will result in a student’s academic transcript reflecting the actual grade at the time of the drop. Tuition reimbursement for students dropping will also be determined by the policy for the IHE.

Dropping Grades

Campus Procedure

The following are the criteria for dropping grades:

- The teachers within the same course must decide to drop the same number of grades during the six-week period.
- The minimum number of grades required by these grading guidelines must be adhered to.

Extra Credit

Campus Procedure

Any extra credit opportunity shall be based on the instructional objectives for the subject and/or the needs of the individual student in mastering the essential knowledge and skills and shall not exceed more than five (5) points on any one assignment. Extra credit expectations shall be clearly communicated to parents and students through the administrator-approved course syllabus.

Grade Book Guidelines

Texas Education Code

Texas Education Code §28.0216 states that a district shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. A district grading policy:

- Must require a classroom teacher to assign a grade that reflects the student’s relative mastery of an assignment;
- May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student’s quality of work; and
- May allow a student a reasonable opportunity to make-up or redo a class assignment or examination for which the student received a failing grade.

Campus Procedure

The district secondary grading guidelines shall ensure that a minimum number of grades are taken to support the grade average assigned and set a standard for the weights of each grading category:

- For core classes, a minimum of ten (10) minor assignments and two (2) major assignments shall be taken for each six-week grading period.
- For non-core classes, a minimum of six (6) minor assignments and two (2) major assignments shall be taken for each six-week grading period.
- A course shall have a minimum of one (1) assignment entered per week.
- Minor assignments shall have a weight of 65%.
- Major assignments shall have a weight of 35%.
- Major assignments will include, but are not limited to, summative exams, individual or group projects based on a rubric and/or a presentation. Any assignment other than the ones specifically listed in the previous sentence cannot be classified as a major assignment by a teacher unless having received prior authorization directly from the campus principal.

- If a student is enrolled in a dual credit college course, the student’s grade for that course shall be generated based on the grading guidelines outlined in the course syllabus for that course by the institute of higher learning.

Grade Changes

Texas Education Code §28.0214

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 the school district grading policy applicable to the grade, as determined by the board of trustees of the school district in which the teacher is employed.

Campus Procedure

The only reasons for changing a student’s grades, per TEC 28.0214 after it has been recorded are:

- Mechanical error (online grading system error)
- Clerical error (teacher input error)

All such changes must be initiated by the teacher of record. The grade change request must be documented on the district’s Grade Change Form along with documentation of student’s work that was received and graded and must be approved in writing by the principal or their designee and the rationale for the change kept on file. A principal or designee may not arbitrarily change a grade. All changes must be made before the end of the next grading period.

After a marking period grade has been recorded, no additional class work may be accepted to improve a student’s grade. If work assigned during the marking period was not completed due to an illness or school related absence, the student should receive an “I,” and the grade change shall occur before the specified time stated in these guidelines (see “Make-Up Work”).

Homework

Campus Procedure

Homework assignments are sometimes necessary to provide enough time for students to master subject matter and complete long-term projects. Homework should be purposeful, adjusted to the level of the individual student, and related to specific subject objectives. Assignments may provide practice on skills already taught or prepare students to begin a new topic or part of the course. Under no circumstances is homework to be assigned as “busy work.” Homework assignments should be short, and at frequent intervals to facilitate learning. Homework grades will be included in the minor grade category. Homework expectations for dual credit and honors courses are more rigorous. Homework expectations shall be clearly communicated to both students and parents through the course syllabus and the following should be adhered to:

- Homework assignments missed due to an excused student absence are subject to the same guidelines as make-up work.
- Homework shall be evaluated in an appropriate manner by the teacher.
- Homework should never be assigned as a disciplinary measure.

Incomplete Grades for a Grading Period

District Grading Procedure

An “incomplete” (I) grade can be issued/assigned when a student has not completed required work prior to the end of the grading period due to an excused absence.

The teacher must communicate to the student and parent/guardian, the nature of the outstanding work and the time limitation for completing the work.

