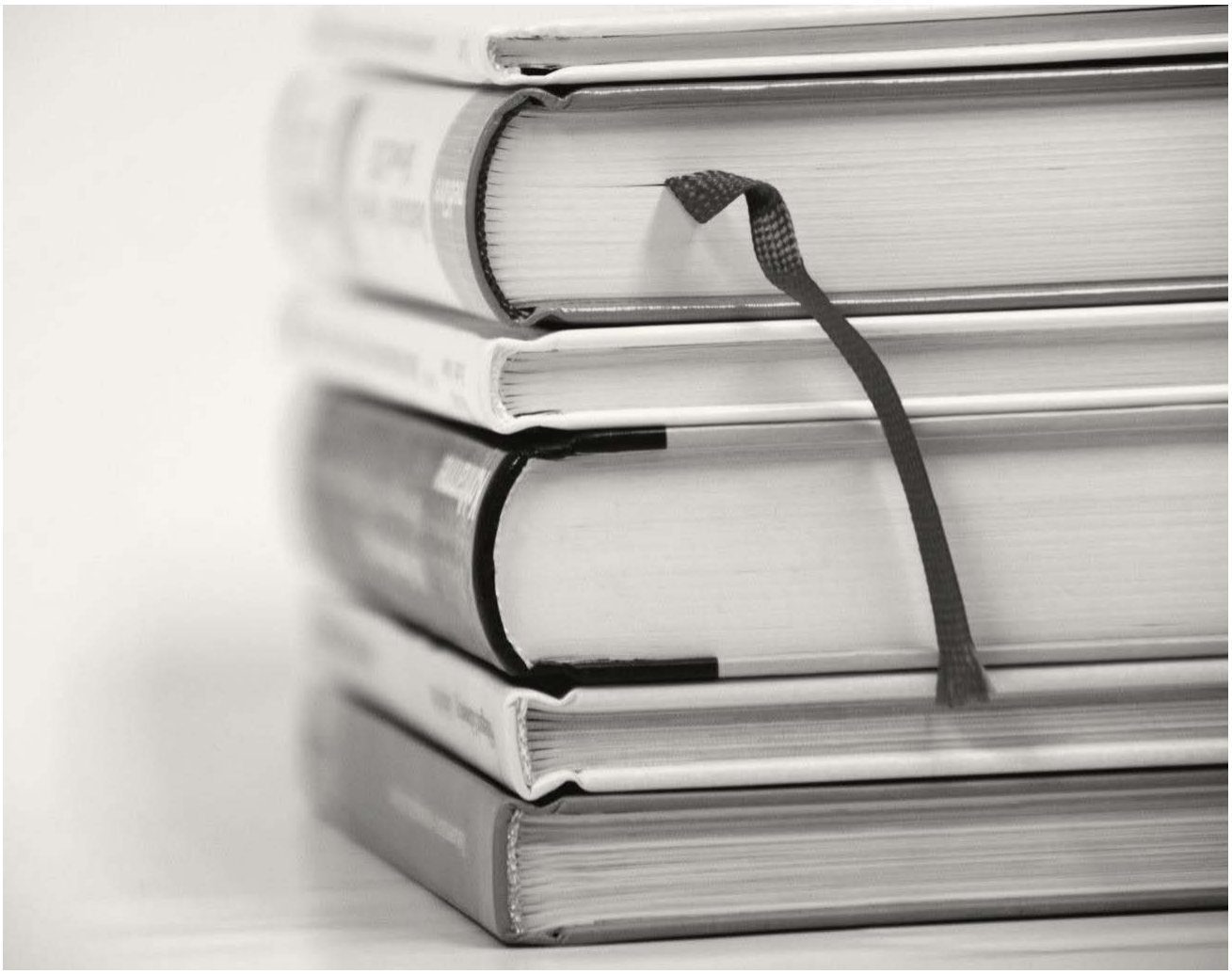
Grand Prairie ISD Academic Handbook 2026-2027



GPISD MISSION STATEMENT

We will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

GPISD SECONDARY SCHOOL ACADEMIC HANDBOOK

The Secondary School Academic Handbook contains the graduation requirements, and the graduation plans that are available to GPISD high school students. In addition, The Handbook highlights GPISD policies, rules and regulations that apply to secondary school students. Most importantly, the Handbook offers the information students will need to create four-year personal graduation plans (PGPs) designed to prepare students for their futures including college, business or technical school, military service, the arts, immediate employment, and many others. The programs available in GPISD allow each student to choose a course of study that is best suited to their individual needs, talents, and goals.

NON-DISCRIMINATION STATEMENT

The Grand Prairie Independent School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.[1] The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Title IX:	Section 504/ADA:	All other nondiscrimination laws:
Dr. Blanca McGee Executive Director of ES Counseling Programs & School Social Workers 1301 E. Coral Way Grand Prairie, TX 75051 972.623.9000	Rachel Tedesco Director of Special Services & 504 2602 S. Belt Line Rd Grand Prairie, TX 75052 972.237.5301	Dr. Gabriel Trujillo Superintendent 2602 S. Belt Line Rd Grand Prairie, TX 75052 972.237.4000

STATEMENT OF CONFIDENTIALITY

GPISD, in accordance with FERPA (the Family Educational Rights and Privacy Act) restricts access to protected student records as required by law. Student Directory Information will be released upon request without a parent's consent unless the parent elects to restrict directory information during online registration at the beginning of each school year.

