2024-
2025

SECONDARY ACADEMIC HANDBOOK

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Disclaimer

The Community ISD Secondary Academic Student Handbook serves as a resource guide for parents and students from Leland Edge Middle School, Community Trails Middle School, and Community High School. *Any information included in this handbook is subject to change due to new mandates by partnering institutions or CISD. In the event there is the perception of a conflict between an item in this handbook and Community ISD School Board Policy, board policy will always take precedence.

Graduation Requirements

Academic Counseling

Elementary and Middle School Grade Levels
The school counselor will provide information to students and parents about college admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements. In either grade 7 or 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. School counselors will provide high school students 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. They will also provide information to students in regards to:

- The importance of postsecondary education
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement
- 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 earn college credit
- 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.

Graduation Plan

A personal graduation plan will be completed for each high school student.

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 is a requirement for 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 and parent entering grade 9. All personal graduation plans will promote college and workforce readiness, career placement and advancement, and facilitate the transition from secondary to postsecondary education. The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement. All personal graduation plans will be solidified by the student and their parent(s) by the end of grade 9. A student may, with parental

permission, amend his or her personal graduation plan after the initial confirmation.

Please review Graduation Toolkit Brochure

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Foundation Graduation Program

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

TEA's Graduation Toolkit

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	**Number of Credits: Foundation Graduation Program**	**Number of Credits: Foundation Graduation Program with an Endorsement**
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	5	7
Other Requirements	End-of-Course Exams Speech-demonstrated proficiency in speech skills Instruction on Proper Interaction with Peace Officers Instruction in Cardiopulmonary Resuscitation (CPR) Complete and submit a Free Application for Federal Student Aid (FAFSA); Complete and submit a Texas Application for State Financial Aid (TASFA); or Submit a signed opt-out form.	End-of-Course Exams Speech-demonstrated proficiency in speech skills Instruction on Proper Interaction with Peace Officers Instruction in Cardiopulmonary Resuscitation (CPR) Complete and submit a Free Application for Federal Student Aid (FAFSA); Complete and submit a Texas Application for State Financial Aid (TASFA); or Submit a signed opt-out form.
Total	**22 credits**	**26 credits**

Additional considerations apply in some course areas, including:

- **Mathematics:** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education:** 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.
- **Languages other than English:** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language. 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.

Local Credit Courses

Some courses are not among the state-required courses and will only receive local credit. If a class is local credit it will be noted in the course description and it will not count as credit toward graduation.

Financial Aid Application Requirement

Graduating senior student must do one of the following in order to graduate:

- Complete and submit a Free Application for Federal Student Aid (FAFSA);
- Complete and submit a Texas Application for State Financial Aid (TASFA); or
- Submit a signed opt-out form

Texas Education Code (TEC), §28.0256

Counselors assists students in completing FAFSA & TASFA

To confirm that a student has completed and submitted a FAFSA or TASFA, the student must submit one of the following:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA
- A copy or screenshot of the FAFSA acknowledgment page
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form)
- An acknowledgment receipt from an institution of higher education (IHE)
- A copy of a financial aid award letter from an IHE

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out;
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or
- A school counselor authorizes the student to opt out for a good cause.

Please contact the school counselor for more information.

Certificates of Coursework Completion

A certificate of coursework completion will be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Distinguished Level of Achievement (DLA)

DLA is an important component for automatic admission into publicly-funded colleges and universities in Texas. It is achieved by completing Algebra II as one of the 4 math credits as well as all other courses for at least one endorsement. This achievement will be noted on the student's transcript.

Distinguished Level of Achievement with an Endorsement Graduation Plan

Math	English	Science	History
● Algebra I ● Geometry ● Algebra II ● Advanced Math course	● English 1 ● English 2 ● English 3 ● Advanced English Course	● Biology ● Chemistry ● Advanced Science Course ● Advanced Science Course	● World Geography and/ or World History ● US History ● US Gov & Economics
Fine Arts	**Physical Education**	**LOTE**	**Electives**
● 1 Fine Art Course	● 1 Physical Education Course	● 2 Language other than English Courses	● 7 Elective credits which include completing at least 1 CTE Program of Study

Endorsement Requirements

Think of Endorsements as “majors” in high school. What subjects interest you? What are your areas of strength? What is the future career of your dreams? Each endorsement offers a variety of courses designed to allow students to pursue specific interests. All five endorsements also allow for ample opportunities for students to pursue elective opportunities.

Students entering Community High School will be applying to a Program of Study as well as selecting an endorsement. A student's acceptance into the Program of Study of their choice will drive the number and type of endorsements that they achieve. Many students will receive multiple endorsements on their path to high school graduation. For example, a student who is heavily involved in fine art programs such as band or dance will earn ample credits in that area to earn a Fine Arts & Humanities Endorsement on their high school transcript. However, they will also apply to a Program of Study with an intentional focus on a future career.

Multidisciplinary Endorsement

Students complete the requirements for the Foundation with Endorsement graduation plan, as well as a sequence of courses in specific career clusters, core academics, or advanced academics.

- College and Career Focus- Four courses that are determined to prepare for successful workforce or college entry.
- Core Academic Focus- English IV, Chemistry and/or Physics, and 4 credits in each of ELAR, Math, Science, and Social Studies
- 4 credits from Advanced Placement (AP) course or Dual Credit (DC) courses

Science, Technology, Engineering, and Math (STEM) Endorsement

Students complete the requirements for the Foundation with an Endorsement graduation plan, as well as a sequence of courses in specific career clusters, computer science, math, or science.

- Career Focus- 4 approved coherent CTE credits from the same program of study
    - **IT Program of Study**
- Computer Science Focus- Algebra II, Chemistry, AND Physics or 4 coherent CTE credits in Computer Science
    - **STEM Program of Study**
- Mathematics Focus- Algebra II, Chemistry AND Physics or 2 additional Math credits for which Algebra II is a prerequisite.
- Science Focus- Algebra II, Chemistry AND Physics or 2 additional Science credits

Public Services Endorsement

Students complete the requirements for the Foundation with an Endorsement graduation plan, as well as a sequence of courses in a specific career or military focus.

- Career Focus- 4 approved coherent CTE credits from the same program of study
    - **Health Science Program of Study**
    - **Cosmetology Program of study**
    - **Teaching and Training Program**
- Career Focus- 4 approved courses of Sports Medicine

Business and Industry Endorsement

Students complete the requirements for the Foundation with Endorsement graduation plan, as well as a sequence of courses in specific career clusters or language options.

