

Class Rank, Eligibility, Early Graduation

Exceptions to the No-Pass, No Play Rule

Students who fail a course at the high school level for a six/nine weeks marking period are ineligible to participate in extracurricular school activities with one exception. If a student fails a class or classes that are listed on the schedule as Dual Credit, Advanced or AP, the school principal has the discretion of providing a onetime waiver for eligibility purposes. The waiver applies to each Dual Credit, Advanced or AP class taken in a school year and may apply to each class only once during a school year.

Ranking for Graduation

Seniors shall be ranked for graduation at the end of the fifth six weeks of the senior year according to Grade Point Average (GPA). An estimated class rank will be given to seniors at the end of the first semester. Weighted factors will be designated for each semester grade earned with the exception of the following: summer school, evening/night school, high school courses taken prior to grade 9, correspondence courses, credit by examination, A.C.E., (alternative high school program), office aides/laboratory managers, accelerated courses, including dual credit mini-sessions, home school, credit from foreign countries, and courses with pass/fail status. For more information see EIC Local.

Virtual Course Exception: Dual Credit and Advanced Placement virtual courses will be awarded weighted factors with the following conditions:

- course is not offered on campus or course is offered during a period not available to a student
- course is listed on student's schedule
- student **must** report to library and work on course
- **Seniors must complete all virtual course work by**

April 16th to be awarded weighted GPA to be used in calculating final rank

Class Rank

All courses that count in a student's GPA must be on the student's schedule. A student is limited to eight classes per semester that will earn GPA points. Actual numerical rank will be available only to the top 50% ranked students. Bottom 50% will only be given their standing by quartile. Valedictorian and Salutatorian will be named at a designated school function. In the case of a tie for Valedictorian, there will be a Co-Valedictorian and no Salutatorian. Academic foundation scores (English, Math, Social Studies, and Science) will determine the highest ranking student for scholarship purposes only. The top 5% will be designated "Magna Cum Laude" and the second 5% will graduate "Cum Laude". These students will be seated alphabetically by designations at graduation. They will be seated after the Valedictorian and Salutatorian.

The Valedictorian and Salutatorian will be designated "Summa Cum Laude" graduates.

Eligibility

In order to be ranked, a student must have earned at least 20 credits by the beginning of their senior year. Weighted

factors shall be designated for each semester grade earned with some exceptions as those listed previously under "Ranking for Graduation." Advanced Placement and Dual Credit virtual courses that meet the criteria shall be weighted and shall be included in a student's grade point average. All courses that are calculated in a student's GPA must be on the student's schedule. Some courses may earn a full credit although taken in one semester. When a student takes such a course, 0.5 credit will be weighted and calculated in the GPA and the other 0.5 credit will be reflected on the transcript but will not be calculated in the GPA.

Estimated class rank shall be computed for all students applying for college admission at the end of the eleventh grade and end of the first semester of the senior year.

A final calculation of GPA and class rank is determined at the end of the fifth six-weeks grading period of the senior year and shall be reflected on the final transcript which is sent to colleges.

Early Graduation

Juniors who petition by June 1 of their sophomore year for early graduation and who complete all requirements as stated on the Early Graduation Application, including state assessments, by the last instructional day of their junior year shall be unofficially ranked with the senior class. In order to be eligible to graduate "Magna Cum Laude" or "Cum Laude", a student must be enrolled in the high school from which he/she is graduating prior to the end of the first six-week period of his/her senior year and continuing until the end of the second semester of his/her senior year. Early graduates will be given an unofficial ranking if they qualify according to their GPA. In order to qualify for valedictorian/salutatorian, a student must be enrolled in the high school from which he/she is graduating prior to the end of the first six-week grading period of his/her junior year. The student who ranks number one may not necessarily be the valedictorian. An early graduate may not be considered for valedictorian/salutatorian. Students who are enrolled in an off-campus program for gifted learners shall not be ranked, but may participate in commencement as regular.