GPISD Disclaimer:

The contents of the Secondary School Academic Handbook are relevant to GPISD Policy (Legal and Local), Regulation and Practice as of December 2022. For current information regarding district policy, please refer to the Grand Prairie Independent School District website at www.gpisd.org.

Specific school-related questions should be directed to campus staff. When a parent or guardian has a question or concern, he or she should contact the person who made the initial decision. After discussing the matter, if the concern continues, the principal should be contacted.

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GENERAL INFORMATION
FOR SECONDARY SCHOOL STUDENTS & PARENTS

SUCCESS IN SECONDARY SCHOOLS

Success in middle and high school requires planning and hard work. This section of the Secondary School Academic Handbook is intended to answer many of the questions students and their parents have about planning for graduation and the rules and procedures followed by schools in Grand Prairie Independent School District. Use this guide and the GPISD Course Catalog to help select middle and high school courses. Many courses are required and there are also many enjoyable and enriching electives. Choose your courses carefully, plan to work hard, and get involved in extracurricular and community activities.

TAKING RESPONSIBILITY FOR PERSONAL CONDUCT

GPISD expects students to exhibit a high degree of self-discipline and contribute to an educational climate that allows each student to enjoy a healthy, safe, and positive learning experience. When necessary, disciplinary measures are used to maintain order and promote appropriate behavior. Each campus may establish additional rules and regulations under GPISD guidelines. Please refer to the Student Code of Conduct, Student Handbook, and online policy for information on attendance and discipline. Both handbooks are available online in English and Spanish at www.gpisd.org.

HOW PARENTS CAN HELP

Parents play an influential role in helping their student plan, prepare and develop a plan for college and career.

Parents should encourage the development of the following skills/habits in their student:

- Good attendance
- A structured study routine
- Good time management and organizational skills

In addition, parents should:

- Visit the TEA Texas Essential Knowledge and Skills website (https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills) to become familiar with the most current versions of the state adopted TEKS.
- Encourage students to take Advanced Placement courses, dual credit, and OnRamps courses to earn college credit while still in high school.

Students who are involved in after school (extracurricular) activities are often more successful in school. GPISD offers clubs, teams, and other opportunities for learning academic and social skills, making friends, and developing leadership skills. Parents should encourage their student to be involved in at least one extracurricular activity.

LEVELS OF INSTRUCTION

On-level – These core and elective courses use a variety of teaching strategies, student activities, and assessments. The curriculum requires students to develop critical thinking and problem-solving skills as well as master core content. Courses are taught on grade level.

Advanced Courses - Advanced courses are designed for students capable of performing at a level above their current grade placement. Advanced classes offer a combination of acceleration, enrichment, and differentiation as students participate in high level reading and more in-depth study. Due to the rigor and challenge of Advanced coursework, students receive weighted grade points for high school credit courses. Students who enroll in Advanced courses and their parents must sign and abide by the guidelines outlined in the AP/Advanced Contract.

Advanced Placement – AP is designed for students capable of performing at the highest level. These courses offer students a rigorous academic experience and the opportunity to earn college credit through AP exams administered each May. Students who enroll in AP courses and their parents must sign and abide by the guidelines outlined in the AP/ Advanced Contract.

*Students enrolled in schools with a specialized focus can take advantage of specific programs that are tailored to their interests. However, some of these schools have limited course offerings in Advanced Placement (AP), Dual Credit, and Dual Enrollment.

Dual Credit – Dual Credit courses are rigorous, college-level courses for students who meet district and state eligibility requirements. Courses offered for dual credit stem from agreements between the school district, universities and/or community colleges whereby a high school student enrolls in a college course taught by a college professor and **simultaneously earns college credit and high school credit** for the course. GPISD offers dual credit courses through Dallas College, Texas A&M University at Commerce, and the University of Texas at Arlington (UTA). Students may take dual credit courses as early as the ninth grade if they meet the academic eligibility requirements. Academic dual credit courses are transferable to all Texas public colleges/universities. Credit is awarded at the discretion of the receiving university, so it is important for students to check with the university of their choice.
Students in dual credit courses should be aware of all college/university deadline dates and the consequences for dropping a course.

Dual Enrollment - Grand Prairie ISD offers OnRamps dual enrollment courses to students—giving them access to high-quality, college-level courses early in their academic careers. OnRamps students are enrolled in two separate courses: a high school course taught by a GPISD teacher—who receives yearlong, research-based professional learning and development on the most effective techniques and technologies used in classrooms today—and an online, distance college course taught by a faculty member or college "Instructor of Record." Students receive separate grades for the high school and college courses. The work and grades between the high school course and college course are kept separate and do not influence the other. In both courses, students are challenged with rigorous content, encouraged to take ownership of their learning, and prepared with the skills they need to support their transition beyond high school. Students who earn college credit have the choice to accept or decline the credit based on their college goals. Accepted credits will appear on an official university transcript with the final college letter grade, which may factor into a student's college GPA depending on the college's policies. Students who decline credit will not have a university transcript and declining credit has no impact on a student's financial aid status.