An “incomplete” shall be made up through working with the teacher to receive missed instruction and complete corresponding assignments.

The incomplete grade must be finalized by the last day of the third week of the following grading period in which the student received the incomplete. After that time, a student will receive a zero “0” for all missed work.

Intersessions may be used for recovery of instruction to allow students to receive missed instruction and complete related missing work.

Teachers must inform the campus principal when they assign an “incomplete”.

Exceptions for extenuating circumstances may be granted by the campus administration.

Students with an “incomplete” grade are ineligible for extracurricular activities until the “I” is replaced with a passing grade, but they are entitled to the “7-day grace period.”

An incomplete grade may not be carried over to a new school year.

Late Work

Campus Procedure

Late Work is classified as work not turned in on time, but not due to an excused or unexcused absence. Late work will be accepted with the maximum deductions as follows:

Days Late	Penalty
1	-10 points
2	-20 points
3	-30 points
4 or more	Not accepted

*Teachers have the discretion to accept late work without penalty.

*Weighted high school courses (i.e. Honors and Dual Credit Courses) late policies will be outlined in the course syllabus and may impose stricter penalties.

Make-Up Work

Texas Education Code §25.087

A student whose absence is excused under TEC §25.087... shall be allowed a reasonable time to make-up schoolwork missed on those days. If the student satisfactorily completes the schoolwork, the day of absence shall be counted as a day of compulsory attendance.

Campus Procedure

For any class missed, the teacher may assign make-up work to students based upon instructional objectives for the subject/course. The assignments shall meet the individual student’s needs to master essential knowledge and skills or subject course requirements.

Students shall be expected to make-up assignments and tests after absences. Teachers shall inform students that they have five (5) days for completing make-up work after an excused absence. If a student is absent during the five (5) days that are allotted, it does not extend the original timeframe. Students shall receive a zero “0” for any assignment or test not made up within the time allotted. Students shall also be permitted to take a test administered in any class missed due to an excused absence.

The teacher shall not impose a grade penalty for make-up work after an absence due to suspension.

Retake & Retest Opportunities

Board Policy EIA (Local)

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

Campus Procedure

The following are the criteria for Retake and Retesting Opportunities:

- Students shall be allowed one (1) new attempt to exhibit relative mastery on a class assignment or examination for which the student received a failing grade. The grade earned shall be entered as a new assignment into the respective category. The grade on the new attempt shall be entered regardless of the new score.
- The criteria to redo an assignment or retake a test for which a student received a failing grade will be clearly communicated to both parents and students on the administrator-approved course syllabus.
- A teacher may establish a requirement that students receive reasonable tutorial assistance prior to an opportunity for retake/retest opportunity. Reasonable tutorial assistance may be accomplished through small group, tutorials, peer teaming, etc. Re-teaching strategies include, but are not limited to:
 - Use of alternate and differentiated materials, collaborative/cooperative learning, hands-on and subject appropriate manipulative materials, computer assisted/online instruction, multi-sensory teaching techniques, and presentation of materials in a modified modality (such as visual aids, recorded reading materials, etc).
 - Teacher's establishing this type of requirement will communicate the expectation clearly on the administrator-approved course syllabus.
- The window to complete an opportunity for an improved grade extends 5 school days after the failing grade was first viewable in the electronic gradebook. Teachers may extend this window at their sole discretion.
- Students enrolled in Honors Courses or Dual Credit Course will not be afforded the opportunity to retake or retest any assignment at the High School Level. Students at the Middle School shall be afforded one (1) opportunity to retest.

Transfer Grades

Board Policy EIC (Local)

When a student transfers semester grades for courses that would be eligible under the Regular category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District.

Campus Procedure Regarding Accredited Institutions

If a student transfers in from an accredited institution that utilizes a percentage-based grading system, then the registrar shall utilize the same grade issued by the sending campus to post on the student's transcript.

If the grade from the transferring institution was designated a weighted course by the sending institution and Tulosso-Midway ISD has a weighted course that matches that course, then Tulosso-Midway ISD shall assign weight to the grade based on the categories and grade weight system adopted by the district.