- Career Focus- 4 approved coherent CTE credits from the same program of study
    - **Animal Science Program of Study**
    - **Automotive Technology Dual Credit Program of Study**
    - **Business Management Dual Credit Program of Study**
    - **Construction Technology Dual Credit Program of Study**
    - **Digital Communications Program of Study**
    - **Entrepreneurship Program of Study**
    - **Plant Science Program of Study**
    - **Agricultural Technology & Mechanical Systems Program of Study**
- English Language Arts Focus- 1 additional English Elective or level 3 from Debate or Journalism

Arts and Humanities Endorsement

Students complete the requirements for the Foundation with Endorsement graduation plan, as well as a sequence of courses in an Arts or Humanities area of choice.

- Social Students (5 Social Studies credits)
- Languages Other Than English Focus (4 levels in same language or 2 levels in 2 different languages)
- Fine Arts Focus (4 Fine Arts credits in same category or pre approved combination of 4 Fine Arts credits from two different categories)
- English Focus (4 english elective credits)

College, Career or Military Ready

Community ISD has high expectations for all students in the Brave Nation and provides multiple opportunities for students to become college, career or military ready. All students are expected to reach one of the following indicators prior to graduation.

How Do Students Demonstrate College, Career, or Military Readiness?

Any one of these:

- SAT/ACT/TSIA/College Prep Courses: Meet Texas Success Initiative (TSI) criteria in ELA/Reading and Mathematics
- AP: Score a 3 or higher on Advanced Placement (AP) Exams
- Dual Credit: Earn 9 college hours through dual credit in any subject or earn 3 college hours through dual credit in english or math.
- OnRamps: Complete and earn college credit in an OnRamps dual enrollment course
- Associate's Degree: Earn an associate degree
- Enlist: Enlist in the U.S. Armed Forces
- Industry Certification: Earn an approved industry-based certification and complete a course in the corresponding CTE Program of Study
- IEP: Graduate with completed Individualized Education Program (IEP) and workforce readiness
- Level I/II Certificate: Earn a Level I or Level II certificate
- Advanced: Graduate as a special education student from an advanced degree plan

Testing Requirements for Graduation

In addition to completing the required number of credits, a student must pass state-mandated tests to graduate.

STAAR (State Assessment of Academic Readiness)

State testing consists of five end-of-course (EOC) assessments in the four foundation content areas—Mathematics, Science, Social Studies, and English. Emphasis will be placed on “readiness” standards, defined as those standards considered critical for success in the current grade or subject and important for preparedness in the grade or subject that follows. Primary test administrations will be in March and May, depending on the subject area.

Early Graduation

Students who have the goals and self-discipline may graduate high school in three or three and a half years rather than the traditional four years. Students are required to complete a Foundation with Endorsement and be CCMR ready in order to be considered for early graduation. Please see your high school counselor for application and details. Full year graduation must be approved by the end of a student’s sophomore year. Semester graduation must be approved before the start of a student’s senior year

Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)

Students graduating from Community ISD are ranked at the end of the first semester of the senior year. Grade average will determine a student’s academic rank in class, with the first ranked student being designated valedictorian and the second ranked student being designated as salutatorian. Class rank is determined by the student’s weighted grade

point average. The District shall include in the calculation of class rank semester grades earned in high school credit courses unless excluded below. Determination of rank in class shall include all courses except the following:

- Physical education, athletics
- Credit by examination, with or without prior instruction
- Distance learning courses, unless earned through the Texas Virtual School Network
- Credit recovery programs
- Summer school courses
- Off campus physical education
- Any grade earned in dual credit courses taken through a college with which the District does not have a partnership agreement.

The District shall convert semester grades earned in eligible courses to grade points in accordance with the weighted grade point chart published in appropriate District publications and shall calculate a weighted grade point average (GPA)

- 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 only if the same or equivalent courses are offered to the same class of students in the District.
- For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank at the end of the third week of the fourth nine-week grading period of the senior year. The average of the grades from the third nine-week grading period and as of the third week of the fourth nine-week grading period shall be used as the semester grade for this purpose.

Beginning with the graduating class of 2018, to be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the District high school for the four semesters immediately preceding graduation;
2. Be graduating after exactly eight semesters of enrollment in high school; and
3. Have completed the foundation program with a distinguished level of achievement.

In case of a tie in weighted GPAs after calculation to the ten thousandths place, the District shall apply the following methods, in this order, to determine recognition as valedictorian:

1. Count the number of Advanced courses taken by each student involved in the tie.
2. Calculate an unweighted numerical grade average using grades earned in all eligible courses taken by each student involved in the tie.

If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.

- The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas;(See policy EIC for more information.

College and University Admissions and Financial Aid (All Grade Levels)

For two school years following graduation, a district student who graduates as valedictorian or in the top ten percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 or the SAT

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

If a college or university adopts an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2023 term through the spring 2025 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process. As required by law, the district will provide written notice concerning the following:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information. Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

Special Senior Recognition

Performance Acknowledgements Criteria

Acknowledgement	Criteria
Dual Credit	1. At least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0 or 2. An associate degree while in high school

Bilingualism or Biliteracy	Demonstrate proficiency in accordance with District grading policy in two or more languages by: 1. Complete all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and 2. Satisfy one of the following: ● Completion of a minimum of three credits in the same language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or ● Demonstrate proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or ● Complete at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or ● Demonstrate proficiency in one or more languages other than English through one of the following methods: >> Score of 3 or higher on a College Board AP exam for a language other than English; or ● Score of 4 or higher on an IB exam for a higher-level languages other than English course; or ● Performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent 3. In addition to meeting the requirements to earn a performance acknowledgment in bilingualism and biliteracy, an English language learner must also have: ● Participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and Scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS)
AP or IB Test	Earn a: 1. Score of 3 or above on a College Board advanced

	placement examination 2. Score of 4 or above on an International Baccalaureate examination
PSAT, ACT-ASPIRE, SAT, ACT	1. Score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation 2. College readiness benchmark score on at least two of the four subject tests on the ACT-ASPIRE® examination 3. Score of least 410 on the evidenced-based reading section and 520 on the mathematics section of the SAT (Combined critical reading and mathematics score of at least 1310 on the SAT® [pending 2nd reading – Jan. 2018]); or 4. Composite score on the ACT® examination of 28 (excluding the writing subscore)
Certification or License	Earn a nationally or internationally recognized business or industry certification or license with: 1. Performance on series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification, or 2. Performance on an examination sufficient to obtain a government-required credential to practice a profession

Braves Scholar

To be a Braves Scholar Graduate, a student must:

- Complete a College & Career Readiness Task List and Senior Portfolio during the senior year of high school including filing the FAFSA application by the due date published for the appli-cable school year.
- Have not earned a failing semester grade in any course throughout 9th - 12th grade;
- Earn a weighted GPA of 3.0 or higher at the end of the 3rd 9-week grading period of the senior year; and
- Complete the graduation requirements for the foundation program with the distinguished level of achievement.

