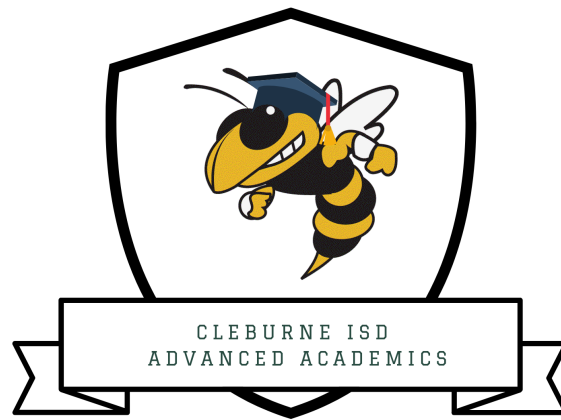


# **Cleburne ISD**

## **Gifted & Talented/Advanced Academics Education**



## **Gifted & Talented Contacts**

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# Gifted and Talented Program



## Introduction

According to Section 29.123 of the Texas Education Code, the Texas State Plan forms the basis of GT services and accountability. The plan offers an outline for services without prohibitive regulation. Districts are accountable for services as described in the “in compliance” column of the State Plan where performance measures are included for five aspects of GT service design. These standards reflect actions required in state law and/or SBOE rule.

In 1999, the 76<sup>th</sup> Texas Legislature introduced Rider 69, which spurred the initial development and ongoing refinement of the Texas Performance Standards Project for Gifted and Talented Students (TPSP) as a vehicle through which districts might address the state goal. With the TPSP and ongoing research to inform and improve practice, Texas educators are committed to meeting the unique needs of GT students and to expanding the ways to do so.

The two documents described above, the *Texas State Plan for the Education of Gifted and Talented Students*, (updated in 2019), and the *Texas Performance Standard Project for Gifted and Talented Students* (TPSP), guide the design of the Cleburne Independent School District program for gifted and talented learners.

The Texas Education Code 29.123 specifies that a “gifted and talented student” is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment.

## Identification & Assessment Procedures

Identifying students for the CISD GT (Gifted and Talented) program is accomplished through a comprehensive identification process consisting of three steps, nomination, assessment, and identification.

## A. Nomination

Students may be nominated for the gifted and talented program at any time by teachers, counselors, parents or other interested persons. Nominations are based on general abilities and Reading and/or Math MAP achievement percentiles that are 80th and above. English and Spanish nomination forms are available online or by contacting a campus GT teacher. Testing occurs two times per school year. Parents will be notified when the nomination form has been processed. At this time, the parent has the option to withdraw his/her child from the GT identification process. Written parental permission is required before screening/testing is begun. No student may be denied access to the GT Program on the basis of race, creed, or handicapping conditions. In order to increase representation, a variety of screening tools will be used to identify students within CISD.

All referral paperwork must be completed and totaled before turning in. Parents and teachers will have completed forms returned by the due date given on the parent letter.

## B. Assessment

Gifted and Talented assessment occurs 2 times per year in Cleburne ISD. Nominations in grades K – 6 and students new to the district are tested in mid year, and again at the end of the year. A calendar of the dates for these assessments is located on the CISD web page under curriculum and instruction/GT. Testing is ongoing during the year for grades 7 – 12 and when circumstances allow or any student is found to have a pronounced need for assessment.

Qualitative and quantitative data are collected through two or more measures and used to determine whether or not a student needs gifted/talented services. The following assessments are used:

- The Cognitive Abilities Test, (CoGAT), is used with all students in grades, k-12 who are referred for assessment. The CogAT Test measures the level and pattern of cognitive development of a student compared to age mates and grade mates. These general reasoning abilities, which start developing at birth and continue through early adulthood, are influenced by experiences gained both in and out of school. The CoGAT measures three different cognitive abilities.
  - The verbal section measures a child's ability to remember and transform sequences of English words, to understand them and to make inferences and judgments about them.
  - The quantitative section measures a child's understanding of basic quantitative concepts and relationships.

- The non-verbal section measures reasoning using pictures and geometric shapes. This section reduces the impact of language on the student's score.
- The composite score is a total score for all three batteries.
- The Northwest Evaluation Association, (NWEA), Measures of Academic Process, (MAP), is an academic aptitude test, designed to adapt to every student's level, regardless of age.
- American Reading Company, (ARC) produces the Independent Reading Level Assessment, (IRLA), and the Evaluación del nivel independiente de lectura, (ENIL). It is a formative assessment for reading in grades K - 12 that measures standards taught at each classroom level in English, IRLA, or Spanish, ENIL.
- Data is also gathered from Parent and Teacher Inventories.

By collecting data from several sources, the committee can determine both the cognitive ability and the academic level of each student, while the inventories give a clear picture of what the parent and teacher are observing in their environments. This collection of data determines whether or not a student requires Gifted and Talented services.

Students may be assessed only once during a twelve-month period. Nominations may be made by the GT teacher, classroom teacher, parent, peers, or student.

### C. Identification

A District GT Committee, composed of three GT Specialists and the GT Director, trained in the nature and needs and identification and assessment of gifted learners, reviews the student screening matrices. Using established criteria, students who qualify to receive GT services are identified. The campus GT Specialist then informs the parent of the results of the identification process by sending a notification letter. Participation in the gifted and talented program is voluntary and requires written parent permission to participate. Parent permission to participate is secured on the parent inventory.

## Appeal Process

After the District GT Committee reviews the student's testing results, a letter will be mailed home to the parent. If a parent desires to appeal the committee decision, he/she initiates the appeal by contacting the campus GT Specialist. A written appeal is required and must be submitted to the campus GT Specialist within 10 business days from the date on the letter. Additional assessment data and/or student information may be gathered and reviewed for a final decision.

## Transitions

### Furlough Procedures

A Furlough allows a student to take a "leave of absence" from the program for a specified reason and for a designated period of time without being Exited.

- A Furlough may be granted at the request of the student and/or parent.
- The campus GT Specialist meets with the student and parent to discuss the advisability of a furlough. The GT Specialist, parent and student must agree that a leave of absence will benefit the student.
- A "Gifted Education Program Furlough" form must be completed and must specify the beginning and ending date of the Furlough. The Furlough form requires the signatures of the parent, student, GT Specialist, principal, and district GT coordinator.
- A Furlough can be for no longer than one school year and no shorter than one semester.
- At the end of the Furlough, the student must re-enter or Exit the program.

Furloughs are considered on a case by case basis may be granted for the following:

- A student's long term illness which affects his/her performance and participation in the GT classroom or school attendance.
- A home or family crisis which affects a student's performance and participation in the GT classroom.
- An unavoidable schedule conflict.
- Lack of performance in the GT classroom that reflects negatively on the student's ability to produce work.
- Failure to participate in the district Advanced/AP program for GT students at the middle school or high school level. (Each student needs to take only 1 Advanced/AP class to keep GT status.)
- Lack of performance in regular classroom, making below a 70%.
- Excessive behavior issues in the GT classroom that hinder other students' ability to learn.
- Placement in DAEP.