If the grade from the transferring institution was designated a weighted course and Tulosso-Midway ISD does not have a weighted course that matches that course, then the grade shall be posted on the transcript as assigned by the sending institution and Tulosso-Midway ISD shall assign weight to the grade based on the categories and grade weight system adopted by the district; however, the course shall be designated a local credit that does not count towards GPA.

If the student’s transcript from the accredited transferring institution indicates that a credit has been issued for a course, Tulosso-Midway ISD shall honor the issuance of credit even if the student failed to meet Tulosso-Midway ISD’s requirements for the issuing of credit (Example: If a student receives a 65 from an out-of-state school and credit was issued based on that state’s guidelines, then the student will be issued credit despite not having a grade of 70 or above.). The student’s grade shall post as originally issued by the transferring institution and count toward GPA.

If the student’s transcript from the accredited transferring institution indicates a conflict in the amount of credits a course is worth or how multiple-credit courses are counted towards GPA, then Tulosso-Midway ISD will utilize the current grading guidelines to determine the issuance of credit and GPA. (Example 1: A student transfers in with an Automotive Technology credit from another state worth 1.0 credits and the corresponding Tulosso-Midway ISD course is worth 2.0 credits, then the student will have the course posted on their Tulosso-Midway ISD transcript with the course reflecting 2.0 credits. Example 2: A student transfers in with an Automotive Technology credit from another state worth 2.0 credits and their previous GPA was calculated based on a grade per credit system and the corresponding Tulosso-Midway ISD course is also worth 2.0 credits, but Tulosso-Midway ISD utilizes a grade-per-course system, then the student will have their GPA calculated on a grade per course.)

If a student transfers in from an accredited institution that utilizes an alpha-based grading system, the registrar shall utilize the table below to post a percentage-based grade on the student’s transcript. Once the alpha grade has been converted to a numeric grade the percentage-based guidelines will be utilized.

Letter Grade	Posted Grade	Letter Grade	Posted Grade	Letter Grade	Posted Grade	Letter Grade	Posted Grade	Letter Grade	Posted Grade
A+	98	B+	88	C+	78	D+	68	F+	58
A	95	B	85	C	75	D	65	F	55
A-	92	B-	82	C-	72	D-	62	F-	50

Campus Procedure Regarding Non-Accredited Institutions

If a student transfers in from a non-accredited institution that utilizes a percentage-based grading system, then the registrar shall inform the campus principal and he or she shall appoint a campus designee to audit the course curriculum. If the course curriculum meets the TEKS required by the State of Texas, credit shall be issued utilizing the same grade on the student's transcript. These courses will not be used to calculate GPA.

If the course curriculum does not meet the TEKS requirement required by the State of Texas, then the student shall be denied credit. In order to obtain credit, the student then has the following options: re-take the course in its entirety, complete an on-line curriculum for primary credit, or gain a satisfactory score on a district approved credit by exam (score for credit by exam will not count towards GPA).

Academic Policies and Procedures

Academic Achievement Retention and Promotion

Curriculum Mastery - Board Policy EIE (Local)

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.

Students Receiving Special Education Services - Board Policy EIE (Local)

Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See EHBA series and EKB]

Standards for Mastery - Board Policy EIE (Local)

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Grades 6-8 - Board Policy EIE (Local)

In grades 6–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, mathematics, science, and social studies.