(A student who qualifies as a Braves Scholar Graduate shall be eligible to receive and wear a white Braves Scholar honor stole and tri colored Braves Scholar honor cord during graduation ceremonies.)

Superintendent's Scholar

To be a Superintendent's Scholar graduate, a student must:

- Complete a College & Career Readiness Task List and Senior Portfolio during the senior year of high school including filing the FAFSA application by the due date published for the applicable school year.
- Have not earned a failing semester grade in any course;
- Earn a weighted GPA of 3.0 or higher at the end of the 3rd 9-week grading period of the senior year;
- Present a Capstone Presentation including their Senior Portfolio demonstrating the impact the "Traits of a Brave" has had on high school career and how they will use this knowledge in their future;
- Complete a minimum of 20 hours of community service and submit required documentation; and,
- Complete the graduation requirements for the foundation program with the distinguished level of achievement.

(A student who qualifies as a Superintendent's Scholar Graduate shall be eligible to wear a Superintendent's Scholar honor medallion during graduation ceremonies and will be eligible to submit an application for the CISD Legacy Scholarship.)

Cords, Stoles, and Gowns

- Gold Gown - Associate Degree from Collin College
- White Stole - National Honor Society
- White Sash - Braves Scholar
- Medallion - Superintendent Scholar
- Blue, Gold, & White Cord - Braves Scholar
- White Cord - Top 10%
- Red & Silver Cord - Military Enlistment
- Green, Yellow & Purple Cord - National Technical Honor Society
- Red, White & Navy Blue - Eagle Scout
- Burnt Orange & Silver Cord - Completed at least 1 UT OnRamps course and took college credit
- Gold Cords- 1-5 Performance Acknowledgements (see Performance Acknowledgement criteria section of handbook)
- Red Shoulder Cord - Level 1 certificate from TVCC
- Green Cord - Industry Based Certification

- Red & White Cord - FCCLA Active member of FCCLA at time at graduation (see FCCLA bylaws for more information)
- Gold & Blue Cord - FFA 3.25 Cumulative GPA & must receive a grade of 70 or above in all AG courses, must be active member of FFA at time of graduation
- Pink Cord - Active Band or Choir member at time of graduation
- Double Red & White Cord - Active member (Must compete) of Skills USA at time of graduation
- Red & Blue Cord - Active member (Must Compete) of TAFE at time of graduation
- Blue & Silver Cord - Active member of STUCO at time of graduation
- Red Cord - Must have 2 blood donations in a student's name junior or senior year.
- Silver Cord (TBD) - Active member of the CTE Student Ambassador Program at time of graduation

GPA Calculation & Credits

GPA and Class Rank Exclusions
The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

Note:* The following provisions shall apply to students beginning with the graduating class of 2024.

Calculation
The District shall include in the calculation of class rank semester grades earned in high school credit courses taken at any grade level, unless excluded below. The calculation shall include failing grades.

Exclusions
The calculation of class rank shall exclude grades earned in physical education; any course substituted for physical education; athletics; summer school; a distance learning course, unless the course is taken through the Texas Virtual School Network (TxVSN); a dual credit course taken through a college with which the District does not have a partnership agreement; any assigned remediation or tutoring course; any course for which a pass/fail grade is assigned; or through credit by examination, with or without prior instruction.

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9-12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory
- Enrollment in courses taught in conjunction and in partnership with *Collin College, Texas A&M Commerce and Trinity Valley Community College,* which may be offered on or off campus

Enrollment in these programs is based on specific program requirements. Please see the school counselor for more information.

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the high school counselor or Advanced Academics for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees.

A student may also earn college credit for certain Career and Technical Education (CTE) courses.

All these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school 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.

Not all colleges and universities accept credit earned in all dual credit 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.

Extracurricular Activities as it Applies to College Credit Courses

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB), honors, or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

Weighted Grade System

The District shall convert semester grades earned in eligible courses to grade points in accordance with the weighted grade point chart published in appropriate District publications and shall calculate a weighted grade point average (GPA).

Grade Categories

The District shall categorize and weigh eligible courses as Advanced, Honors, and Regular in accordance with provisions of this policy and as designated in appropriate District publications.

- **Advanced Courses**
  Eligible Advanced Placement (AP) and dual credit courses shall award 1.0 additional points on a 4.0 scale.
- **Honors Courses**
  Eligible honors courses and other courses locally designated as honors courses shall awarded .5 additional points on a 4.0 scale
- **Regular Courses**
  All other eligible courses shall be designated as Regular courses and no additional points shall be awarded.

GPA Scale

Grade	Advanced Courses	Honors	Regular
100	5	4.5	4.0
99	4.9	4.4	3.9
98	4.8	4.3	3.8
97	4.7	4.2	3.7
96	4.6	4.1	3.6
95	4.5	4	3.5
94	4.4	3.9	3.4
93	4.3	3.8	3.3
92	4.2	3.7	3.2
91	4.1	3.6	3.1
90	4	3.5	3
89	3.9	3.4	2.9
88	3.8	3.3	2.8

87	3.7	3.2	2.7
86	3.6	3.1	2.6
85	3.5	3	2.5
84	3.4	2.9	2.4
83	3.3	2.8	2.3
82	3.2	2.7	2.2
81	3.1	2.6	2.1
80	3	2.5	2
79	2.9	2.4	1.9
78	2.8	2.3	1.8
77	2.7	2.2	1.7
76	2.6	2.1	1.6
75	2.5	2	1.5
74	2.4	1.9	1.4
73	2.3	1.8	1.3
72	2.2	1.7	1.2
71	2.1	1.6	1.1
70	2	1.5	1
0-69	0	0	0

Transferred Grades

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 only if the same or equivalent courses are offered to the same class of students in the District.

Grade Conversion for Transcripts with Letter Grades

Conversion of letter grades to numerical grades for students transferring in with letter grades from accredited schools will be based on numerical equivalents. Conversion of out-of-country

students' grade equivalency will be determined by evaluation of the students' transcripts. A plus or a minus attached to a letter grade shall be converted as follows:

Letter Grade	Grade to be Transcripted
A+	**98**
A	**95**
A-	**91**
B+	**88**
B	**85**
B-	**81**
C+	**78**
C	**75**
C-	**71**
D+	**68 or PASS if Dual Credit**
D	**65 or PASS if Dual Credit**
D-	**61 or PASS if Dual Credit**
F	**59**

Any grade below 70 shall be a failing grade, unless specified from the previous district as a passing grade.