If after the Furlough period, the student and family do not want the student returned to Active status, the parent will need to conference with the campus GT Specialist about Exit procedures.

### **Exit Procedures**

Exit from the GT program is usually only considered after a period of furlough or if a student elects not to participate at all in the middle school or high school Advanced/AP program. If an Exit from the program is being considered, the campus GT Specialist schedules a conference. At the conference, the student, the parent, and the GT Specialist will discuss the areas of concern and develop a plan for improvement.

State guidelines specify that no single criterion may be used to determine Exit from the gifted/talented program. If the improvement plan is not successful and/or the GT Specialist, parent, and principal agree that continued program participation would not benefit the student, the campus GT Specialist submits the signed Exit form to the district Director of GT for consideration.

A student who exits the GT program may apply for re-admittance no earlier than one year from his/her exit date. The student must have a full re-evaluation and qualify for re-admittance.

### **Transfer Procedures**

GT students who transfer within the district are placed in the gifted/talented program at the receiving school. All gifted/talented documentation should be included with the student's cumulative folder when it is sent to the receiving school. GT assessment data is also stored in Eduphoria.

Students transferring from a GT program in another school district or another state must provide documentation of GT qualification and participation. The student is initially placed at the principal's discretion pending review of records by the district GT committee. The district GT committee may request that a local GT evaluation be completed.

For military students, if the sending district is in a compact state, Senate Bill 90 requires that the receiving district initially honor GT placement based on current educational assessments conducted at the school in the sending state. This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.

## **Elementary Program Description**

### **Service Model**

Cleburne ISD serves the K-5<sup>th</sup> grade GT students in a pull-out classroom model. The pull-out model places GT students with a GT Specialist, who has had a minimum of 30 hours of professional learning in gifted education, for a recommended number of hours each week. Each year, the GT Specialists must receive 6 additional hours of gifted education training. GT students may or may not be placed in the same general education classroom, however they are provided opportunities to work with other GT students through the pull-out program. The students work on differentiated learning tasks and activities that are offered both through the TPSP curriculum and other resources for gifted education.

### **Curriculum and Instruction**

1. Cleburne ISD TEKS-based curriculum documents provide a guaranteed and viable curriculum based on research-based best practice models. Lessons are aligned with the state standards (Texas Essential Knowledge and Skills, TEKS) and meet the highest standards of rigor and relevance. Many differentiation strategies are embedded into the curriculum units.
2. The Texas Performance Standards Project (TPSP) is a statewide standards and assessment system used to capture the high levels of achievement of gifted/talented students. The goal of TPSP is for students to create work that reflects the professional quality that the *Texas State Plan for the Education of Gifted/Talented Students* requires. Student projects are TEKS-based and focus on the core content areas of English language arts, mathematics, science, and social studies with interdisciplinary connections. Students who successfully complete a project will demonstrate a deep understanding of at least one area of study in one of these disciplines.
  - One student-selected project is to be completed each school year.
  - The project is to be completed by the end of the first semester and presented either to a classroom of peers or at the GT Showcase.
  - Projects are scored by either teachers or judges using the six TPSP scoring dimensions:
    1. Content and Knowledge Skills
    2. Analysis and Synthesis
    3. Multiple Perspectives
    4. Research
    5. Communication
    6. Presentation of Learning



- Rubrics to evaluate the projects are used in conjunction with the TPSP resources.
3. Teacher-guided units of research and study – The elementary gifted and talented Specialists plan units in the four core areas addressing the development of 21<sup>st</sup> century skills: research skills, communication skills, digital literacy, critical and creative thinking. Students also participate in a teacher-guided art unit, studying art from different cultures and producing artwork for the multicultural fair in March each school year.

## **Secondary Program Description**

### **Service Model**

GT students in grades 6 – 12 are served in subject specific classes including Advanced, AP, and Dual Credit courses for math, science, language arts, and social studies. AP courses are also available in foreign languages and fine arts. Students are also served through middle school robotics and some high school CTE courses. These courses are full-time inclusion courses with peers who may or may not be identified as Gifted and Talented. Students are placed in the appropriate course with a highly qualified teacher who has professional development in Advanced, AP or Dual Credit instruction as well as a minimum of 30 hours of professional learning in gifted education. Each year, the GT teacher must receive an additional 6 hours of gifted education training.

### **Curriculum and Instruction**

1. Cleburne ISD TEKS-based curriculum documents provide a guaranteed and viable curriculum based on research-based best practice models. Lessons are aligned with the state standards (Texas Essential Knowledge and Skills, TEKS) and meet the highest standards of rigor and relevance. Many differentiation strategies are embedded in the curriculum document units.
2. In middle school, the Advanced program provides a guaranteed and viable curriculum based on research-based, best practice models. Lessons are aligned with state and national standards and meet collegial standards of rigor and relevance. Many differentiation strategies are embedded in each program and GT teachers are trained to differentiate the curriculum by incorporating depth and complexity as well as Blooms, Costas, or DOK levels to enhance instruction with greater depth, complexity, and challenge.
3. In high school, the Advanced/AP and dual credit programs provide a guaranteed and viable curriculum based on research-based, best practice models. Lessons are aligned with state and national standards and meet collegial standards of rigor and relevance. Many differentiation strategies are embedded in each program and GT teachers are trained to differentiate the curriculum by incorporating depth and complexity as well as Blooms,

Costas, or DOK levels to enhance instruction with greater depth, complexity, and challenge.

## **Parent Involvement**

An important component of the CISD Gifted and Talented Program is parent involvement. Parents of GT students are invited and encouraged to be involved with events and activities within the GT program.

CISD will provide an elementary parent orientation during the first semester. Throughout the year, parent meetings and events on each campus will offer opportunities to showcase student work and to highlight topics of interest to parents and students. Elementary GT teachers also send out weekly newsletters to parents to communicate instructional focus, needs of the classroom, upcoming events, and student success.

## **Parent Involvement in Scheduling**

The middle school and high school campuses will meet with GT students in planning the student's schedule and orienting students and parents to program offerings as needed. This is typically done through scheduling appointments with the counseling center at the middle school or high school campuses.

## **GT Advisory Committee**

The GT Advisory Committee is composed of parents, teachers, and community members who support the GT Program at CISD. The GT Advisory Committee audits the gifted and talented program annually using the Texas State Plan for the Education of Gifted and Talented students to make recommendations for improvement. The committee is apprised of things going on in GT Identification and Assessment, professional development, and curriculum and instruction.