Gifted and Talented – The secondary GT service model is a specific subject-matter aptitude model. Identified students in grades 6-12 are served in one or more of the four core content areas of English language arts, math, science, and social studies through Advanced Placement (AP) and Advanced classes. AP/Advanced curricula are differentiated to meet the unique needs of gifted learners. Teachers who provide instruction for Advanced courses and AP courses are required to received 30 hours of basic training (and subsequently 6 hours of update training annually) in the education of the gifted to meet the needs of gifted students in advanced courses.

STANDARDIZED TESTING

Standardized tests are administered periodically to all students to evaluate knowledge gained over a given period and to assess the effectiveness of the curriculum.

State of Texas Assessments of Academic Readiness (STAAR)

The Texas Education Agency has established the following state-mandated tests for all students:
Grade 6:
STAAR (State of Texas Assessment of Academic Readiness): Math and Reading
Grade 7:
STAAR: Math, Reading and Writing
Grade 8:
STAAR: Math, Reading, Social Studies and Science

Students entering 9th grade during the 2011-2012 school year and beyond will take STAAR End-of-Course (EOC) assessments in the following subjects:
English I
English II
Algebra I
Biology
U.S. History

OTHER ASSESSMENTS

ACT (College Entrance Exam)

The ACT is one of two college entrance exams required by most colleges and universities. In partnership with ACT, GPISD tests all juniors on ACT school day in the spring, giving all GPISD students an important opportunity to demonstrate college-readiness skills. The ACT tests skills in English, math, science, and reading. There is also a 30-minute essay test available for an extra charge. Scores range from 1 to 36 on each section. Scores are combined into a composite score which also ranges from 1 to 36. The ACT is administered on Saturdays approximately 6 times per year. Registration with ACT is required approximately six weeks in advance.

Registration: ACT School Day – Automatic for Juniors (handled through the campus testing coordinator). No cost for juniors taking the school day ACT.

Saturday ACT – Register online at: www.actstudent.org

Fee waivers are available for students who qualify. See your Counselor for more information.

AP – Advanced Placement Exams

The College Board AP Exams are administered each year during the first two weeks of May during the school day. Each exam is approximately three hours and covers college-level content in AP specific courses. Individual tests may vary in format, but generally consist of both multiple choice and essay questions. Foreign language exams include a speaking and listening section. Scores range from 1-5, with most colleges awarding credit for scores of 3 or higher. Registration and information about AP exams are communicated by each campus AP coordinator. For additional information visit the AP Central website: https://apstudent.collegeboard.org/home

Registration: November (Fall semester and year-long courses)
March (Spring semester courses)
See campus AP coordinator

Fee waivers are available for students who qualify. See your AP coordinator for more information.

PreACT

The PreACT is scheduled in October and is administered to all 10th grade students. The PreACT covers four academic skill areas: English, mathematics, reading, and scientific reasoning. The assessment allows students to participate in the National assessment and prepares them to take the ACT in their junior year.

Registration: PreACT School Day – Automatic for Sophomores (handled through the campus testing coordinator). No cost for the sophomores taking the PreACT School Day.

PSAT/National Merit Scholarship Qualifying Test (NMSQT)

The PSAT/NMSQT is scheduled the third week of every October and is administered to juniors during the school day. For participating juniors, this practice test for the SAT is also the qualifying exam for the National Merit Scholarship Program, the National Hispanic Recognition Program, and the National Achievement Award for African American students. It covers critical reading, writing, and math skills, and can be a valuable predictor for success in higher- level courses, for future SAT scores, and for success in college. Along with their score reports, participating students receive College Board and Khan Academy® accounts that provide access to free, personalized study recommendations online. For more information visit the College Board website: http://www.collegeboard.com/student/testing/psat/about.html

Registration: Juniors must register through the campus testing coordinator. Minimal fee for juniors.

The National Merit Scholarship Program is an academic competition for recognition and college scholarships. High school students enter the scholarship program by taking the PSAT/NMSQT and by meeting the published program entry and participation requirements as outlined in the PSAT/NMSQT Student Guide.

SAT Reasoning Test (College Entrance Exam)

The SAT Reasoning Test is one of two college entrance exams required by most colleges and universities. The new digital SAT is composed of two sections: Reading & Writing and Math. The range of possible scores are from 400 to 1600 for a total score and 200 to 800 for section scores (Reading and Writing section and Math section). The SAT Essay is for some state-provided testing and a student can receive three scores for the essay ranging from 2-8. (Essay results are reported separately.) Along with their score reports, participating students receive College Board and Khan Academy® accounts that provide access to free, personalized study recommendations online. Students can register to take the SAT on a Saturday (approximately 7 times throughout the year). Registration with the College Board is required about six weeks in advance. For more information on the new SAT, visit: https://sat.collegeboard.org/home

Registration: Online at: https://satsuite.collegeboard.org/sat/dates-deadlines

The Texas English Proficiency Assessment System (TELPAS) is an English language proficiency assessment aligned to the Texas English Language Proficiency Standards (ELPS). This assessment is designed to assess the progress that emergent bilingual (EB) students make in learning the English language. TELPAS fulfills ESSA requirements for assessing EB students in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing. GPISD students are identified, and exams will be given on a school day.

COLLEGE READINESS STANDARD

Texas Success Initiative (TSI) is a state law requiring all Texas public institutions of higher learning to determine college readiness in reading, writing, and math for all undergraduate students. Students are able to meet these criteria through a combination of ACT, SAT, and TSIA test scores.