The preceding equivalents shall be used to convert to numerical grades for GPA and will be multiplied by the appropriate District weights for rank in class. Honors courses from other districts, which are not designated as honors courses in the Community ISD, shall be evaluated according to Community ISD's course weights.

Alternative Ways to Earn Course Credit

Community ISD offers a number of state-approved options for earning credit outside the classroom. Below is a brief description of each of these and the corresponding requirements for completion. For more details on any individual option, please contact one of the counselors in the guidance office.

Credit by Exam (CBE)- If a Student Has Taken the Course/Subject (Grades 6-12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination.

If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.

[See the school counselor and policy EHDB(LOCAL) for more information.]

Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days prior to the scheduled testing date. [See policy EHDC for more

Students in Grades 6-12
A student in grade 6 or above is eligible to earn course credit with:

• A passing score of at least 80 on an examination approved by the board; or
• A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP); or
• A score of 3 or higher on an AP examination, as applicable.

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Credit by Exam Additional Information

- Registration forms will not be accepted after the deadline.
- There is no rescheduling for missed exams. You will receive scheduling information via email. Note: The information you receive will include the exact date, time, and location of your exam.
- Results are received within 4 to 6 weeks after the date of the test administration on paper.
- If available, the test will be administered online, with immediate results.
- Upon results, the CBE will become a part of the student's transcript record, but will not be included in GPA.
- No CBE's are administered for STAAR tested subjects without prior instruction (English I, English II, Algebra I, Biology, and U.S. History).
- It is the responsibility of the Parent/Student to notify the CISD Special Programs Department of any accommodations routinely received for assessments.

Correspondence Course Credit
Students may earn a maximum of two credits through correspondence. The University of Texas and Texas Tech both offer State- approved correspondence courses. There are tuition fees and textbook charges for these courses. After the student completes the correspondence assignments, he/she must score 70 on the final exam over the material covered in the course. Grades from correspondence courses do not count in the student's GPA calculation. To ensure all transfer credit will be approved, students are strongly encouraged to meet with a school counselor prior to enrolling.

Computer Based Credit Recovery
Students who meet eligibility requirements may recover credit that was lost by failing a course or due to excessive absences using a computer-based instruction program.

Eligibility for computer-based credit recovery is contingent on the following:administrative approval will be based on availability and priority;

- grades from computer-based instruction for credit recovery do not count in the student's GPA calculation;
- students taking a computer based course for credit recovery during the school year or summer will be required to pay a fee;
- students should meet with their counselor and the CHS principal to receive the appropriate approval and cost; and,
- administrative approval based on a review of the circumstances of the denied credit.

Texas Virtual Schools Network

The Texas Virtual School Network (TXVSN) has been established by the state 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.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the *campus principal*, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the campus *principal*.

CHS Early Release/Late Arrival

A senior who is on track to graduate on time, and is completing their CTE Program of Study and college ready in Math and English or in CP classes to be college ready, may gain approval for late arrival or early release. Please contact your counselor for information on reaching the CCMR designation and gaining approval for early release or late arrival. Students who are eligible for late arrival or early release must have their own transportation. Students who have late arrival MUST arrive for their first scheduled class on time. Students who are tardy three times are at risk of losing the privilege of late arrival. Students who have early release must leave campus.

Grade-Level Classification

After grade 9, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

Secondary Grading Policy

To earn credit in a course, a student must receive a grade of 70 based upon course-level or grade-level standards. All secondary schools will use a numerical system for all subjects.

Each quarter (9 weeks) grades are weighed as follows:
40% Formative
60% Summative

AP courses will be weighted 35% formative and 65% summative.

CHS ONLY

Semester 1 average is calculated as follows:
45% quarter 1 average
45% quarter 2 average
10% semester exam

Semester 2 average is calculated as follows:
45% quarter 3 average
45% quarter 4 average
10% semester exam

Teachers MUST enter a minimum of three formative grades and one summative grade each three week grading period.

Formative Assessment (40%)

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- Help students identify their strengths and weaknesses and target areas that need work
- Help faculty recognize where students are struggling and address problems immediately

Summative Assessment (60%)

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark

Summative assessments are often high stakes, which means that they have a high point value. Examples of summative assessments include:

- An exam, final project, a paper, presentations

Make Up Work

For every school day absent, the student has one school day for completion of missed assignments. Administrators have the discretion to modify this guideline in circumstances where students are absent due to an extended illness.

Redo & Late Work Policy

- Must be requested by student
- Students must attend a tutorial to re-do the assignment or retake the test within 3 instructional days after the grade has been posted in the grade book.
- The original assignment or test must have been turned in or taken on time.
- Maximum grade received for a re-do or retake is at Teacher discretion.

Middle School Honors Programs

Honors courses are very challenging and rigorous. Honors courses are designed to better prepare students for high school AP, but are not a requirement for enrolling in AP courses. Honors and AP are not “all or nothing.” Students may take from one to all of their core classes as Honors (if they are offered) and they must have completed prerequisites. Students who experience success in Honors courses typically exhibit the following personal and academic characteristics:

- Reading on or above grade level
- Strong study skills and self-motivation
- Proficient oral and written communications skills
- Self-discipline to plan, organize, and carry out tasks to completion
- Interest and self-directedness in a particular subject

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 40 percent on the grade 5 mathematics STAAR or a local

measure that demonstrates proficiency in the student's grade 5 mathematics course work. Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.
The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

Honors Course Schedule Changes and Exiting Process

Once enrolled in an Honors course, a student may only request a schedule change the first six weeks of school. A conference including the student, parent, teacher, counselor, and campus administrator will be held to make a determination regarding the student's request.

A student may be removed from honors courses after:

- Six weeks of intervention and tutorials facilitated by the teacher
- A conference with the parent, teacher, and student
- Teacher email recommendation for removal to the counselor

GT Program at Middle Schools

Gifted and Talented coursework at middle school allows students to explore the world through creative, artistic, intellectual, or leadership domains specifically in the academic subjects of Math, Science, or Language Arts. The G/T students are serviced through our advanced classes. Students will have the opportunity to work with a fully trained G/T teacher in order to make connections across various disciplines.

In order to continue in the Gifted and Talented program, students must be enrolled in at least one advanced coursework class. There is one G/T-trained teacher in every core subject area—math, science, social studies, and language arts—on the seventh- and eighth-grade teams. These designated teachers will be required to differentiate their classes based on the needs of this special population. In these classes, students will master the Texas Essential Knowledge and Skills objectives and will move on to advanced-level content. The Texas Performance Standards Project (www.texaspsp.org) will be used as a guide for the independent study projects.