# **CISD GT Performance Indicators for K-12 Students**

This framework is aligned with the TEKS, 21<sup>st</sup> Century Skills Framework, and the Texas College and Career Readiness Standards

<p style="text-align: center;"><b>Communication</b></p> <ul style="list-style-type: none"><li>● Determine how multiple forms of communication require the use of different knowledge and skills.</li><li>● Develop and formally use language to express ideas and thinking from different perspectives.</li><li>● Communicate information and ideas effectively to multiple audiences using a variety of media and formats.</li><li>● Use technology to communicate and display findings clearly.</li></ul>	<p style="text-align: center;"><b>Critical Thinking</b></p> <ul style="list-style-type: none"><li>● Make connections using sources of information from multiple perspectives.</li><li>● Relate facts gathered from a series of observations to a concept or big idea.</li><li>● Collect and analyze data from a variety of sources and media.</li><li>● Plan and manage activities to develop a solution or complete a project.</li><li>● Identify and define authentic problems and significant questions for investigation.</li></ul>
<p style="text-align: center;"><b>Creative Thinking</b></p> <ul style="list-style-type: none"><li>● Apply existing knowledge to generate new ideas, products or processes.</li><li>● Show fluency, flexibility, originality and elaboration in generating and presenting ideas.</li><li>● Create original works for personal or group expression.</li></ul>	<p style="text-align: center;"><b>Research</b></p> <ul style="list-style-type: none"><li>● Plan strategies to guide inquiry.</li><li>● Organize and evaluate information using graphic organizers.</li><li>● Use a variety of sources and media to collect and analyze factual information for individual or group research projects.</li><li>● Process data using digital tools and report results.</li></ul>



## **Advanced Placement**

### **Mission**

College Board's mission is to connect students to college success & opportunity. The Advanced Placement (AP) program achieves this by enabling willing & prepared students to pursue college-level studies while still in high school with the opportunity to earn college credit through the AP test.

### **Goals**

The goal of the Advanced Placement (AP) program is to build academically prepared students who will learn how to:

- Examine texts critically
- Interpret data
- Evaluate evidence
- Construct solid arguments
- See multiple sides of an issue

### **Cost Structure**

Each AP test costs \$98.00. Cleburne ISD will assist in the cost of student AP tests. Students will pay \$40.00 per test taken. Students who qualify for free/reduced lunch will qualify for a reduced test cost (\$15.00) in keeping with College Board's access policies.

Students will register to test in the Fall semester of the course but will not pay for the test until the Spring semester when the test is taken.

### **Admission Procedures**

There is no application in order to enroll in AP courses. College Board has an open access philosophy to their courses & are invited to enroll in courses through their counselor during course registration or during the schedule change period.

### **Student Expectations**

Students enrolled in AP classes are enrolled in entry-level college course work. As such, the level of rigor in AP courses is higher than those in standard academic courses. Students who enroll in AP courses are expected to remain in those courses through the duration of the school year with the understanding that AP courses require work of great depth & complexity that may require work outside of class and attendance in tutorials. Students should consider the amount of time they will need to spend on their coursework when making course registration decisions. Students enrolled in AP

courses are expected to take the corresponding AP test for that course. Exposure to the AP test, even if the student does not receive a passing score, is proven to greatly increase the likelihood of that student earning a college degree.

Students in AP courses will:

- Carefully review the course description(s) to ensure proper understanding of the course
- Commit to daily academic action & regular attendance at tutorials as needed
- Exhibit academic honesty in all of their coursework
- Think critically, creatively & independently as needed
- Engage in research designed to increase academic language & content knowledge
- Utilize district technology resources in research & communication

### **Continuation in the program**

Students are free to enroll in AP courses during course registration & during the schedule change period. Students wishing to continue in AP courses need to enroll in AP courses with their counselor during the course registration or schedule change period.

### **Exiting Procedures**

Students wishing to exit an AP course are encouraged to exhaust all academic options before pursuing withdrawal from the course. Students will be withdrawn from AP courses during the schedule change period & at the end of the grading period. For courses in which there is no direct standard academic equivalent (i.e. AP Music Theory), students will be withdrawn at the end of the semester. Students may initiate the drop process by procuring an AP Exit form from their counselor. Prior to being withdrawn, students will be asked to:

- Conference with their AP teacher about academic options (tutorial attendance, re-takes, reading strategies, etc.)
- Conference with their parent about their intent to withdraw (only after exhausting all academic options)
- Conference with the Associate Principal about the academic reasoning for their withdrawal request
- Conference with their counselor about their withdrawal request & schedule change options

### **Teacher Expectations**

Teachers of AP courses are expected to teach entry-level college courses. As such, the level of rigor in AP courses is higher than those in standard academic courses.

Teachers of AP courses should focus their instruction on reinforcing AP exams expectations in efforts to increase student success on the AP exam that corresponds to

their course. AP teachers are expected to assign reading, writing & other assignments that require students to think creatively & critically.

AP teachers will use the formative assessments provided by College Board to monitor the progress & understanding of their students. AP teachers will also create systems in their class to correlate class grades to expected AP test performance outcomes.

When AP scores are released AP teachers will be expected to review their Instructional Planning Report (IPR) & set goals for the upcoming year based on IPR data. AP teacher goals will be shared with the Associate principal each year.

In order to ensure that students are receiving the most innovative & timely instruction possible, AP teachers are expected to attend the AP Summer Institute (APSI) on a rotation basis. Because of the breadth & depth of AP courses, it may be necessary for the AP teacher to hold study sessions outside of regular class instruction. These sessions may occur before or after school or on a non-school day. Study sessions should be accessible to students & should not conflict due to other school activities.

## **Frequently Asked Questions about AP**

### *What is AP?*

- Since its inception in 1955, the Advanced Placement (AP) program has allowed millions of students to take college-level courses & exams to earn college credit while still in high school.
- AP courses are available in all core areas of content as well as foreign language & fine arts. For a complete listing of AP courses & course descriptions please visit the Cleburne High School Course Guide.

### [Secondary Course Description Guides Webpage](#)

### *Why should I take AP courses?*

- Taking an AP course means studying a subject at great depth & detail while also allowing you to potentially earn college credit.
- Having a transcript of rigorous coursework is favorable for college admissions.
- Earning college credit while in high school means reduced costs while in college.
- Engaging in AP coursework will improve your skills in writing, problem solving & time management, which are all necessary skills to college success.

### *How does taking an AP course help me with college admissions?*

- Colleges & universities want to see that students took challenging coursework at their high school campus.
- 85% of selective colleges & universities report that a student's AP experience favorably impacts their admissions decisions.

- Seeing AP coursework on a high school transcript means that the student is a hard-working, dedicated student capable of learning at a collegiate level.

*How does taking an AP course affect my GPA?*

- AP courses are weighted in the calculation of student GPA & are thus calculated on the weighted system.



## **Dual Credit**

### **Mission**

Hill College provides high quality, comprehensive educational programs & services. The college enhances the educational, cultural & economic development of its service area & prepares individuals for a more productive life. Dual credit provides affordable access to post-secondary education for high school students, offering a pathway for their educational & career goals.