Grades 9-12 - Board Policy EIE (Local)

Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]

Attendance for Credit or Final Grade

To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan approved by the principal that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- If make-up work is completed, absences for the following reasons will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade. Those reasons include:
 1. Religious holy days;
 2. Required court appearances;
 3. Playing Taps at a funeral upon the written request of the deceased's family;
 4. Activities related to obtaining United States citizenship;
 5. Service as an election clerk;
 6. Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, and required screening, diagnosis, and treatment for Medicaid eligible students. A note from the health-care provider must be submitted upon the student's arrival or return to campus;
 7. For students in the conservatorship (custody) of the state, mental health, or therapy appointments; or court ordered family visitations or any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.
 8. A junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed. Approved college visit absences will not count against the student's exam exemptions.
 9. Absences of up to two days in a school year will also be considered an exemption for a student serving as an early voting clerk, provided the student notifies his or her teachers and receives approval from the principal prior to the absences.
 10. As listed in Section I at Accommodations for Children of Military Families, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. Note: Family/individual vacations/visits scheduled during regular school days are not excusable absences or extenuating circumstances. These absences will be counted as unexcused absences regardless of the number of days missed.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

The actual number of days a student must be in attendance to receive credit, or a final grade will depend on whether the class is for a full semester or for a full year.

Award of Credit

TAC § 74.26 & Board Policy EI (Legal)

The award of credit for a course by a school district affirms that a student has satisfactorily met all state and local requirements. Unless credit is awarded by the attendance committee or regained in accordance with a principal's plan [see Board Policy FEC], a student in any grade level from kindergarten through grade 12 may not be given credit or a final grade for a class unless the student is in attendance for at least 90 percent of the days the class is offered.

Education Code 25.092

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. A school district must ensure that the records or transcripts of out-of-state, out-of-country, or Texas non-public school students are evaluated and that the student is placed in appropriate classes promptly.

Class Rank/Highest Ranking Student

Weighted Grade System

A weighted grade point average (WGPA) shall be used to determine class ranking. The list of courses for which a weighted grade will be awarded shall be published in the TMHS Graduation and Career Planning Guide. Eligible dual enrollment and Honors courses shall be categorized and weighted as weighted courses. In a weighted course, a percentage based multiplier shall be added to the final grade for each semester. These weighted grades shall be used in calculating the WGPA. Tulosso-Midway High School shall utilize the table below to post a weighted percentage-based grade on the student's transcript.

Course Type	Multiplier
Honors and Dual Credit	1.15
Practicum and Dual Credit CTE	1.10
Honors and Dual Credit Elective	1.05
Regular Courses	1.0

Calculation

All grades earned in high school courses in grades 9–12 shall be used in calculating class rank, except for grades earned in the following types of courses, which shall not be included:

- Credit by examination;
- Correspondence courses;
- Courses for which only local credit is given;
- Courses taken utilizing APEX or iCEV software;
- Courses taken off-campus;
- High school courses taken in middle school/junior high;
- Homeschool courses;
- Night school; and
- Summer school courses.

Final class ranking shall be averaged at the end of the second semester for freshmen, sophomores, and juniors. Final class ranking for seniors shall be calculated after the fifth six-week grading period of the senior year.

Valedictorian & Salutatorian Eligibility

The eligible graduates with the highest and second highest WGPA shall be named valedictorian and salutatorian respectively. To be eligible for valedictorian or salutatorian honors a student shall have:

- Endorsement with Distinguished level of Achievement
- Been in attendance in District for preceding two years

Class rank for seniors will be calculated based on grades through the 5th six weeks. In case of a tie in weighted numerical grade averages after calculation to the fourth decimal place, the District shall recognize all students involved in the tie as sharing the honor and title.

Cum Laude

Students who have attended an accredited high school, attained an overall weighted numerical average of 95 or above, and completed the foundation program with the distinguished level of achievement (Class of 2023 and beyond)

Top Ten Percent

All students whose grade point averages make-up the top ten percent of the graduating class and qualify for automatic admission under Education Code 51.803 shall be recognized. Eligibility requirements for determining valedictorian and salutatorian or other local honor positions, such as time in the District, shall not apply to the procedure for determining the top ten percent. The GPA shall be reported on the student's transcript and made available in accordance with the application deadline for the college or university when requested by the student. [See EIC(LEGAL)]

Class Schedules

Campus Procedure

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus principal for students in grades 9—12 who meet specific criteria and receive parental consent to enroll in less than a full-day's schedule.