Specific TSI qualifying score benchmarks on ACT, SAT, and TSIA2

	ACT	SAT	TSIA2
Math	**22**	**530**	**950 or lower than 950 + Diagnostic Score of 6**
ELAR	**Reading + English = 40**	**480**	**945 + 5 on Essay or lower than 945 + Diagnostic Score of 5 + 5 on Essay**

Texas College Bridge

With Texas College Bridge, high school juniors and seniors can take online college preparatory courses, strengthening their English and math skills prior to enrolling in college and setting them on a path to postsecondary success. Texas College Bridge courses are personalized, self-paced and teacher facilitated—allowing students to focus on skills they need and skip those they have already mastered, with teacher support along the way. Students receive additional support and resources to help them complete college transition milestones. Plus, they can earn a TSI exemption at more than 40 partnering colleges and universities across Texas.

Semester Exam Exemptions

Juniors and seniors who have met satisfactory standards on district and/or state assessments and qualify under the following conditions may be exempt from semester exams.

1. For English and Math courses, students who have achieved a TSI college readiness score on the ACT, SAT, or TSIA2 will be exempt from semester exams in the respective course subject without meeting the criteria below (numbers 2-4). Students must have a passing average in order to use TSI college readiness scores for exemptions.
2. Maintain an average of 90-100 with no more than three absences during the semester.
3. Maintain an average of 85-89 with no more than two absences during the semester.
4. Maintain an average of 80-84 with no more than one absence during the semester.

All exemptions will be determined by the teacher but must be consistent with the criteria as stated above. Exemptions are subject to review and final determination by the principal. The attendance office will determine the official attendance data. Three tardies for the purpose of this rule shall equal one absence.

EXTRACURRICULAR ACTIVITIES AND UNIVERSITY INTERSCHOLASTIC LEAGUE (UIL)

To be eligible under the no-pass, no-play rule, students must be passing with a minimum grade of 70 in ALL courses except exempt courses described below:

1. Advanced Placement (AP) or International Baccalaureate (IB) courses in all disciplines.
2. High School/College Concurrent Enrollment specifically in English Language Arts, Languages other than English, Mathematics, and Social Studies
    a. Dual Credit course in disciplines listed above
    b. OnRamps courses in disciplines listed above
3. Additional Advanced Courses specifically in English Language Arts, Languages other than English, Mathematics, and Social Studies
    a. High School Advanced Courses (previously Pre-AP) in above disciplines
    b. Middle School Advanced Courses (includes advanced HS courses offered in MS) in above disciplines

Suspension of Eligibility for Extracurricular Activities

Any student with a failing nine-weeks grade will be suspended from competition.

- *Refer to GPISD policy FM (LEGAL) on* the GPISD *website*
- Students lose eligibility for a three-week period/15 class days
- Ineligible students must wait seven calendar days after the three-week evaluation and grading period to regain eligibility
- Credit by examination shall not be used to gain eligibility for participation in extracurricular activities

Activities that support course work include language clubs, journalism, debate, theatre arts, band, orchestra, choir, and career clubs. Student athletes can further their development by participating in University Interscholastic League (UIL) sports. For high school: football, volleyball, cross-country, golf, tennis, swimming, basketball, baseball, softball, water polo, wrestling, soccer, and track and field. For middle school: football, volleyball, basketball, and track and field. Sixth grade students cannot participate in UIL activities.

A student must be enrolled for at least four hours per day in state approved or local credit classes to be considered in membership for one full day (19 TAC §129.21[h]). Students who are in classes more than four hours some days and less than four hours on other days are considered “full-time” if they spend an average of four hours per day in class for a five-day school week (e.g., Block Schedules).

Refer to document in Appendix D titled Guidance for UIL Eligibility in GPISD and the University Interscholastic League website for complete information.

COLLEGE-BOUND STUDENT ATHLETES

Students interested in continuing as student athletes in college should become familiar with eligibility standards at the college level. Information is available through the various organizations that monitor post-secondary sports. Some of the most common organizations include National Collegiate Athletic Association (NCAA) National Association of Intercollegiate Athletics (NAIA) and National Junior College Athletic Association (NJCAA).

Links to the organizations listed above are as follows:

NCAA- https://web3.ncaa.org/ecwr3/
**Frequently asked questions link - NCAA's FAQs

NAIA- https://www.naia.org/landing/index
**Frequently asked questions link - NAIA's FAQs

NJCAA- https://www.njcaa.org/landing/index
**Frequently asked questions link - NJCAA's FAQs

ACHIEVING SUCCESS

Student grades will be based on a numerical scale of 0-100. A grade of 70 or above is considered passing. If a student takes a course on a pass/fail basis, a minimum grade of 70 is required for a passing grade, which is denoted with a 'P'.

GRADING SYSTEM

Grading and reporting student progress are intended to help increase student achievement. An effective grading system allows an educator to clearly communicate student progress toward predefined curriculum standards in a way that is equitable, accurate, and useful. GPISD grading procedures are available on each campus and on the district's website.

The parents and the school share responsibility for helping students succeed. Each school will provide alternative programs for students having difficulties, including individualized instruction, tutorial support, and mentoring. Parents may and are encouraged to request conferences with teachers, counselors, and/or administrators concerning their child's academic progress. A student will not be permitted to retake a course for a higher grade once the student has met the minimum passing standard of the course.