CHS Honors & Advanced Placement (AP) Program Information

Honors & AP Course Track

Honors and AP Courses

Honors and AP classes are very challenging and rigorous. Each AP teacher must submit a course syllabus to the College Board for authorization to teach an AP course. The curricular

requirements are established by the College Board and require a learning experience equal to that of a college-level course.

Honors courses are designed to better prepare students for AP, but are not a requirement for enrolling in AP courses. Honors and AP are not “all or nothing.” Students may take from one to all of their core classes as Honors/AP. Students do not have to be any particular grade level to enroll in an AP course, though they must have completed any prerequisites.

What are AP exams?

After completing an AP course, students are expected to register and pay to take the AP exam in May. Based on the exam score, a student may be able to receive college credit from the college or university that they attend after graduation.

AP exam grades range from 1-5; the amount of credit a student receives depends on the college and possibly even the major area of study. Links to many schools’ policies can be found at http://www.collegeboard.com/ap. Because policies of colleges and universities vary greatly, students should check with the admissions office of the schools they are interested in to verify what scores are necessary to obtain credit.

Be sure to review the AP course descriptions, prerequisite information, and curriculum to determine if AP is the right choice for you. https://apcentral.collegeboard.org/courses.

Honors or AP Course Schedule Changes and Exiting Process

Students who enroll in an AP course are expected to remain in the course for the entire school year. Before dropping the course, a student must have documented attendance at a minimum of 1 tutorial per week for a minimum of 4 weeks, a student-parent-teacher conference was conducted and the student is in danger of failing for the semester. When these requirements are fulfilled, dropping the course requires the approval of the parent/guardian, teacher and counselor/administrator. While enrollment in AP classes is open to all students, it is not advised that students enroll in an AP subject for which they did not pass the prior school year’s State of Texas assessment.

Dual Credit and Early College Program Information

CISD and partnering institutions work together to provide students with the opportunity to participate in dual credit courses. The CISD Dual Credit and Early College Program allows students to earn college credit while attending high school. Dual credit students take college-level courses taught by fully credentialed faculty. These courses satisfy high school graduation requirements and provide college credit at the same time.

- CISD will award high school academic credit for approved courses.

• The parenting institutions will award college-level academic credit.

P-Tech Program
Pathways in Technology Early College High Schools (P-TECH) are innovative open-enrollment high schools that allow students least likely to attend college an opportunity to receive both a high school diploma and a credential and/or an Associate Degree. The hallmark of the P-TECH model is its career focus and the provision of work-based education. P-TECH programs:

- Enroll historically underserved students, targeting at-risk and economically disadvantaged
- Provide students grade 9 through 12 the opportunity to complete a course of study that combines high school and post-secondary courses
- Enable students to earn a high school diploma, along with an Associate Degree, Level 1 or Level 2 certificate, or industry-based certification within six years
- Offer age-appropriate work-based learning opportunity in every grade level
- Allow students to gain work experience through an internship, apprenticeship, or other job training program
- Align to regional workforce needs, guiding students into high-demand, high-wage careers
- Partner with Texas Institutions of Higher Education (IHEs) and regional businesses and industries, giving students access to post-secondary education and workforce training opportunities

The P-TECH Blueprint provides foundational principles and standards for innovative partnerships with colleges, universities, and industry. The P-TECH Blueprint contains six benchmarks outlining the design elements that each P-TECH campus must implement before serving students. Additionally, outcome-based measures in Access, Attainment, and Achievement provide guidance for P-TECH program implementation and continuous improvement efforts.

Community High School offers P-Tech in the area of Construction, Health Science, Cosmetology, and Automotive. These classes are taught by embedded staff through TVCC and Collin College. Students select the P-Tech program during their 9th grade year through course selection. Students must take the TSI test in order to qualify for P-Tech as well as complete a college application. For more information, please see a counselor or visit the CCMR website on the Community High School webpage.

Pride Prep Program
The Pride Prep program at Texas A&M Commerce University is a competitive enrollment process that begins in the Winter of a student's 8th grade year. Students show interest in this program during course selection and then are TSI tested to see if they meet qualifications. As a part of the application process, students will submit an Apply Texas Dual Credit application, submit passing ELAR TSI scores, and complete a unique application and interview process in order to determine acceptance.

Pride Prep Courses

Grade Level	Course
9th	US History 1301/1302 (1 credit) *Students will also take the STAAR test associated with this course
10th	English 1301/1302 (2 credits) *This course will count as a students 3rd and 4th level of English
11th	English 2326/Math 1314 (2 credits) Poly Sci 2301/2302 (1 credit)
12th	Theater 1310 (1 credit)/ Economics 2301 (.5 credit) Psyc 2301 (1 credit)/ Additional Course *Students will only attend Pride Prep courses in the Fall if they are obtaining their Associate Degree from Collin College

Associate Degree

Community High School offers students the opportunity to earn dual credit-credit for both high school courses and college courses in order to earn an Associate Degree. In order to obtain an Associate Degree, students must enroll in Collin College, pass both the ELAR and math TSI or equivalent, and fulfill the associate degree requirements. Upon graduation, students will be able to enter into their junior year and continue their studies at a University. Community High School allows for the following Associate Degree at Collin College:

- Associate of Arts= 42 core classes and 18 elective hours.
- Associate of Science= 42 core classes, additional of math course for 3 credits and 15 credits of elective hours

Associates Degree Approved Programs of Study

- Automotive (TVCC- hours will be transferred to Collin College)
- Business Management (Collin College)
- Construction (TVCC- hours will be transferred to Collin College)
- Cosmetology (TVCC- hours will be transferred to Collin College)
- Education Teaching and Training (Collin College)
- Healthcare Diagnostics EKG (Collin College)

Pathway to Associate's Degree by Grade Level

Year	Fall	Hrs.	Spring	Hrs.
Sophomore	EDUC 1300	3	SPCH 1311	3
	HUMA 1301	3	HUMA 2323	3
			Year Total	12
Junior	ENGL 1301	3	ENGL 1302	3
	HIST 1301	3	HIST 1302	3
	ENVR 1401	4	ENVR 1402	4
	MATH 1314	3	GOVT 2306	3
			Year Total	26
Senior	ECON 2301	3	GOVT 2305	3
	SPAN 1411	3	SPAN 1412	3
	BUSI 1301	3	ARTS 1301	3
	PSYC 2301	3	PSYC 2314	3
			Year Total	24
			Total Degree Hours	62

Dual Credit Experience and Requirements

Dual credit courses can be taken several different ways on the CHS campus. Students may take classes face-to-face with a College Professor, students may take classes online, or students may take classes on a college campus. In all cases, students are responsible for all tuition, fees, and textbook costs unless students are enrolled in a special program in which tuition is provided. Additionally, students are responsible for meeting deadlines pertaining to testing requirements, applying to the college, registering for courses, and enrollment.