### **Goals**

- Provide students access to college-level course work while still in high school
- Provide opportunity for students to earn college credit for coursework while still in high school
- Enable students to think critically, research & problem solve at a collegiate level

### **Cost Structure**

Cleburne ISD will incur the cost of one dual credit course per student per semester. Any additional courses will be taken at the expense of the student/parent. Hill College's tuition is currently listed at a rate of \$133.00 per credit hour & subject to change without notice..

### **Admission Procedures**

Students must apply for admission to Hill College as a dual credit student. Students need to apply through the ApplyTexas application portal at [www.applytexas.org](http://www.applytexas.org).

Students will also be expected to take & pass the appropriate section(s) of the Texas Success Initiative Assessment (TSIA) test in order to be allowed to enroll in a dual credit course. Failure to pass the appropriate section(s) of the TSIA will result in removal from the course. Students may also qualify for an exemption from the TSIA due to scores on the SAT, ACT or EOC. For more information regarding TSIA exemption please visit the [Hill College Dual Credit webpage](#).

Cleburne High School offers the TSIA annually to dual credit students one time, free of cost. If the student does not pass the appropriate section(s) of the TSIA, they may retest at the Hill College Testing Center. Testing at the Hill College Testing Center requires an appointment & costs \$39.00 to test. For more information about testing please visit the [Hill College Testing Center webpage](#).



## **Student Expectations**

Students enrolled in dual credit courses are college students & are expected to turn in work that is of collegiate quality. Dual credit instructors, whether they are embedded on the Cleburne High School campus or adjunct from the Johnson County Campus, expect dual credit students to work at a college level & turn in college level products. Dual credit students need to consider the amount of time they will need to spend on their coursework when making course registration decisions. Students enrolled in dual credit courses are expected to earn college credit for the courses in which they are enrolled.

Students in dual credit courses will:

- Carefully review the course description(s) to ensure proper understanding of the course
- Commit to daily academic action & regular attendance at tutorials as needed
- Exhibit academic honesty in all of their coursework
- Think critically, creatively & independently as needed
- Engage in research designed to increase academic language & content knowledge
- Utilize district & college technology resources in research & communication

## **Continuation in the program**

Students wishing to continue in dual credit courses must register for dual credit courses in two places: with their high school counselor during course registration & online through their MyRebel portal. Failure to register through both the counselor & MyRebel will result in students not being registered for the dual credit course.

Students need to be mindful of the Hill College academic calendar when choosing to register for dual credit courses. The Hill College academic calendar is separate from the Cleburne ISD academic calendar and once a Hill College deadline has passed Cleburne ISD may not register a student for a dual credit course. The Hill College academic calendar can be found at the bottom of the [Hill College homepage](#).

## **Exiting Procedures**

Students wishing to exit a dual credit course are encouraged to exhaust all academic options before pursuing withdrawal from the course. If a student must withdraw from a dual credit course it is highly encouraged that students consult with the Hill College academic calendar to learn about tuition & fee reimbursement. If Cleburne ISD has paid for a student to enroll in a dual credit course & the student drops the course after the last day for full reimbursement, then that student will owe Cleburne ISD the cost of tuition & fees lost in the drop process. Furthermore, students owing Cleburne ISD for dual credit course costs will not be allowed to enroll in future dual credit coursework

until they have paid the district their outstanding dual credit fees. It is imperative that students & parents pay close attention to Hill College's academic calendar when considering withdrawing from a course. The Hill College academic calendar can be found at the bottom of the [Hill College homepage](#).

Students may initiate the drop process by procuring a Dual Credit Exit form from their counselor. Prior to being withdrawn, students will be asked to:

- Conference with their Dual Credit teacher about academic options (tutorial attendance, re-takes, reading strategies, etc.)
- Conference with their parent about their intent to withdraw (only after exhausting all academic options)
- Conference with the Associate Principal about the academic reasoning for their withdrawal request
- Conference with their counselor about their withdrawal request & schedule change options

## Teacher Expectations

Teachers of dual credit courses must hold a Master's degree or Doctorate degree with at least 18 hours of coursework in the area specific to the dual credit course. As such, all dual credit teachers, whether embedded on the Cleburne High School campus or sent to campus via adjunct, must be credentialed through Hill College.

Teachers of dual credit courses are expected to teach college-level courses. The level of rigor in dual credit courses is higher than those in standard academic courses. Teachers of dual credit coursework should focus their instruction on reinforcing the Student Learning Objectives (SLO's) provided by Hill College & approved by the Southern Association of Colleges & Schools (SACS). Dual credit teachers are expected to assign reading, writing & other assignments that require students to think creatively & critically.

Dual credit teachers are expected to maintain regular contact with their department chairs at Hill College & use course materials recommended by Hill College. Dual credit teachers are expected to review their passing rates on exams & in courses & set goals for the upcoming year based on exam & course passing rate data. Dual credit goals will be shared with the Associate principal each year.

## FAQ

What is dual credit?

- Dual credit courses are college-credit bearing courses that students may take while still enrolled in high school.
- Students in dual credit courses will be simultaneously enrolled in a high school course & a college course that are both taught by the same instructor.
- Dual credit courses are available in all core areas of content as well as foreign language. For a complete listing of dual courses & course descriptions please visit the [Secondary Course Description Guides Webpage](#).

Why should I take dual credit courses?

- Taking dual credit courses in high school will expose students to college level work.
- If a student passes a dual credit course, then they earn college credit for the course!
- Earning college credits in high school means reduced costs in college.
- Enrollment in a dual credit course means exposure to collegiate expectations & coursework.

How does taking a dual credit course help me with college admissions?

- Colleges & universities want to see that students took challenging coursework at their high school campus.
- Seeing dual credit coursework on a high school transcript means that the student is a hard-working, dedicated student capable of learning at a collegiate level.
- Earned dual credits tells admissions officials that a student can handle college-level work and has likely passed the TSIA.

How does taking a dual course affect my GPA?

- Dual credit courses are zero weighted as thus do not factor into a student's GPA.



## **OnRamps**

### **Mission**

OnRamps mission is to increase the number & diversity of students who engage in learning experiences aligned with the expectations of leading research universities. Founded in 2011, UT OnRamps models their courses on four pillars: meeting college standards, innovative pedagogy, technology-enhanced education & aligned college experiences.

### **Goals**

- Offer high-quality courses for students to engage in authentic college experiences
- Provide on-going development that supports quality of instruction
- Provide students the opportunity to earn college-level credit while still enrolled in high school

### **Cost Structure**

Cleburne ISD will incur the cost of one OnRamps course per student per semester. Any additional courses will be taken at the expense of the student/parent. OnRamps charges \$149.00 per course per semester. Students who qualify for free/reduced lunch will pay a reduced cost of \$99.00 per course per semester. OnRamps funding is subsidized by the Texas State Legislature & so prices for courses are dependent on subsidy funding. Pricing for course may change without notice.

### **Admission Procedures**

There is no application or required testing in order to enroll in OnRamps courses. OnRamps encourages all students to enroll in their courses in order to “experience college before college”. Students are invited to enroll in courses through their counselor during course registration. Students will enroll in the course with the University of Texas during the course with their high school instructor.