College Credit Courses

Students in grades 9–12 have opportunities to earn college credit through the following methods:

Enrollment in an AP or dual credit course through the Texas Virtual School Network;

Enrollment in dual credit courses through Texas A&M University-Kingsville and Coastal Bend College;

The passing of an Advanced Placement Exam (Note: AP Courses are not offered at TMHS).

All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

It is important to keep in mind that not all colleges and universities accept credit earned in all dual enrollment or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

Correspondence Courses

The district permits high school students to take correspondence courses—by mail or via the Internet—for credit toward high school graduation.

[For further information, see policies at EEJC.]

Course Credit

A student in grades 9–12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.

Credit by Exam

Credit-by-Exam (CBE) is a testing program offered by TMISD for enrolled students in grades 6 through grade 12. There are two reasons for administering CBE testing:

Credit with Prior Instruction Students in grades 9-12 may earn credit by exam if they received prior instruction in a subject area, but did not receive credit for other reasons, such as a failing grade or excessive absences. To receive credit, these students must score a 70% or higher on a CBE assessment approved by the local school board. 19 Tex. Admin. Code § 74.24(c)(12).

Credit without Prior Instruction Students may receive credit based solely on their score on the CBE exam. A school district must give students who score 80% or higher on the board-approved exam credit for the assessment subject area. Students can also receive credit without prior instruction by scoring a three or higher on an advanced placement (AP) exam or a scaled score of 50 or higher on exams administered through the College-Level Examination Program (CLEP). Tex. Educ. Code § 28.023(c), (c-1), (h).

Registration Eligibility (Students must meet all eligibility requirements)

- Student is enrolled in Tulosso-Midway High School or Tulosso-Midway Middle School.
- Registration form is completed indicating grade level/subject for testing.
- School counselor must sign registration form to verify the student's grade level and CBE eligibility.
- All registration forms must be received by the school counselor by the registration deadline.

High School Tests and Score Requirements:

Students wishing to earn credit for a high school course may test with the following exams:

- Texas Tech University Credit by Exam. Passing score 80% or higher.
- University of Texas Credit by Exam for Acceleration. Passing score 80 % or higher.
- College Board Advanced Placement exam. Passing score 3 or higher. Score conversion to grade on transcript is as follows:

AP Score 3	85
AP Score 4	90
AP Score 5	95

DAEP or In-School Suspension Make-up Work (Effective 2021-2022)

A student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete coursework needed to fulfill the student's high school graduation requirements before the beginning of the next school year. The District may provide the opportunity to complete the coursework through any method available, including a correspondence course, distance learning, or summer school. The District will not charge the student for any method of completion provided by the District. [See policy FOCA.]

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete work before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The District may provide the opportunity by any method available, including a correspondence course, distance learning, or summer school. [See policy FEA.]

Students and their parents are encouraged to discuss options with the teacher or counselor to ensure the student completes all work required for the course or grade level.

Dual Credit (Texas A&M University-Kingsville & Coastal Bend College)

Students at TMHS that are enrolled in dual credit classes will be enrolled in both either a dual credit facilitation lab or a course taught by a TMHS adjunct staff member. Please be advised that only the TAMUK or CBS course grade will post on the student's high school transcript. The grade earned for the TAMUK or the CBC work will be also be posted to their respective college transcript. Please also be advised that the grade earned through the TMHS lab course will not match the final course.

End of Course Exams

There are five End of Course tests required for graduation. The exams are English I, English II, Algebra I, Biology, and U. S. History. Reviews for testing opportunities will be provided within the school day as a class or during intersessions as needed. Opportunities are limited, it is extremely important that your student take every chance to pass these graduation requirement exams.

Exemptions from Physical Activity

Grades 9-12 Board Policy EIF (Legal)

In accordance with local district policy, the required physical education credit may be earned through completion of any TEKS-based course that is not being used to satisfy another specific graduation requirement. [See Restrictions, below]

In accordance with local district policy, credit for any physical education course may be earned through participation in the following activities:

- Athletics;
- JROTC; and
- Appropriate private or commercially sponsored physical activity programs conducted on or off campus. A district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in physical education. Such approval may be granted under the following conditions:

Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.