Grades are reported on a numerical basis unless otherwise noted. To demonstrate mastery of the TEKS and receive high school credit for a course, a student must maintain an average of 70 or above. The grading scale is as follows:

A = 90 - 100
B = 80 - 89
C = 70 - 79
F = Below 70

Dual Credit

According to district grading policies, any grade below a C is considered failing. Therefore, if a student earns a D in a dual credit course, he/she may receive college credit, but will not receive high school credit unless the student takes an appropriate alternate semester course and averages a 70 for the same school year. Failure to earn credit for a required course would result in the student having to retake the high school equivalent course.

Distance Learning/Correspondence Courses

Per the GPISD Local Board Policy EIC, grade points shall not be awarded for correspondence courses, credit by examination with prior instruction, or credit by examination without prior instruction. Please see more information on p. 17.

TRANSFER GRADES

There are times when students enroll in Grand Prairie ISD with semester grades less than 70 but with credit awarded from the previous school. In those instances, GPISD will honor the earned credits, but will give a grade of 70 on the student's transcript in-order-to align with the district's policy on earning credits.

When students transfer to GPISD from a school that gives letter grades, a uniform grading system for translating letter grades are used in all secondary schools.

A+ = 98	B+ = 88	C+ = 78		
A = 95	B = 85	C = 75	D = 65*	F = 65*
A - = 90	B - = 80	C - = 70		

*Failing/No credit earned for a "D" or "F", unless "D" was a passing grade in the previous district.

Pre-AP Transfer Grades

*By 2023, courses with the name Pre-AP will not receive weighted GPA points if the transferred course is on the official College Board Pre-AP Ledger. *All schools that receive the Official Pre-AP Designation will be added to the official College Board Pre-AP Ledger, along with the courses offered.*
Resource link: https://apcourseaudit.inflexion.org/ledger/

- Districts have now designated formerly Pre-AP courses to Advanced or Honors courses. If the Honors course description is equivalent to a GPISD offered Advanced course, the weighted points will be acknowledged.
- *Beginning Fall 2020, school counselors will verify College Board Pre-AP designation of transfer courses by calling the previous campus. If the previous school receives the official Pre-AP designation, the course will be transferred to GPISD as a course that carries on-level GPA points.*

GRADING POLICIES FOR STUDENTS ENROLLING IN COURSES WITHOUT COURSE TRANSFER GRADES

If a secondary student enrolls in a course (including Advanced/AP courses) after the first grading term* of a semester with no withdrawal records from a previous school or enrolls in a course without a transfer grade, the academic dean will instruct the teacher to enter ## in the grade book for the missed grading period. The campus has the option to administer a district assessment to determine the level of intervention needed for the course. If the assessment is given, the academic dean will instruct the teacher to enter P or F (pass or fail) instead of the ## in the grade book. This excludes semester exam grades and first or second semester grades. The student's grade for the semester will be the average of the grades earned from the date of enrollment. *This includes enrollment after the first 10 days of a semester.*

Students enrolling without records during the semester exam window must have a student/parent conference with the campus principal or dean to be informed that no credit will be awarded for the current semester.

REPORT CARDS AND PROGRESS REPORTS

The district will release via Skyward Family Access all secondary report cards and progress reports to parents. Parents may request a hard copy from the student's campus. Progress reports are uploaded to the student's portfolio at the mid-point of the grading period and report cards are uploaded at the end of each grading period for every student regardless of their grade average in any course. No progress reports nor report cards will be mailed home at the district level. Parents needing a hard copy of the progress report or report card can print from the parent portal or request a copy from the campus.

Report cards provide clear and concise information about a student's academic performance and promote communication among teachers, students, and parents about the student's personal development, conduct and work habits. The report card also provides information for employers, colleges, and other post-secondary institutions. Numerical scores for each secondary course are based on performance on examinations, essays, papers, presentations, performances, projects, or other measures appropriate to the subject matter. Scores may also be given for class work, homework, and class participation. Grades reflect mastery of the TEKS only and are not based on discipline, attendance, number of times tardy, or participation in extracurricular activities or other non-academic criteria.

- The middle school report card reports a numerical average each grading period for each course. At the end of the year, the grading period grades are averaged to give the student a course average. The report card also includes the number of absences a student has accumulated. Absences are semester-based for semester courses; absences are year-based for yearlong courses.
- The high school report card includes the numerical average for each grading period, plus the number of absences a student has accumulated. Absences are semester-based. The final report card includes a summary of each grading period and semester grades, as well as total absences. The two grading period grades and the semester examination grade are averaged to give a semester numerical average for each semester course.
- The report card reflects progress for a point in time. The cumulative grade point average is reflective of all completed high school credit courses, including grades earned in high school courses prior to grade 9, through the given reporting semester.
- Grading period grades for courses in progress are NOT included in the cumulative grade point average.
- Grade point average for first time 9th graders will not be calculated until October of the 10th-grade year.