Because OnRamps courses require seat caps, students will not be allowed to move into OnRamps courses after course registration unless there is room in the course.

## **Student Expectations**

Students enrolled in OnRamps courses are enrolled in both a high school course and a college course. Their high school course is taught by a Cleburne High School teacher who engages in on-going professional learning & collaboration with their professor counterpart at the University of Texas. That same professor at the University of Texas teaches the college course. Students enrolled in OnRamps courses are expected to engage in the course at a collegiate level & turn in work that is collegiate quality work. OnRamps students need to consider the amount of time they will need to spend on their coursework when making course registration decisions. Students enrolled in an OnRamps course are expected to earn & accept the college credit for the courses in which they are enrolled.

Students in OnRamps courses will:

- Carefully review the course description(s) to ensure proper understanding of the course
- Commit to daily academic action & regular attendance at tutorials as needed
- Exhibit academic honesty in all of their coursework
- Think critically, creatively & independently as needed
- Engage in research designed to increase academic language & content knowledge
- Utilize district & university technology resources in research & communication

## **Continuation in the program**

Students are free to enroll in OnRamps courses during course registration. Students wishing to continue in OnRamps courses need to enroll in those courses with their counselor during the course registration.

## **Exiting Procedures**

Students wishing to exit an OnRamps course are encouraged to exhaust all academic options before pursuing withdrawal from the course. Students will be withdrawn from OnRamps courses during the schedule change period & at the end of the grading period. Students may initiate the drop process by procuring an OnRamps Exit form from their counselor. Prior to being withdrawn, students will be asked to:

- Conference with their OnRamps teacher about academic options (tutorial attendance, re-takes, reading strategies, etc.)
- Conference with their parent about their intent to withdraw (only after exhausting all academic options)
- Conference with the Associate Principal about the academic reasoning for their withdrawal request
- Conference with their counselor about their withdrawal request & schedule change options

It is important to note that students must also withdraw from the course through the University of Texas' Canvas learning management system in addition to withdrawing

with their counselor. Failure to withdraw with the University of Texas will result in continued enrollment in the course & the receipt of a failing course grade.

### **Teacher Expectations**

Teachers of OnRamps courses are expected to teach entry-level college courses. As such, the level of rigor in OnRamps courses is higher than those in standard academic courses. Teachers of OnRamps courses should focus their instruction on supporting the learning & learning objectives of the college course. OnRamps teachers are expected to assign reading, writing & other assignments that require students to think creatively & critically.

OnRamps teachers are supported with curriculum &, depending on the type of course offered, assessment systems for student work. OnRamps teachers are expected to use these systems to assess student work. In order to teach an OnRamps course, the teacher must be credentialed through OnRamps program directors. OnRamps teachers are also required to submit videos of teaching samples to OnRamps for on-going design & delivery coaching throughout the semester.

Furthermore, OnRamps requires on-going professional learning both in the summer as well as during the school year. OnRamps teachers are required to attend this professional learning annually in order to be credentialed to teach the OnRamps course.

OnRamps will share student progress data with Cleburne ISD, which will be shared with the OnRamps teacher. The OnRamps teacher will assess student progress data annually & set goals for the upcoming year based on shared student progress data. OnRamps teacher goals will be shared with the Associate principal each year.

### **FAQ**

What is OnRamps?

- OnRamps courses are college-level courses offered through the University of Texas that allow high school students to earn college credit while still in high school
- OnRamps courses allow students the option to accept or decline the University of Texas grade earned for an OnRamps course. If the grade is accepted, it will appear on the student's University of Texas transcript. If a grade is declined it will disappear- it will not be recorded on the student's UT transcript.
- Dual credit courses are available in all core areas of content. For a complete listing of dual courses & course descriptions please visit the [Secondary Course Description Guides Webpage](#).

Why should I take OnRamps courses?

- Engaging in an OnRamps course will truly expose students to leading research university level coursework.
- The students get to choose whether or not to accept the college credit. So, if the student believes their grade is not likely to transfer to another university they can reject the grade.
- If a student accepts their UT grade, they earn college credit!
- Earning college credits in high school means reduced costs in college.

How does taking an OnRamps course help me with college admissions?

- Colleges & universities want to see that students took challenging coursework at their high school campus.
- Seeing OnRamps coursework on a high school transcript means that the student is a hard-working, dedicated student capable of learning at a four-year university level.
- Earned OnRamps credits tells admissions officials that a student can handle university-level work.

How does taking an OnRamps course affect my GPA?

- OnRamps courses are zero weighted as thus do not factor into a student's GPA.





### **Mission**

The mission of McMurry University is to provide a Christian liberal arts and professional education that prepares students for a fulfilling life of leadership and service.

### **Goals**

- Provide students access to college-level course work while still in high school
- Provide opportunity for students to earn college credit for coursework while still in high school
- Enable students to think critically, research & problem solve at a collegiate level

### **Cost Structure**

Cleburne ISD will incur the cost of one dual credit course per student per semester. Any additional courses will be taken at the expense of the student/parent. McMurry's tuition is currently listed at a rate of \$200 per course and is subject to change without notice..

### **Admission Procedures**

Students must apply for admission to McMurry University as a dual credit student.

### **Student Expectations**

Students enrolled in dual credit courses are college students & are expected to turn in work that is of collegiate quality. Dual credit instructors, whether they are embedded on the Cleburne High School campus or adjunct from McMurry, expect dual credit students to work at a college level & turn in college level products. Dual credit students need to consider the amount of time they will need to spend on their coursework when making course registration decisions. Students enrolled in dual credit courses are expected to earn college credit for the courses in which they are enrolled.

Students in dual credit courses will:

- Carefully review the course description(s) to ensure proper understanding of the course
- Commit to daily academic action & regular attendance at tutorials as needed
- Exhibit academic honesty in all of their coursework
- Think critically, creatively & independently as needed

- Engage in research designed to increase academic language & content knowledge
- Utilize district & college technology resources in research & communication

### **Continuation in the program**

Students wishing to continue in dual credit courses must register for dual credit courses with their high school counselor.

### **Exiting Procedures**

Students wishing to exit a dual credit course are encouraged to exhaust all academic options before pursuing withdrawal from the course. If Cleburne ISD has paid for a student to enroll in a dual credit course & the student drops the course after the last day for full reimbursement, then that student will owe Cleburne ISD the cost of tuition & fees lost in the drop process. Furthermore, students owing Cleburne ISD for dual credit course costs will not be allowed to enroll in future dual credit coursework until they have paid the district their outstanding dual credit fees.