Private or commercially sponsored physical activities include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

In accordance with local district policy, up to one credit for any one of the physical education courses listed in 19 Administrative Code Chapter 74 [see EHAC] may be earned through participation in any of the following activities:

- Marching band

Restrictions

All substitution activities permitted by local district policy must include at least 100 minutes of moderate to vigorous physical activity per five-day school week.

No more than four substitution credits may be earned through any combination of substitutions listed above.

FAFSA Required

Board Policy EIF (Legal)

Before graduating from high school, each student must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

A student is not required to comply with the above provision if:

- The student's parent or other person standing in parental relation submits a signed form indicating that the parent or other person authorizes the student to decline to complete and submit the financial aid application;
- The student signs and submits the form described above on the student's own behalf if the student is 18 years of age or older or the student's disabilities of minority have been removed for general purposes under Family Code Chapter 31; or
- A school counselor authorizes the student to decline to complete and submit the financial aid application for good cause, as determined by the school counselor.

A district shall adopt a form to be used for purposes of this provision. The form must be approved by the Texas Education Agency (TEA) and made available in English, Spanish, and any other language spoken by a majority of the students enrolled in a bilingual education or special language program under Education Code Subchapter B, Chapter 29, in the district.

If a school counselor notifies a district whether a student has complied with this section for purposes of determining whether the student meets high school graduation requirements under Education Code 28.025, the school counselor may only indicate whether the student has complied with this section and may not indicate the manner in which the student complied.

Grade Advancement for Special Education Students

The decision to promote or retain a student with a disability requires input from the admissions, review, and dismissal (ARD) committee. Additional information regarding graduation requirements for Special Education students is available in the HS Course Description Guide.

Grade Classification

University Interscholastic League (UIL) Academic Eligibility Requirements

After the ninth grade, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
5	Grade 10 (Sophomore)
10	Grade 11 (Junior)
15	Grade 12 (Senior)

Graduation

Requirements for a Diploma

To receive a high school diploma from the district, a student must successfully:

- Complete the required number of credits;
- Complete any locally required courses in addition to the courses mandated by the state; and
- Pass statewide EOC exams, unless waived as permitted by state law.

Graduation Cords

Graduation cords are limited to pre-approved cords that are earned through Tuloso-Midway High School. The approved list is available with the TMHS bookkeeper. Changes or additions are approved by the principal. Students are not allowed to purchase personal cords or to adorn their gown with any purchased or homemade articles. Caps are allowed to be decorated under circumstances permitted by the campus principal.

Graduation Activities

- Senior Awards
- Walk of Inspiration
- Senior group photo/lunch
- Senior Breakfast

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

Graduation Activities for Seniors Who Have Failed to Meet EOC Requirements

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments will be allowed to participate in graduation activities. However, please keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year.

Foundations Graduation Program

Every student in a Texas public school who enters grade 9 in the 2014–15 school year and thereafter will graduate under a new program called the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student's transcript and diploma. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student. State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student's desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student's diploma and transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy; in a dual enrollment course; on an AP or IB exam; on

the PSAT, ACT-Plan, SAT, or ACT exam, which are national exams; or for earning a nationally or internationally recognized license or certificate. The foundation graduation program requires completion of the following credits:

* The distinguished level of achievement under the foundation graduation program, which will be denoted on a student's transcript and diploma and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the four mathematics credits.

** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

*** Students are required to earn two credits in the same language other than English to graduate. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

**** A student must specify upon entering grade 9 the endorsement he or she wishes to pursue.

Personal Graduation Plans for Students under the Foundation Graduation Program

A personal graduation plan will be developed for each high school student who is subject to the requirements of the foundation graduation program. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

A student may, with a parent meeting, amend his or her personal graduation plan after this initial confirmation. The school will send written notice of any such amendment made by the student to the student's parent.