The method of instructional delivery for the course cannot be guaranteed due to staffing requirements.

Dual Credit Student Expectations

A dual credit course requires students to take responsibility for their learning and success. The following list illustrates the expectations of a student in a dual credit course.

- Students are responsible for completing assignments and taking tests on time as outlined in the syllabus.

- Students determine what they need to learn.
- Students take notes and prepare their own outlines and study guides.
- Students monitor their own progress and calculate their own grades.
- Students must have prerequisite knowledge and skills before starting the class.
- Students are expected to generate questions and initiate discussion.
- Students are responsible for learning all material whether or not it is presented in class.
- Students take fewer tests over larger amounts of material and are not necessarily allowed to make-up or retake tests. (partnering institutions do not follow CISD grading guidelines)
- Student grades are based on a small number of assessments.
- Due to the Family Educational Rights and Privacy Act (FERPA), communication is between only the student and the professor. Please see the FERPA section for more detailed information.
- College courses sometimes deal with controversial issues or subject matter

Dual Credit Attendance

Regular and punctual class attendance is expected. Student absences will be recorded from the first day the class meets. In the case of an absence, it is the student's responsibility to contact the instructor. Students missing more than 10% of time for any reason may be dropped from the class.

- If a class meets twice a week, no more than 3 absences are allowed per semester.
- If a class meets four times a week, no more than 6 absences are allowed per semester.

Students who intend to stop attending a class for any reason should contact the instructor and their high school counselor to officially withdraw from the class. Failure to officially withdraw may result in a failing grade for the course and no refund. Class attendance and participation are essential to student success. Dual credit classes may not be the best option for students heavily involved in extracurricular activities that may cause them to miss class more than 10% of the time.

Dual Credit Course Availability

Classes will only be offered at the location and time as posted if there is enough enrollment to support the class. For a course to be held, 15 students must complete the enrollment process AND pay for the course. Classes can be canceled due to low enrollment. Every effort will be made to accommodate students completing the enrollment and payment process. If the classes are canceled due to low enrollment students will need to select the on-level or AP alternative to the course.

Dual Credit Tuition Cost

Tuition for a 3-credit hour course will cost between $0-$300.00. Other expenses will include, but may not be limited to fees, textbooks, and supplies. Tuition prices are subject to change if partnering institutions change their tuition rate. Economically Disadvantaged students who are taking dual credit classes from Collin College will receive free tuition. This does not include course fee, textbooks, and supplies.

Dual Credit Program Supply Fees

Some dual credit programs such as Construction, Cosmetology, Health Science, and Automotive, may require students to purchase specific uniforms or student kits. These items will belong to the student. While students will be required to leave these items in a secure location on the campus, at the conclusion of the students program of study, these items will follow the student into the workforce. Students should never feel discouraged from a program of study due to financial difficulties. Please reach out to the program teacher for assistance.

Paying for Dual Credit

Students will be responsible for paying tuition to the partnering college. CISD is partnering with Collin County Community College, Texas A & M University-Commerce, and Trinity Valley Community College, for the 2024-2025 school year. Students will be dropped from courses if tuition payments are not received before the due date established by the partnering college.

Dual Credit Eligibility

Dual credit through several colleges is available for qualifying students. To take a course for dual credit, the course must be a CISD approved course to receive high school credit. Most options currently available are for students in grades 10-12. While some students may be prepared to move into a dual credit course in the 9th grade, it is limited to our Early College students (Pride Prep) only at this time. Please see your high school counselor for advice if you are a 10th -12th grade student considering a dual credit course.

Dual Credit Requirements for Freshmen and Sophomores

For 9th and 10th grade students, the TSI Assessment minimum scores must be achieved, and permission must be granted by both the college and the high school for dual credit admissions. Substitute scores for the TSI Assessment may be utilized for ninth and tenth grade students according to the policies of the college.

Dual Credit Enrollment Requirements

- Must meet TSI eligibility requirements for college-level coursework or be exempt based on SAT, ACT, or EOC scores. Some workforce dual credit classes do not have eligibility requirements or may require a different score.
- The student must have successfully completed prerequisite courses as identified by CHS guidelines.
- Must take EDUC 1300 Learning Frameworks and make a “C” or higher prior to taking any core course or online course. In some cases, students may be approved to take EDUC 1300 concurrently with one or two additional dual credit courses.
- May not be enrolled in more than four dual credit courses per semester (12 credit hours per semester) without permission from the Advanced Academics Department. Permission will be given on a case by case basis.
- Are not eligible to enroll in developmental courses for dual credit
- Students must maintain satisfactory academic progress in dual credit course work in order to remain enrolled in the program.

College and Dual Credit Entrance Testing

Test	Score Explanation/ Requirements
STAAR End-of-Course (EOC)	An English II EOC score of 4000 or higher shall waive for both the reading and writing sections of the TSI Assessment. An Algebra I EOC score of 4000 or higher and a passing grade in Algebra II shall waive for the mathematics section of the TSI Assessment.
TSIA2	College Readiness scores for each area of the TSIA2 Assessment: A minimum score of 945 on the ELAR College Readiness Classification (CRC) and a 5 or higher on the essay OR if you score below 945 on the ELAR CRC, you must score a 5 or higher on the diagnostic and a 5 or higher on the essay.
PSAT	a minimum score of 530 on the math section and a minimum score of 480 on the Evidence-Based Reading and Writing (EBRW). (No combined score required)
ACT ASPIRE	A scale score of 435 in English shall waive for both the reading and writing sections of the TSI Assessment. A scale score of 431 in math shall waive for the math section of the TSI.
ACT	A combined score of 40 or higher on the English and Reading shall be exempt for both the reading and writing sections of the TSI Assessment, and/or 22 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment.

SAT	A combined critical reading (formerly “verbal”) and mathematics score of 1070 with a minimum of 500 on the critical reading test shall be exempt for both reading and writing sections of the TSI Assessment, and/or 500 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment. After March 5, 2016, a minimum score of 480 on the Evidenced-Based Reading and Writing (EBRW) test shall be exempt for both reading and writing sections of the TSI Assessment; a minimum score of 530 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment. There is no combined score.C

Career and Technical (CTE) College Dual Credit

For technical college dual credit, entrance criteria are determined by the type of program or certification the course leads to, and whether the student is seeking coursework beyond a Level I certification. Please see a counselor to determine whether TSI testing is needed for the type of technical articulated or dual credit that is being sought.