Students may initiate the drop process by procuring a Dual Credit Exit form from their counselor. Prior to being withdrawn, students will be asked to:

- Conference with their Dual Credit teacher about academic options (tutorial attendance, re-takes, reading strategies, etc.)
- Conference with their parent about their intent to withdraw (only after exhausting all academic options)
- Conference with the Associate Principal about the academic reasoning for their withdrawal request
- Conference with their counselor about their withdrawal request & schedule change options

## **Glossary**

**ACT-** Originally founded as American College Testing (ACT), this college entrance exam is a tool used by many college admissions offices to determine an applicant's admission status. Receiving a composite score of 23 & an English score of 19 on the ACT exempts a student from taking the TSIA.

**Advanced Academics-** courses for which students at the elementary level are working at an accelerated pace & for which students at the secondary level may earn college credit or prepare to earn college credit (i.e. Pre-AP to AP). Teachers of advanced academics courses are required to hold an advanced degree (Master's or Doctorate) or complete on-going, college or university led professional learning.

**Advanced Placement-** Founded in 1955 as a way for high school students to earn college credit, Advanced Placement (or AP) are courses in which there is great depth & complexity and for which students may earn college credit by testing at the end of the academic year (May). If a student receives a score of 3, 4, or 5 on their AP test then they have earned college credit for the course.

**ApplyTexas-** this website is a suite of application for Texas public colleges & universities. Students may enter their generic information (name, date of birth, etc.) into the application suite & it will be automatically applied to any applications the student wishes to send within the suite. Dual credit students use ApplyTexas to apply to become a Hill College dual credit student.

**College Board-** the governing board over the PSAT, SAT & AP programs. College Board is responsible for the development & dissemination of exams & preparation materials for their various programs.

**Dual Credit-** a course for which the student is enrolled in which the teacher of record is both their high school instructor and their college instructor. Students enrolled in dual credit courses have the opportunity to earn college credit if they earn a passing grade in their dual credit course.

**EOC-** The End of Course Exam (EOC) is a test mandated by the State of Texas in order to graduate from a Texas public high school. Earning a meets or masters level on the English 2 EOC with at least a score of 4000 exempts a student from taking the TSIA.

**Giftedness-** a child or youth who performs at or shows the potential for performing at a remarkably 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.

**Hill College Academic Calendar-** the calendar set by Hill College annually that determines course begin & end dates as well as drop dates. Tuition & fee schedules & reimbursements are tied to the academic calendar. All students should check the academic calendar before enrolling in or withdrawing from a course to understand how enrolling or withdrawing will affect them academically and financially.

**MyRebel-** the portal through which all Hill College students may enroll & withdraw from courses. MyRebel is also the place in which students may find their account balance & pay their tuition bill.

**Rigor-** an environment in which students are expected to learn at high levels & are supported so that they may learn at high levels. Teachers of rigorous courses must be fluent in content knowledge & pedagogy.

**SAT-** Founded as the Scholastic Aptitude Test (SAT), this college entrance exam is a tool built by College Board & used by many college admissions offices to determine an applicant's admission status. Receiving a minimum score of 1070 with an evidence based reading score of 480 or better & a math score of 500 or better exempts a student from taking the TSIA.

**TSIA-** The Texas Success Initiative Assessment is designed to measure a student's level of readiness for entry level college work. All students attending Texas colleges & universities are required to TSIA test prior to enrollment unless they meet exemption guidelines through their SAT, ACT or EOC scores.

## **Forms**

The following forms are included for reference only. If a student is needing to use one of these forms, it is strongly recommended that the student consult with their counselor as use of any of these forms has academic implications. The forms are ordered as follows:

### **AP Forms**

Advanced, AP Contract

AP Exam Pledge

AP Exam Opt-out Form

Advanced, AP Exit Form

### **Dual Credit & OnRamps Forms**

Dual Credit Permission Form

Dual Credit/OnRamps Contract

Dual Credit/OnRamps Exit Form

Advising Record Form

Concurrent Required Course Form



## Advanced/AP Contract

**Student Name** \_\_\_\_\_  
**Student ID** \_\_\_\_\_

**Date** \_\_\_\_\_  
**DOB** \_\_\_\_\_

### Advanced/ AP Courses Enrolled

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In the Advanced Placement Program (AP), Advanced refers to a set of skills and competencies that are needed for success in Advanced Placement classes and college. Advanced/AP classes operate at rigorous academic levels. The middle and high school years can provide a powerful opportunity to help students acquire the knowledge, concepts, and skills needed to engage in a higher learning level.

### Indicators for Success

Advanced/AP courses are open to any student wishing to enroll. In order to assist with placement decisions, indicators for success have been identified to provide a profile of students who typically experience success in Advanced/AP courses.

Student Profile:

- Completion of prerequisite coursework (ex. summer reading or summer project)
- Successful performance in previous related content area courses and/or related courses

(Example: math and science relate; English and social studies relate)

- Reading on or above grade level
- Strong study skills and sufficient self-motivation to persevere when faced with challenging material or a more rapid pace of instruction
- Proficient oral and written communication skills
- Self-discipline to plan, organize, and carry through tasks to completion
- Interest and self-directedness in the Advanced/AP course

An Advanced/AP course will require more rigorous work outside of class for successful completion of the course. Students considering an Advanced/AP course should examine recommendations from AP Potential through their most recent PSAT score results. Students should carefully evaluate the time commitments and priorities of extracurricular and community activities as they consider the number of Advanced/AP courses for their schedules.

**Exit guidelines for Pre-AP/AP Courses**

Students petitioning to exit an Advanced or AP course must conference with the teacher and complete course assignments and/or attend tutorials. The petition may or may not be granted by the campus administrator. Granting the petition is based on input from the teacher, student performance, availability of space in other courses, and the timing of the request. Students who elect to take an AP course for which there is no academic equivalent will be required to remain in the course until the end of the semester.

Please Note: When a student exits from an Advanced/AP course, all grades earned in that course follow the student to the other course, including the summer reading grades if applicable.

**Student Agreement**

I have read the information and expectations for the CISD Advanced/AP course(s). I agree to organize my time and efforts to meet the academic challenges of the course. I will request help and attend tutorials if I fall behind in class assignments or have difficulty with the coursework. I understand that my success in a Advanced/AP course is my responsibility.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**Parent Agreement**

I have read the information and expectations for the CISD Pre-AP/AP course(s). I agree to support and encourage my son/daughter in his/her endeavors in the course(s). I will notify the teacher immediately of any concerns I have relating to my child’s progress.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\*Students and parents will sign one contract for all Advanced/AP courses



## AP Exam Pledge

Cleburne ISD believes in the academic ability of its students and provides the opportunity for all Advanced Placement students to earn college credit by incurring a partial cost of every student's AP exam. It is crucial that students understand the importance of taking the AP exam for every AP class in which they are enrolled.

Students who fail to appear for a paid AP exam are responsible for reimbursing the district the cost of the unused exam fee charged by the College Board, \$40.00.

I, \_\_\_\_\_, fully understand the expectation for me to take the AP exam for each AP course in which I am enrolled. I further understand that Cleburne ISD pays part of the cost for all AP exams I take. I agree to allow Cleburne ISD to purchase exams on my behalf & understand that my failure to appear for the AP exam on the day of the test will result in the district seeking reimbursement for the cost of the unused test.