OR

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Course Area	Number of credits Foundation Graduation Program (22 Credits)	Number of credits Foundation Graduation Program with an Endorsement (26 Credits)
English/Language Arts	4	4
Mathematics	3	4*
Science	3	4
Social Studies, including Economics	3	3
Physical Education**	1	1
Language other than English***	2	2
Fine Arts	1	1
Locally required courses	1 credit in Technology Applications	1 credit in Technology Applications
Electives	4	7
Miscellaneous		Available Endorsements****: Science, Technology, Engineering, and Math Business and Industry Public Services Arts and Humanities Multidisciplinary

Available Course Options for all Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring to enroll in courses for the upcoming school year.

Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or CTE, the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

A certificate of coursework completion will be issued to a senior student who successfully completes state and local credit requirements for graduation but fails to perform satisfactorily on the End of Course exams.

Individualized Learning

APEX for Primary Credit

Students at TMHS will have an opportunity to gain primary credit for non-CTE courses by completing assigned curriculum in the APEX Software Program. Assigned curriculum have been created and finalized by content area teachers and will be assigned to students based on their individual graduation plan. This option is only available with consent from the student's counselor and a campus administrator.

Students that participate in APEX will receive a final grade for each content completed, but the final grade will NOT be factored into the GPA calculation.

APEX for Credit Recovery

Students at TMHS will have an opportunity to recover credit by completing assigned curriculum in the APEX Software Program. All students will be required to take the APEX subject area pre-test at the start of their recovery program. The APEX software will use those results to set the curriculum for the remainder of the course. Once the course work is completed, the system will generate a course completion that will be reviewed by the teacher of record and an administrator to verify that all course requirements were completed. The grade issued shall be posted on the student's transcript and noted as a credit recovery course. The final grade will not be factored into the GPA calculation.

iCEV

Students at TMHS will have an opportunity to gain primary credit for CTE courses by completing assigned curriculum on the iCEV Software Program. Assigned curriculum have been created and finalized by content area teachers and will be assigned to students based on their individual graduation plan. This option is only available with consent from the student's counselor and a campus administrator.

Students that participate in iCEV will receive a final grade for each content completed, but the final grade will NOT be factored into the GPA calculation.

Distance Learning

Distance learning includes courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as satellite, Internet, video-conferencing, and instructional television.

The Texas Virtual School Network (TxVSN) has been established as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation. In limited circumstances, a student in grade 8 may also be eligible to enroll in a course through the TxVSN.

Depending on the course in which a student enrolls, the course may be subject to the "no pass, no play" rules. In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment, and the requirements related to the incorporation of the EOC score into the student's final course grade and the implications of these assessments on graduation apply to the same extent as they apply to traditional classroom instruction.

If you have any questions or wish to make a request that your child, be enrolled in a TxVSN course, please contact the counselor.

The additional distance learning opportunities available to district students are Texas Tech University and University of Texas.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the TxVSN to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district will not recognize and apply the course or subject toward graduation requirements or subject mastery.

Intersession

Intersession is utilized for Review for Standardized testing as well as credit and attendance recovery.

NCAA Division I & II Guidelines



DIVISION I

ENGLISH 4 years	MATH (Algebra I or higher) 3 years	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered) 2 years
ADDITIONAL (English, math or natural/physical science) 1 year	SOCIAL SCIENCE 2 years	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy) 4 years

DIVISION II

ENGLISH 3 years	MATH (Algebra I or higher) 2 years	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered) 2 years
ADDITIONAL (English, math or natural/physical science) 3 years	SOCIAL SCIENCE 2 years	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy) 4 years

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.

- Division I athletes must have a core course 2.3 GPA. Division II athletes must have a core course 2.2 GPA.
- Test score requirements for Division I and Division II athletes are determined using a sliding scale that takes into account the student-athletes' GPA. More information can be found [here](#).

Students-athletes are responsible for meeting ALL required testing requirements and paying any related fees. High School counselors can assist students with transcript requests and other related documentation.