RETENTION AND PROMOTION

Middle School Grade Promotion

In grades 6–8, students shall be promoted who score 70 or above in three of the following areas: reading, language arts, mathematics, science, and social studies. For other students, the principal shall decide whether to promote or retain each student individually after consulting with the student's teachers based on the following:

1. Mastery of grade-level essential knowledge and skills
2. Previous retentions
3. Chronological age
4. Maturational development
5. Attendance record
6. Experiential background
7. Estimation of the student's ability and achievement
8. The student's motivation and attitude
9. Any other factor the principal considers important

House Bill 3803

House Bill 3803 recently passed in the 88th Legislative Session. HB 3803 allows parents and guardians to elect for a student to repeat or retake a course or grade. This HB expands the grade levels to grades 1–8. A parent or guardian may elect for their child to repeat the grade in which their child was enrolled during the previous school year.

It allows a parent or guardian to elect for their child to repeat any course taken for high school credit in which their child was enrolled in during the previous school year. It prohibits a parent or guardian from electing for their child to repeat a course if the school district or open-enrollment charter school determines the student has met all the requirements for graduation. Lastly, it permits a parent or guardian to elect for their child to both repeat a grade and retake a course under these provisions.

House Bill 1416

House Bill 1416 recently passed the Regular Legislative Session. HB 1416 establishes new requirements for supplemental accelerated instruction for students who do not pass the State of Texas Assessment of Academic Readiness (STAAR®). The new statute is effective, as of June 16, 2021, with supplemental accelerated instruction practices required during the 2021-2022 school year for all students, based on STAAR results from Spring 2021.

HB 1416 requires Texas school districts to implement at a minimum supplemental accelerated instruction or the student assigned to a TIA (Teacher Incentive Allotment) designated teacher. HB 1416 eliminated retention and retesting requirements in grades 5 and 8.

- For any student who does not pass the STAAR test in grades 3–8 or STAAR end-of-course (EOC) assessments, clarification of prior supplemental accelerated instruction requirements, specifying that it must include either:
  - **Being assigned a classroom teacher who is a certified master, exemplary, or recognized teacher or**
  - **Receiving supplemental instruction (tutoring) before or after school or embedded in the school day.**

  Please see TEA webpage regarding HB1416

High School Grade Level Classification

Promotion, grade-level advancement, and course credit shall be based on mastery of the TEKS. Grade-level advancement for students in grades 9-12 shall be determined first by cohort – based on the student's first year in 9th grade – then by course credits.

Grade Classification

- **9th** grade requires a minimum of 0 - 5.0 credits
- **10th** grade requires a minimum of 5.5 credits
- **11th** grade requires a minimum of 12.0 credits
- **12th** grade requires a minimum of 19.0 credits

Students who have earned sufficient credits to qualify for a higher grade level will not be reclassified if the primary purpose is to accelerate graduation within three years. Students will remain in their original cohort. Early graduation requests will be considered only through the district's established early graduation process.

Graduation Support for TEA-Defined Continuing Students

GPISD is committed to devising strategies and practices to address the academic and non-academic needs of students having difficulty graduating with their cohort year (TEA-defined Continuing Students). Resources and services that best support the unique needs of Continuing Students are provided at Crosswinds Accelerated High School:

- Flexible school schedules
- Accelerated instruction and pacing
- Wrap-around services
- Childcare
- Post-secondary supports including the Dallas County Promise Program

Continuing Students will complete their graduation matriculation at Crosswinds Accelerated High School.

Reference: FDB - Legal

GPISD WEIGHTED GRADING SCALE

GPISD's weighted grading scale is a three-tier system. **(EIC LOCAL)**

	AP/Dual Credit	Advanced	On-Level
90–100	5	4.5	4
80–89	4	3.5	3
70–79	3	2.5	2
Below 70	0	0	0

Please see middle school campus counselors for a complete list of high school credit classes offered in middle school.

Grades and credits transferred from other districts and noted on the student's Academic Achievement Record are counted the same as they would be if the credits had been earned in the district; however, no weighted credit will be granted for courses taken in other districts unless similar credit is available to students in the Grand Prairie ISD. Credits from correspondence courses, Spanish credit by exam, and online credit recovery do not receive grade points. Credits from these sources will be designated as pass/fail.

CLASS RANK

Class rank will be determined by students' weighted grade point averages. Class rankings are determined at the end of the first semester of the senior year for the express purpose of identifying summa cum laude, magna cum laude, and cum laude.

The official rank and grade point average will be posted on the transcript upon graduation and will be inclusive of all grades through the end of the final semester.

Class rank is based on a student's cumulative grade point average (GPA) and is first calculated during the first semester after a student's ninth grade year. In Grand Prairie ISD, class rank is posted to transcripts of students in grades 10 through 12 three times each school year – October, end of January or beginning of February, and end of June.

Middle school students who take high school courses shall have the grade points reflective of successful completion of the high school course(s) included in their high school cumulative grade point average. Courses taken for high school credit at the middle school level will carry the same weight for averaging semester grades as those taught at the high school campus. Credits earned on a pass/fail basis are not used to calculate the cumulative GPA.

For purposes of admission to a general academic teaching institution, rank in class will be computed for students in grades 9 - 12 who complete all state regular content requirements. Students must graduate with the Distinguished Level of Achievement to be eligible for automatic admission to a Texas four-year college or university under the TEA-Automatic Admission policy and to be eligible for the TEXAS Grant.

VALEDICTORIAN AND SALUTATORIAN

The student with the highest-grade point average in a graduating class is named valedictorian. After the valedictorian is designated, the person who ranks second will be designated salutatorian. **To be considered for valedictorian and salutatorian, a student must have been in continuous enrollment in the district for three semesters immediately preceding graduation and must graduate under the Distinguished Level of Achievement**.