Dual Credit Registration Process

Each partnering institution has a different registration process so it will be important to read the directions carefully. Please contact the Advanced Academics Advisor, located in the CHS Library office, if you have any questions or more assistance is needed. All posted deadlines are firm and unfortunately will not be extended for any reason. High School course scheduling and Dual Credit course registration need to occur at the same time. Therefore, it is essential that students work with their high school counselor to complete this process.

Advanced Academics Advisor- Alexis Barge Alexis.Barge@communityisd.org

TVCC Dual Credit Registration Procedure

Students who are interested in taking a dual credit course through TVCC will need to complete the application for admission to TVCC, submit test scores, high school transcript, and a meningitis waiver before being able to register in courses through the college. TVCC allows each dual credit student to enroll in 2 classes per semester without paying tuition. However, each student is responsible for paying the course fees. The course fees for each program varies and some programs will require students to purchase a student kit each year. Community High School offers CTE Dual Credit Courses in Cosmetology and Automotive. Please contact the program instructor for further information.

Automotive Technology - Mr. Ronald Gabriel ronald.gabriel@communityisd.org

Cosmetology - Mrs. Mckenna Smith mckenna.smith@communityisd.org

Texas A&M Commerce Pride Prep Dual Credit Registration Procedure

Students who have been accepted into the Pride Prep Program through Texas A&M Commerce will receive notification in the Spring of their 8th grade year. Course Registration is handled by the college. Community ISD will invoice students for the fall and spring semester.

Special Services for Dual Credit Students

Student Accessibility Resources Students are eligible to apply for services through the College's Accessibility Resources office. In order for students to receive any accommodations or assistance, they must work with this office at college.

Collin County Community College	Texas A&M University - Commerce	Trinity Valley Community College
Main Office Spring Creek Campus D-140 Plano, TX (972) 881-5898 Hours 9:00 a.m.-5:00 p.m. Mon-Fri	Gee Library, Room 162 Fax Number: (903) 468-8148 Email:**StudentDisabilityServices@tamuc.edu** **Sandi Patton** Director **Sandi.Patton@tamuc.edu** (903) 886-5835	TVCC DISABILITY SERVICES CAMPUS CONTACT INFORMATION: EMAIL: disability@tvcc.edu **Athens Campus** **(903) 675-6224**
https://www.collin.edu/studentresources/disabilityservices/campuslocations.html	https://new.tamuc.edu/sdrs/	https://www.tvcc.edu/CAPS/article.aspx?a=1650

Dual Credit Grade Reporting

The college professors are responsible for grading (in some cases CHS staff may be an adjunct professor). The grading policies for a dual credit class are determined by the partnering institution. Professors will NOT communicate with parents regarding course progress. The final grade will be used in determining UIL eligibility as applicable. Students will need to check their grades via their college account. Grades should be updated throughout the semester. *Any student that is suspected of Academic Dishonesty will be disciplined by the partnering institution, according to the school's policy and procedure.

Dual Credit Grade Equivalencies and Weight

Community ISD will receive a numerical grade from each college partner that will be used to determine the student's high school grade, UIL Eligibility, Rank, & GPA. Dual Credit Grades will receive additional incentive points during the calculation and rank of GPA.

*Please note that a letter grade will appear on a student's official college transcript. College professors will contact district/campus officials with the student's numeric grade received in the course. Numeric course grades will be added to the student's high school transcripts.

Failing a Dual Credit Course

If a student receives a numeric grade below 60, or a letter grade of "F" from the College, they will NOT receive high school credit for a course and the student will be placed on Academic Probation. A student may not continue in the CISD dual credit program in the failing subject area until the course is retaken the following summer and credit is awarded.

In the event a student fails a course, they will have to make up the high school credit, unless the second semester will average pass for the year on the high school transcript. Students will work with their campus counselor to develop a plan for regaining credit.If students fail the first Fall semester of a course, they will be placed in the on-level high school course for the second semester.

If a student receives a numeric grade between 60 and 69 for a dual credit course, they will receive credit for the course as long as the college awards credit. The failing grade will be considered during the calculation of GPA beginning with the class of 2024. Any student that receives a letter grade below a 69 will be placed on Dual Credit Academic Probation.

Students will not be allowed to continue in any CISD dual credit program once they have received two numerical grades of a 69 or a "D" on their college transcript.

TVCC courses are not offered for students to retake on their own time. Students will not be allowed to continue in the TVCC dual credit program if they receive a numerical grade below 60 or a letter grade of an "F". Students who are enrolled in TVCC courses will be placed on Dual Credit Academic Probation after receiving a numerical grade of a 60-69 or a "D". **If a student receives a second numerical grade of a 60-69 or a "D" they will be removed from the TVCC program**.

Dismissal from Dual Credit Program

Students may be administratively withdrawn from the dual credit program at any time at their own academic expense due to inappropriate behavior and attendance

Students assigned ISS, OSS, and/or to DEAP for any reason will not be allowed to physically attend dual credit classes; therefore, the student may be required to drop the course at their own academic and monetary expense due to attendance requirements. *(*Credit recovery is not offered for dual credit courses)*

Dropping a Dual Credit Course

Students may drop a dual credit course if needed during the semester. Drops must occur by the deadlines set by partnering institutions. Be aware that partial or no refunds may be available for the course, depending on the time the student drops. Drop dates can be found on the college's website. Students must follow the steps below.

Step 1 -Students must schedule an appointment with their CHS counselor prior to dropping any course in order to discuss options for credit recovery or rescheduling.
Step 2- Students must complete the CHS dual credit drop form and must be rescheduled into an alternate class or sign a plan for credit recovery.
Step 3 -Students must schedule an appointment with an Advanced Academics Advisor to drop the course.