No Pass, No Play-UIL Eligibility

University Interscholastic League (UIL) Academic Eligibility Requirements

Students must be eligible under no-pass, no-play. Extracurricular activities include public performances, contests, demonstrations, displays and club activities. An activity would be considered extracurricular if:

- the activity is competitive;
- the activity is held in conjunction with another activity that is considered 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;
- an admission price is charged.
- Exception: If a student is enrolled in a state-approved course in which they must demonstrate mastery of the TEKS in a public performance, then they may participate so long as the activity is not competitive, it is not held in conjunction with another activity that is competitive, and an admission price is not charged. For example, a theatre student may participate in a non-competitive, free presentation of a one-act play in which the public is invited to attend.

Accelerated Classes

- When students are enrolled in accelerated classes, which grant them the opportunity to earn credit during six school weeks and the school is using a six-week grading period and considers the semester to be six-weeks long, eligibility is determined by the cumulative report grade for the six weeks since the six weeks also constitutes a grading period.

Honors and Dual Credit

The following courses are identified as advanced and, as such, eligible for exemption as noted in section 33.081 of the Texas Education Code:

- Any College Board Advanced Placement (AP) Course or International Baccalaureate (IB) Course. and;
- Honors* and high school/college concurrent enrollment classes (that are included in Part One of the “Community College General Academic Course Guide Manual”) in the subject areas of English Language Arts, Mathematics, Science, Social Studies, Economics, or language other than English.
- Districts may identify Honors courses only in the subject areas of English language arts, mathematics, science, social studies, economics, or Languages Other than English as eligible for exemption. But districts must identify such courses prior to the semester in which any exemptions related to extracurricular activities occur.
- Districts are neither required to nor restricted from considering courses as Honors for the purpose of grade point average calculation.
- It is important to remember that school districts may voluntarily impose stricter standards than those cited in this document.

Basics of No Pass, No Play

- Must be passing all courses (except identified advanced classes).
- Students lose eligibility for a three-week period, which is defined as 15 class days. Exception: one but only one of the three school weeks may consist of only three or four class days, provided the school has been dismissed for a scheduled holiday period. Two class days does not constitute a school week. Exception: Thanksgiving if schools are on holiday Wednesday, Thursday, and Friday.
- School week begins at 12:01 a.m. on the first instructional day of the calendar week and ends at the close of instruction on the last instructional day of the calendar week (excluding holidays).
- Ineligible students must wait seven (7) calendar days after a three-week evaluation period and the grading period to regain eligibility.
- Students may regain eligibility an unlimited number of times throughout the school year. Passing means a minimum grade of 70 on all courses (except identified advanced classes).
- Note: Intersession can't be part of the 3-week evaluation process. All students are eligible during intersession.

Prerequisites

A student may not be enrolled in a course that has a required prerequisite unless:

The student has completed the prerequisite course(s);

- The student has demonstrated equivalent knowledge as determined by the district; or
- The student was already enrolled in the course in an out-of-state, an out-of-country, or a Texas nonpublic school and transferred to a Texas public school prior to successfully completing the course.

A district may award credit for a course a student completed without having met the prerequisites if the student completed the course in an out-of-state, an out-of-country, or a Texas nonpublic school where there was not a prerequisite.

Report Cards/ Progress Reports

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every 6 weeks.

At the end of the first three weeks of a grading period, parents will be mailed a written progress report. If the student receives a grade lower than 70 in any class or subject at the end of the grading period, the student will be required to attend tutorials until their grade is passing.

SAT, ACT, and Other Standardized Tests

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the TSI.

Tutoring

Please see your student's teacher's syllabus for information regarding tutoring.

Texas College Bridge

Texas College Bridge is an on-line curriculum that can serve as an alternate method to achieve college readiness in lieu of TSI. Students can complete the necessary courses during their junior or senior year. In order to receive credit, a student must score a 90 or better. This course will then be reflected as a pass/fail on the student's transcript. Please note that this TSI exemption only lasts two years, cannot be retaken, and may not apply to all colleges and universities. For a more complete description of this course, please see the T-MHS Course Description Guide.