---

Student Name

Date

---

Student Signature

---

Parent Name

Date

---

Parent Signature





### AP Exam Opt-Out Form

**Student Name** \_\_\_\_\_

**Date** \_\_\_\_\_

**Student ID** \_\_\_\_\_

**DOB** \_\_\_\_\_

**Exam student is opting out of taking:**

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Students enrolled in Advanced Placement (AP) courses are expected to take the AP exam for courses in which they have enrolled. Opting out of taking the AP exam must first be approved by the AP Teacher, Associate Principal, & parent of the student before a student's exam registration is changed in the College Board's AP exam portal. Failure to opt out of the AP exam before the College Board's deadline (October 4<sup>th</sup>) will result in fees to be paid by the student.

The student opting-out of the exam has conferenced with the appropriate AP teacher & both parties agree that the student will not take the AP exam.

**Teacher Signature** \_\_\_\_\_

Associate Principal has conferenced with student about the AP exam & its importance in earning the student college credit while enrolled in high school.

**Associate/ Assistant Principal Signature** \_\_\_\_\_

As parent of the student, I have gathered information and spoken with the student and teacher about reasons for agreeing to allow my student to opt out of taking the AP exam.

**Parent Signature** \_\_\_\_\_

I, the student, understand that students enrolled in AP courses are expected to take the AP exam. I understand that opting out of the exam does not exit me from the course nor does it excuse me from completing all class assignments. I understand that I may still take online practice exams & still engage in test preparation as a result of being enrolled in the course.

**Student Signature** \_\_\_\_\_



### Advanced/AP Exit Form

**Student Name** \_\_\_\_\_

**Date** \_\_\_\_\_

**Student ID** \_\_\_\_\_

**DOB** \_\_\_\_\_

#### Course Student is Petitioning to Exit

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Students petitioning to exit a Advanced/AP course must conference with the teacher, complete course assignments and/or attend tutorials. The petition may or may not be granted by the parent, teacher, or counselor. Granting the petition is based on input from the teacher, student performance, availability of space in other courses, and the timing of the request. When a student exits from a Advanced/AP course, all grades earned in that course follow the student to the other course, including the summer reading grades if applicable.

The student petitioning for exit from the course has completed a conference with the teacher and has exhausted all academic options for success (tutorials, re-takes, corrections, etc.).

**Teacher Signature** \_\_\_\_\_

Associate (CHS) or Assistant (WMS) Principal has conferenced with student about the course, options recommended & pursued by the teacher & academic implications for exiting the course.

**Associate/Assistant Principal Signature** \_\_\_\_\_

As parent of the student, I have gathered information and spoken with the student and teacher about reasons for agreeing to the exit petition.

**Parent Signature** \_\_\_\_\_

I, the student, understand that exiting this course may have academic implications & may affect my GPA and/or class rank. I understand that I will enter into a standard course & am responsible for all coursework for the course in which I am entering.

**Student Signature** \_\_\_\_\_

The student has completed the steps necessary for the schedule change.

**Counselor Signature** \_\_\_\_\_



## Hill College Dual Credit/ Concurrent Permission Form

Hill College offers college-level academic and workforce education course options for dual/concurrent credit. High School students meeting Hill College requirements may register in the courses to receive college and high school credit simultaneously. A high school principal or designee (counselor, vice principal, or principal) and parent must approve this form before a student will be eligible to register in dual/concurrent credit course(s).

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Hill College Student ID or Social Security Number: \_\_\_\_\_

Name of High School: \_\_\_\_\_ Expected Date of HS Graduation: \_\_\_\_\_

Current Grade Level in HS: \_\_\_\_\_ Semester and Year Entering:  Fall  Spring  
 Summer

### **Part 1: Family Educational Rights and Privacy Act of 1974 as Amended (FERPA) (Must be completed by Student)**

The Family Educational Rights and Privacy Act of 1974, as Amended (FERPA), established the privacy rights of students with regard to educational records. The act makes provision for inspection, review and amendment of educational records by the student and requires, in most instances, prior consent from the student for disclosure of such records to third parties. In compliance with the Family Educational Rights and Privacy Act 1974, as amended, information classified as “directory information” may be disclosed to the general public without prior written consent from a student unless the Hill College Student Information Services is notified in writing by the student before the census date of the term. Your request may be accepted after these deadlines, but Hill College will not be responsible for the release of Directory Information prior to receiving the Request to Withhold Directory Information in Student Information Services. It is important that you understand the ramifications of requesting that Directory Information be withheld. Any future requests for such information from non-institutional persons or organizations will be refused. For example, Hill College will not be able to verify a degree earned or your enrollment for possible employment, insurance purposes without a signed and dated release of information accompanying the request. If you graduate, the withhold directory flag will remain on your records after graduation. This statement of nondisclosure will remain on your records unless you cancel your request to withhold directory information. Should you request directory information withheld, you may at any time rescind the release of directory or non-directory information. The act applies to all persons formerly and currently enrolled at an educational institution, regardless of their age or dependency status. For additional information, please consult the Hill College Student Handbook.

**\*\*I hereby give permission for Hill College personnel to provide information concerning all aspects of my academic record as well as business office payment information to the person(s)**

identified below—either orally, in writing, or in person. **(This waiver allows us to communicate to a parent or guardian.)**

**PERSON(S) TO WHOM INFORMATION MAY BE RELEASED:**

Printed Name of Individual to Receive Student Information: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

Contact Phone for Individual: \_\_\_\_\_ Email Address: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

This waiver will be in effect until rescinded in writing by the student.

**Part 2: Consent to Access TSI Scores Taken at another Institution and/or High School**

I am requesting that the Hill College Testing Center use the Accuplacer Cross Institutional Reporting feature to retrieve my Texas Success Initiative (TSI) scores for admission and registration purposes with Hill College.

**Institution/High School of original test:** \_\_\_\_\_

**Student ID used at time of testing (optional):** \_\_\_\_\_

**Part 3: Final Approval for Dual Credit/Concurrent Registration **(Read Carefully)****

- Upon acceptance to Hill College, the student will be conditionally admitted.
- Once the student completes high school requirements for graduation, a completed, official high school transcript with the date of graduation must be sent to Student Information Services.
- An official Hill College transcript will not be issued until an official high school transcript is received.
- Students must maintain a GPA of 2.0 to remain in good standing.
- Your signature on this form gives Hill College permission to release your dual credit college course grades to your high school upon request from the appropriate high school official. By your signature, you also agree to only register for courses specifically approved by your high school official.