After Dropping a Dual Credit Course

- CHS bases staffing decisions upon the number of students who select dual credit courses during course selection. There is no guarantee that a student may be able to move into a high school course after dropping a dual credit course;
- If a student drops a dual credit course and is able to move into a high school course, or selects to enroll in online credit recovery, the student's grade at the time of the drop will be transferred to the new class.
- Students who select online credit recovery must pay any applicable fees as designated by CHS.
- Students who drop a course may not take other dual credit courses in the same subject area unless they re-enroll in the class on their own time (in the evening on a Collin College campus; online if they meet requirements to take an online class; or, in the Summer). After a student has taken the class over and received a passing grade, they may then enroll in dual credit courses in that subject area.
- ***If a student drops more than 2 classes they will be removed from the dual credit program.***

The Family Educational Rights and Privacy Act

(FERPA) is a federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Dual Credit students must submit the Waiver of Academic Privacy before the College will release the student's academic record to any third-party, including parents. :

1. Download the form from the college's website
2. Complete the form with school information and student signature.

3. Email a scanned attachment of your completed form via your college email account.

Calendar
Dual credit classes follow the college calendar. Semesters usually start and finish at different times than the semesters at CISD. A calendar will be provided to students on the first day of class.

Side-by-Side Comparison
Dual Credit, Advanced Placement (AP), and On Ramps

	Advanced Placement (AP)	**Dual Credit (DC)**
Description	Allows students to take college-level courses and exams to earn college credit or placement while still in high school	Allows high school students to simultaneously earn high school and college credit
College Credit	Must pass College Board AP exam with a score of 3 or higher for college credit	College credit earned upon successful completion of course(s)
Instructors	Taught by the high school teachers trained by the College Board	Taught by college instructors or high school teachers who serve as adjunct professors
College/ University Acceptance	Accepted throughout the nation (check the policy at each college or university regarding acceptable exam score)	Accepted at public colleges and universities in Texas as well as many other colleges and universities across the nation (check the policy at each college or university)
Location	Taught at the high school	Taught at the high school, online, or at a college campus
Eligibility	Open to any students on Advanced Academics track in grades 10-12	Available for students in 9-12 grade Must have high school approval and complete registration requirements Must meet TSI eligibility requirements for college-level course work
Cost	Free to take the course $40 test fee to take the test AP Test is mandatory	Tuition for a 3-credit hour course will cost between $0-$210.00. Other expenses will include, but may not be limited to textbooks, fees, and supplies. Tuition prices are subject to change if partnering institutions change their tuition rate.

College Admissions Testing

Preliminary Scholastic Aptitude Test (PSAT)

The PSAT is a three-hour examination similar to the SAT. It is offered in October of each school year on the Community High School campus. This test gives the student a “predicted” SAT score. When taken during the junior year, the PSAT puts students in contention for the National Merit Scholarship Competition. The students receive information about their results that can be helpful in preparation for future SAT testing.

Texas Success Initiative (TSIA 2.0) Exam

The TSI Assessment is designed to help determine whether a student is ready for college-level course work in general areas of reading, writing, and mathematics. All students entering public Institutes of Higher Education in Texas are required to achieve a minimum score on this assessment, or use qualifying scores on substitute assessments. Before attempting the exam, mandatory pre-assessment activities are required. CHS is a testing site for TSI, but you must schedule with a counselor for site availability and to register for pre-assessment activities.

American College Test (ACT) and Scholastic Aptitude Test (SAT)

The ACT is a three-hour examination similar to an achievement test in English, mathematics usage, reading, and natural science reasoning abilities. Scores achieved on the PSAT and Aspire tests may assist students in choosing one or both exams to attempt for college entrance. The SAT is a three-hour test of verbal and mathematical reasoning abilities. Both tests include a writing component. Students should check with their counselor to obtain specific testing dates and deadlines for registration. Applications for the SAT and ACT are available in the counseling office. Students may also register online. Students should contact their college of choice regarding required placement exams. More information about each test, test dates, and online registration can be found at the following websites:

ACT: http://www.actstudent.org/

SAT: http://sat.collegeboard.org/home

Please visit the CHS College and Career Center for more college, career, and workforce information

UIL and CTSO (Career and Technical Student Organizations)

Eligibility

For the purposes of determining UIL and CTSO eligibility, Community ISD refers to the guidelines established by the University Interscholastic League and the Community ISD School Board Policy.

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;

Districts may identify honors courses only in the subject areas of English language arts, mathematics, science, social studies, economics, or a language 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.

Prior to the 2024-2025 school year, CISD is providing notice that only honors courses and College Board designated AP courses will be eligible for an exemption. This does include dual credit courses offered in the core areas.

Community ISD School Board Policy includes the following:

A student shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the District or the UIL after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than a course described below as Exempt Courses.

A suspension continues for at least three weeks and is not removed during the school year until the conditions of Reinstatement, described below, are met. A suspension shall not last beyond the end of a school year.

"Grade evaluation period" means:

1. The six-week grade reporting period; or

2. The first six weeks of a semester and each grade reporting period thereafter, in the case of a district with a grade reporting period longer than six weeks. Education Code 33.081(c)

The school week is defined as beginning at 12:01 a.m. on the first instructional day of the calendar week and ending at the close of instruction on the last instructional day of the calendar week, excluding holidays. 19 TAC 76.1001(b)

The suspension and reinstatement provisions of Education Code 33.081(c) and (d) do not apply to an advanced placement or international baccalaureate courses, or to an honors or dual credit course in the subject areas of English language arts, mathematics,science, social studies, economics, or a language other than English. Education Code 33.081(d-1)

The following are honors classes for purposes of eligibility to participate in extracurricular activities:

- *All College Board Advanced Placement courses and International Baccalaureate courses in all disciplines; and,*

- *For the 2024-2025 School Year, Community ISD is offering dual credit courses with the following prefixes that are not included in the core academic content areas of English Language Arts, Mathematics, Science, Social Studies, Economics or language other than English, and therefore are not eligible for exemption:*

CMSE (Cosmetology), AUMT (Automotive), DSAE (Health Science), PSYC (Psychology), EDUC (Education), ECRD (Health Science), HPRS (Health Science). HITT (Health Science), AGAH, AGCR, AGRI (Construction Technology - Agriculture), CPMT, ITNW, ITMT, ITCC (Information Technology), and BMGT (Business). While we have tried to include all elective dual credit course prefixes, please know that we may add new classes at any time. Additionally, ANY course aligned with a dual credit elective course is not eligible for UIL exemption.

Community ISD School Board Policy - Student Activities retrieved from: https://pol.tasb.org/Policy/Download/318?filename=FM(LEGAL).pdf

Community High School CTE CTSO Participation

We are committed to excellence in ALL areas of education. Student participation in CTSO competition trips must meet the following requirements in order to participate in any CTE events, competitions or field trips, including college visits:

- Student must be a member of the CTSO
- Students must not owe any hours for credit recovery;
- Must meet UIL No Pass, No play guidelines AND must be passing ALL classes 5 days before the departure date of the field trip, competition, CTE event, or college visit; and,
- Students who are absent the day before a trip will not be allowed to participate.