EARLY VALEDICTORIAN AND SALUTATORIAN ANNOUNCEMENTS

Beginning with the Class of 2027, Grand Prairie ISD will determine class rank and identify the valedictorian and salutatorian for ceremonial purposes using grades earned through the end of the first semester of a student's senior year. This change allows the district to recognize these honors before graduation while ensuring alignment with district policy. Although valedictorian and salutatorian designations will be announced towards the beginning of spring semester for ceremonial purposes, class rank and grade point averages (GPAs) will continue to be calculated through the end of the senior year and will remain part of each student's official academic record.
After final grades are posted in June, the highest-ranking graduate will be officially named.

Should a tie exist for valedictorian and/or salutatorian after all the class ranks are computed, the following procedures will be followed:

● Add 10 points to the numerical grade(s) for each Advanced course, Advanced Placement course, and/or Dual Credit course
● Average the numerical grades of the student's courses

In case of a tie in weighted numerical grade averages among the top-ranking students, the weighted numerical grade average shall be computed to a sufficient number of decimal places until the tie is broken. If the tie is not broken after applying this method, the district shall recognize all students involved in the tie as co-valedictorians and no salutatorian shall be recognized.

HONOR GRADUATES

Summa Cum Laude
Designation will be granted to students whose **GPA is 4.2 or higher** and who have met the requirements to graduate with a **Distinguished Level of Achievement.** GPA is calculated at the end of the first semester.

Magna Cum Laude
Designation will be granted to students whose **GPA is between 3.8 and 4.199** and who have met the requirements to graduate with a **Distinguished Level of Achievement**. GPA is calculated at the end of the first semester.

Cum Laude
Designation will be granted to students whose **GPA is between 3.5 and 3.799** and who have met the requirements to graduate with a **Distinguished Level of Achievement.** GPA is calculated at the end of the first semester.

GRADUATION CEREMONIES

To be eligible to participate in the graduation ceremonies and receive a diploma from GPISD, the student must have satisfactorily completed all coursework for graduation and satisfied all state testing requirements.

Note: Any student enrolling during the spring semester of his/her senior year but before the fourth nine-week grading period will be allowed to participate in the graduation ceremonies and receive a diploma from GPISD but will NOT be included in rank for the GPISD campus.

A student enrolling in the district during the fourth nine weeks of his/her senior year will receive appropriate curriculum credit from GPISD for the time enrolled but would fall under the jurisdiction of the preceding school district of enrollment for the purposes of graduation and diploma award.

EARLY GRADUATES

A parent is entitled to request, with the expectation that the request will not be unreasonably denied, that the student be permitted to graduate from high school earlier than the student would normally graduate. To graduate early, a student must:

- Show satisfactory mastery of high school academic skills and concepts,
- Meet the state testing requirements,
- Complete 26 credits to include all Foundation High School Plan (FHSP) requirements plus the requirements for at least one endorsement including the additional math and science credits,
- Complete the additional graduation requirements outlined by HB5 and the Texas Administrative Code:
    - *Demonstrated proficiency, as determined by GPISD, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interaction s, and personal and professional presentations.*
    - *Cardiopulmonary resuscitation (CPR) training/AED training*
    - *Instruction on Proper Interaction with Peace Officers*
- **Early College High School students only:** to qualify for early graduation, ECHS students must meet both the high school graduation and associate degree completion requirements.

Students seeking graduation in fewer than 4 years must confer with their school counselor and submit a GPISD Early Graduation Application. Early Graduation Applications will not be considered the semester for which graduation is requested.

Upon approval of the early graduation application, the student will be reclassified as a senior at semester if the student

- ï Meets the minimum credit requirements for grade level reclassification
- ï Shows evidence of course completion probability for their intended graduation plan

Additional considerations:

Students who plan to leave high school early to enroll in college full time after spending three years or less in grades 9 through 12 usually can participate in the National Merit Program if they take the PSAT/NMSQT before they finish high school.

EXAMPLE: To enter the competition for awards offered in 2027, these students must be in either the next-to-last or the last year of high school when they take the 2026 PSAT/NMSQT:

a. if students are in the next-to-last year of high school when they take the 2026 PSAT/NMSQT, awards will be offered as they are finishing their last year of high school; or

b. if students are in their last year of high school when they take the 2026 PSAT/NMSQT, awards will be offered the year after they have completed high school.

A student who completes the high school program requirements in fewer than four years shall be ranked with the class in which he or she graduates.

TRANSFER OF COURSES AND GRADES

Transfers from Accredited Schools
For this policy, "accredited" shall be defined by the Texas Education Agency (TEA). The district shall accept all credits earned toward state graduation requirements by students in accredited Texas school districts, including credits earned in accredited summer school programs. (Summer school grades will be entered as numerical grades.) Credits earned in local credit courses will not be transferred.

Credits are accepted from private schools whose curriculum has been accredited by TEA or an equivalent agency from another state. Evidence must be provided by the parent/guardian for private schools accredited through an agency equivalent to TEA in another state.

Transfers from Unaccredited Schools
Students with records from non-Texas public schools or schools not accredited by the state of Texas and those not able to provide evidence of accreditation through an agency equivalent to TEA in another state must validate their credits to be counted toward graduation requirements. The scheduling of these assessments will be addressed during the student's enrollment process at the campus.