Grade Point System

The following Grade Point System shall apply to students in the graduating classes of 2020, 2021, and 2022.				
Grade Points Earned by Course Level				
Numerical Grade	Advanced Placement Courses	Core Dual Credit Courses	Advanced/Technical Dual Credit Courses	Academic Courses
100	6.00	5.75	5.00	4.00
99	5.90	5.65	4.90	3.90
98	5.80	5.55	4.80	3.80
97	5.70	5.45	4.70	3.70
96	5.60	5.35	4.60	3.60
95	5.50	5.25	4.50	3.50
94	5.40	5.15	4.40	3.40
93	5.30	5.05	4.30	3.30
92	5.20	4.95	4.20	3.20
91	5.10	4.85	4.10	3.10
90	5.00	4.75	4.0	3.00
89	4.90	4.65	3.90	2.90
88	4.80	4.55	3.80	2.80
87	4.70	4.45	3.70	2.70
86	4.60	4.35	3.60	2.60
85	4.50	4.25	3.50	2.50
84	4.40	4.15	3.40	2.40
83	4.30	4.05	3.30	2.30
82	4.20	3.95	3.20	2.20
81	4.10	3.85	3.10	2.10
80	4.00	3.75	3.00	2.00
79	3.90	3.65	2.90	1.90
78	3.80	3.55	2.80	1.80
77	3.70	3.45	2.70	1.70
76	3.60	3.35	2.60	1.60
75	3.50	3.25	2.50	1.50
74	3.40	3.15	2.40	1.40
73	3.30	3.05	2.30	1.30
72	3.20	2.95	2.20	1.20
71	3.10	2.85	2.10	1.10
70	3.00	2.75	2.00	1.00
Below 70	0	0	0	0

A complete list of Advanced Placement and Advanced courses shall be published in the course guide. Dual credit courses that receive the additional weighted GPA shall be in the core areas of English, mathematics, science, and social studies.

Grade Point System

The following Grade Point System shall apply to students beginning with the graduating class of 2023.

Grade Points Earned by Course Level				
Numerical Grade	Advanced Placement Courses	Academic Dual Credit Courses	Advanced/Technical Dual Credit Courses	Academic Courses
100	6.00	5.75	5.00	4.00
99	5.90	5.65	4.90	3.90
98	5.80	5.55	4.80	3.80
97	5.70	5.45	4.70	3.70
96	5.60	5.35	4.60	3.60
95	5.50	5.25	4.50	3.50
94	5.40	5.15	4.40	3.40
93	5.30	5.05	4.30	3.30
92	5.20	4.95	4.20	3.20
91	5.10	4.85	4.10	3.10
90	5.00	4.75	4.0	3.00
89	4.90	4.65	3.90	2.90
88	4.80	4.55	3.80	2.80
87	4.70	4.45	3.70	2.70
86	4.60	4.35	3.60	2.60
85	4.50	4.25	3.50	2.50
84	4.40	4.15	3.40	2.40
83	4.30	4.05	3.30	2.30
82	4.20	3.95	3.20	2.20
81	4.10	3.85	3.10	2.10
80	4.00	3.75	3.00	2.00
79	3.90	3.65	2.90	1.90
78	3.80	3.55	2.80	1.80
77	3.70	3.45	2.70	1.70
76	3.60	3.35	2.60	1.60
75	3.50	3.25	2.50	1.50
74	3.40	3.15	2.40	1.40
73	3.30	3.05	2.30	1.30
72	3.20	2.95	2.20	1.20
71	3.10	2.85	2.10	1.10
70	3.00	2.75	2.00	1.00
Below 70	0	*	*	0

*The District shall assign grade points for grades below 70 in academic dual credit and technical dual credit courses only in accordance with the following chart:

Graduation Ceremony Participation, Counseling

Numerical Grade	*Academic Dual Credit Courses	*Advanced/ Technical Dual Credit Courses
69	2.65	1.90
68	2.55	1.80
67	2.45	1.70
66	2.35	1.60
65	2.25	1.50
64	2.15	1.40
63	2.05	1.30
62	1.95	1.20
61	1.85	1.10
60	1.75	1.00
Below 60	0	0

Graduation Ceremony Participation

The commencement programs (graduation ceremonies) for the District shall be conducted according to the following guidelines:

- Students shall be grouped, recognized, and permitted to participate in the following categories:
 - Students who have satisfied all requirements for graduation with honors.
 - All other graduates.
- Students who do not meet the above requirements may, by attending summer school, evening or night school, participate in a summer graduation ceremony in September. The ceremony will include graduates of all Galena Park ISD high schools.
- A meeting with students shall be held to ensure understanding of the requirements for graduation and participation in the commencement program.
- Students must participate in the commencement practice in order to be eligible for the graduation ceremony. Exceptions to these guidelines are at the discretion of the campus principal.
- Graduating seniors who completed the school year at a DAEP will not be allowed to participate at the graduation ceremony.
- The privilege to participate in the graduation ceremony is reserved for students who have 90% or higher attendance during the second semester.
- Inspection shall be conducted before processional to ensure student compliance with the prescribed commencement attire.

Please note that participation in GPISD graduation ceremonies is a privilege granted to students who meet the necessary requirements. Students who fail to meet the requirements or those who commit a disciplinary infraction **at any time prior to the ceremony may be excluded from walking** at the discretion of the campus principal or a District administrator.

Counseling

Academic Counseling

Students and parents are encouraged to talk with their school guidance counselors, teachers, and principals to learn more about course offerings and graduation requirements, and early graduation procedures. Each spring, students in grades 5 through 11 will be provided information on anticipated course offerings for the next school year and other information that will help make the most of academic and vocational opportunities. To plan for the future, each student should work closely with the guidance counselor in order to enroll in the high school courses that best prepare them for attendance at a college, university, training school or for pursuit of some other type of advanced education. The guidance counselor can also provide information about entrance exams and application deadlines as well as information about automatic admission to state colleges and universities, financial aid, housing and scholarships.

Elementary and Middle/High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

In either grade 7 and 8, each student will receive instruction on how best to prepare for high school, college, and a career.

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school regarding:

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to

Counseling, Mental Health and Suicide Awareness

- earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

College and Career Counseling

School guidance counselors understand the value and importance of preparing students for life beyond their high school years and diligently work to provide students and parents with programs and activities designed to encourage students to begin thinking about the future. Counselors at the elementary level utilize character education and college and career days to expose students to a variety of college and career opportunities. In middle school, guidance counselors begin working with students on developing six-year plans that will be used as a guide to help students prepare for their future career and educational goals. In high school, guidance counselors meet individually with students each year to discuss the students' selected graduation plans, career goals and to encourage their participation in career exploration activities throughout high school to help them identify potential career options and related educational requirements.

Personal Counseling (All Grades Levels)

The District has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

The District will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

School guidance counselors are available to help students and parents with a wide range of personal concerns, including such areas as social, family, emotional or substance abuse. Counselors are familiar with community resources and may direct students and parents to other sources of assistance. A student or parent who wishes to

meet with their guidance counselor should inform the guidance counselor so that a time can be arranged that best meets the needs of the student.

Counseling and counseling-related services are available to all students and are considered a regular educational service.

These services may include:

- College and career planning
- Post-secondary options
- Financial aid
- Scholarships
- Academic guidance
- Course scheduling
- Concerns of a personal nature

In the event of a personal crisis, a counselor may request the assistance of a district psychologist or district mental health personnel (social service specialists).

If your child has experienced trauma, contact the school counselor for more information.

Mental Health and Suicide Awareness

Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, screening, or treatment, without obtaining prior written parental consent.

The District will not provide a mental health care service to a student except as permitted by law.

The District has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. The District mental health personnel will notify the student's parent or guardian within a reasonable amount of time after he or she learns that a student has displayed risk factors and warning signs of substance abuse, suicide ideations and other self-injurious behaviors. The mental health professional will provide an intervention if needed and/or provide information about available counseling options.

The District's procedures are as follows:

Once district personnel is made aware that a student is exhibiting a mental health concern, such as substance abuse, suicidal/homicidal ideation, or other mental health crisis that interferes with the student's daily functioning, the student will be referred to the campus counselor and/or district mental health personnel. After consulting with the student, the counselor and/or district mental health personnel will determine if the student is in need of a mental health screening to determine the level of distress. The counselor/district mental health personnel will contact the parent/guardian. Based on