Student Name (Please Print): \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

High School Official Signature: \_\_\_\_\_ Date: \_\_\_\_\_



### Dual Credit & OnRamps Contract

Student Name \_\_\_\_\_  
Student ID \_\_\_\_\_

Date \_\_\_\_\_  
DOB \_\_\_\_\_

#### Dual Credit/ OnRamps Course(s) Enrolled

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Cleburne ISD will pay 100% of the tuition for one dual credit course or one OnRamps course per semester. Each additional course for OnRamps will cost \$149/per course or \$99/per course for those on free/reduced lunch. Each additional course for Hill will be approximately \$250-\$331, depending on the academic hours for the course.

Dual credit & OnRamps courses are college-level courses that provide the opportunity to earn college credit by earning a passing grade in the course (or courses for OnRamps). I understand that these courses are rigorous & will require collegiate level skills & competencies. I understand that I will be learning at a higher level & am prepared to do what is required to succeed in the course (i.e. tutorials, reading outside of class, etc.). Students should carefully evaluate the time commitments and priorities of extracurricular and community activities as they consider the number of dual credit & OnRamps courses for their schedules.

#### Exit guidelines for Dual Credit/OnRamps Courses

Students petitioning to exit a dual credit or OnRamps course must conference with the teacher and complete course assignments and/or attend tutorials. The petition may or may not be granted by the campus administrator. Granting the petition is based on input from the teacher, student performance, availability of space in other courses, and the timing of the request. Students who elect to take a dual credit or OnRamps course for which there is no academic equivalent will be required to remain in the course until the end of the semester.

Please Note: When a student exits from a dual credit or OnRamps course, all grades earned in that course follow the student to the other course.

**Student Agreement**

I have read the information and expectations for CISD dual credit & OnRamps courses. I agree to organize my time and efforts to meet the academic challenges of the course. I will request help and attend tutorials if I fall behind in class assignments or have difficulty with the coursework. I understand that my success in a dual credit or OnRamps course is my responsibility.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

In consideration for CISD paying the cost of the academic course for my student, I understand and agree that I am responsible for reimbursing the school district’s full cost of any academic credit course in which my student receives a “D” or below as a semester grade. I also understand and agree if my student drops a dual credit or an OnRamps course that I am responsible for the difference in the actual cost of the course and the amount refunded to the district. If I fail to repay the district for costs associated with dual credit or OnRamps courses I understand that my student will no longer be eligible for dual credit or OnRamps courses & that my student’s diploma may be held until payment is remitted.

**Parent Agreement**

I have read the information and expectations for CISD dual credit & OnRamps courses. I agree to support and encourage my son/daughter in his/her endeavors in the course(s). I will notify the teacher immediately of any concerns I have relating to my child’s progress.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\*Students and parents will sign one contract for all dual credit/OnRamps courses



### Dual Credit/OnRamps Exit Form

**Student Name** \_\_\_\_\_

**Date** \_\_\_\_\_

**Student ID** \_\_\_\_\_

**DOB** \_\_\_\_\_

#### Course Student is Petitioning to Exit

---

Students petitioning to exit a dual credit or OnRamps course must conference with the teacher, complete course assignments and/or attend tutorials. Students wishing to exit a dual credit must consult with the Hill College Academic Calendar to determine the financial costs of dropping the course & to confirm that they are still within the drop date for the course. Students wishing to exit an OnRamps course must drop the course through the University of Texas Canvas system. Failure to drop the class with UT will result in continued enrollment & a failing grade for the college course.

If the dual credit or OnRamps class was paid for by Cleburne ISD & the students drop after the 100% reimbursement period, then that student will be responsible for reimbursing the district for the cost of the tuition lost due to the drop. The student will not be allowed to enroll in future dual credit or OnRamps courses until the balance is re-paid to Cleburne ISD.

When a student exits from a dual credit or OnRamps course, all grades earned in that course follow the student to the other course.

The student petitioning for exit from the course has completed a conference with the teacher and has exhausted all academic options for success (tutorials, re-takes, corrections, etc.).

**Teacher Signature** \_\_\_\_\_

Associate Principal has conferenced with student about the course, options recommended & pursued by the teacher & academic implications for exiting the course.

**Associate Principal Signature** \_\_\_\_\_

As parent of the student, I have gathered information and spoken with the student and teacher about reasons for agreeing to the exit petition.

**Parent Signature** \_\_\_\_\_

I, the student, understand that exiting this course may have academic implications & may affect my GPA and/or class rank. I understand that I will enter into a standard course & am responsible for all coursework for the course in which I am entering.

**Student Signature** \_\_\_\_\_

The student has completed the steps necessary for the schedule change.

**Counselor Signature** \_\_\_\_\_





**REGISTRATION RECORD**

**Student Name:**

**Student ID:**

**Student Phone:**

**Pathway:**

**High School:**

**Texas Success Initiative (TSI)**

Reading:\_\_\_\_\_Writing:\_\_\_\_\_Math:\_\_\_\_\_

\_\_\_\_\_ Algebraic Pathway:\_\_\_\_\_

Non-Algebraic Pathway:\_\_\_\_\_

STAAR EOC (Dual Credit Waiver) :

**ENGLISH II** \_\_\_\_\_ **Algebra I** \_\_\_\_\_

**Final Grade Algebra II** \_\_\_\_\_

- Level 1 Certificate of Completion; TSI Not Required
- Level 2 Certificate of Completion; TSI Not Required
- Must attend at least 1 developmental subject each semester until
- successfully completing developmental sequence in each area for which TSI requirements have not been satisfied. Advisor may add remedial course if you are not registered in a remedial class.
- May not register for college-level coursework in area of remediation.
- Advisor may drop courses if you have not completed remediation.

Fall \_\_\_\_\_ Spring \_\_\_\_\_ Mini \_\_\_\_\_ Summer \_\_\_\_\_

Prefix	Course	Section	Term	Title	Days	Hours	A/D	Student	Web
								Choice	
Ex) ENGL	1301	W01	Fall	English Composition I	MW	3	Add	Yes	No



### Concurrent Required Course Form

I, \_\_\_\_\_, am choosing to sign up to take a required course for graduation outside of Cleburne High School. I understand that I am responsible for passing the course with at least a 70. I understand that this course is required for graduation & that if I do not pass this course I will not graduate.

I understand that this course will be taken while I am a student at Cleburne High School but that Cleburne High School is not responsible for the curriculum, assignments, assessments or accommodations of a course taken concurrently.

I will provide documentation to my counselor that I am registered for the course prior to the course start date & will provide documentation to my counselor of my successful completion of the course upon the posting of final grades.

I will be taking \_\_\_\_\_ through \_\_\_\_\_.  
(Course) (Institution)

By signing this contract, I am signifying my understanding of my commitment to taking a course concurrently. I have discussed my intention & potential consequences with my parent/guardian, my counselor & the Associate Principal. I understand that I will not graduate if I do not earn a passing grade in the course.

\_\_\_\_\_  
Student Name                      Student Signature                      Date

\_\_\_\_\_  
Parent Name                      Parent Signature                      Date

\_\_\_\_\_  
Counselor Name                      Counselor Signature                      Date

\_\_\_\_\_  
Associate Principal Name                      Associate Signature                      Date