The campus counselor and district Assessment personnel will complete the Online GPISD Credit Validation Process Form. A copy of this document is to be placed in the student's AAR and the counselor's binder.

GPISD has no authority in determining how receiving districts will evaluate courses for transfer when students withdraw from GPISD to attend another secondary institution.

CLASSIFICATION OF STUDENTS ENTERING FROM OUTSIDE OF THE DISTRICT

(Grade level placement)
When a student transfers after a semester or full year is completed, the receiving district must honor credits already awarded by the sending Texas public district or charter (19 TAC §74.26(a)(1)), including high school courses completed prior to grade 9.

Students without records or those entering a GPISD high school from out of the country, non-accredited public, private, or parochial schools, including home schools, shall be placed in the 9th grade until credits are received and verified. Classification will be updated upon confirmation of credits.

GPISD grading scales and GPA standards will be applied to course credits and grades transferring from out-of-district institutions. GPISD will average semester grades for approved transfer courses taken during the same school year according to GPISD grading policy. Grade classification in grades 9 – 12 will be determined by total credits earned.

ACADEMIC AND CAREER PLANNING

Academic and career planning is an ongoing process for students in GPISD. Counselors present guidance and career-planning activities to students in grades 6-12.

HIGH SCHOOL TRANSCRIPTS

The high school transcript is an official and permanent record of a student's academic performance during high school and, in some cases, of high school courses completed prior to high school (TEC §28.025(e). Transcript entries may not be altered or removed except to correct errors.

Current students may request copies of their high school transcripts for college and/or scholarship applications by submitting requests in GreenLight. Please contact the campus counselor/registrar for more information. See Appendix D.

Former students may request records including transcripts through the GPISD Records Office.
https://www.gpisd.org/departments/student-records-transcripts

DISTANCE LEARNING AND CORRESPONDENCE COURSES 19 TAC §74.23

Correspondence Courses and Distance Learning. Credit toward state graduation requirements may be granted under this section only under the following conditions:

(1) The institution offering correspondence courses must be The University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the commissioner of education.

(2) Students may earn course credit through distance learning technologies such as, but not limited to, satellite, Internet, two-way video-conferencing, online courses, the Texas Virtual School Network (TxVSN), and instructional television.

(3) The correspondence and distance learning courses must include the essential knowledge and skills as specified in §74.1 of this title (relating to Essential Knowledge and Skills) for such a course.

Correspondence courses shall not be included in the calculation of class rank or counted towards the grade point average (GPA) [Per local board policy EIC]. Seniors who are enrolled in correspondence courses to earn credits required for graduation shall complete the course and submit the grade for recording at least 30 days prior to the graduation date in order to be eligible for graduation at the end of the term. Students may be enrolled in only one correspondence course at a time and may earn a maximum of two credits through correspondence courses toward graduation. This course counts towards UIL eligibility.

TEXAS VIRTUAL SCHOOL NETWORK (TxVSN) 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. There may be fees to take courses through the TxVSN. Grades earned in these courses are recorded on the transcript but are not used in the calculation of GPA. Students should see their counselor for more information.

Prior to enrollment in distance learning or correspondence courses, students shall make a written request to the principal or designee for approval to enroll in the course. **Students shall not be awarded credit toward graduation if approval was not granted prior to enrollment.**

To receive GPISD credit, district and campus pre-approval is required for courses taken outside of the school day. Students should see their school counselor when considering credit options outside of GPISD including concurrent enrollment in college courses.

CREDIT BY EXAM *19 TAC* §74.24

Students may use credit by examination to demonstrate mastery in any subject and to earn credit in any academic course at the secondary level, with the prior approval of the appropriate administrator.

Such examinations shall assess the student's mastery of the essential knowledge and skills and shall be approved by the principal or designee. The university (University of Texas at Austin or Texas Tech University) supplying the test determines the cost of each exam (approximately $50).
Credit By Exam (CBE) shall not be included in the calculation of class rank or counted towards the grade point average (GPA) [Per local board policy EIC].

- A student may not attempt a CBE for the same course more than two times.
- If a student fails to earn credit by examination for a specific high school course before the beginning of the school year in which the student would ordinarily be required to enroll in that course in accordance with the school district's prescribed course sequence, the student must satisfactorily complete the course to receive credit.
- In accordance with local district policy, a student in grades 6-12 may be given credit for an academic subject in which he/she had some prior instruction if the student scores 70% on a criterion-referenced test.
- On approval of the attendance committee, a student who has excessive absences may be permitted to earn or regain course credit through credit by examination.
- Credit by examination shall not be used to gain eligibility for participation in extracurricular activities.

TYPES OF TESTS FOR HIGH SCHOOL CREDIT

Credit- Validation – test to validate credit for students enrolling from a home school, non-accredited private school, out of country, or with no school records

Credit Recovery – student has failed a subject and is trying to regain credit (credit by exam – please see registration window)

Credit Acceleration – student is trying to accelerate a grade or subject. Test must be taken PRIOR to that grade or subject. (credit by exam – please see https://www.gpisd.org/Page/37003)

DUAL CREDIT

Dual credit courses are offered to high school students by colleges and universities for both high school and college credit. A student may take pre-approved college and university classes for credit (one-half unit increments) toward high school graduation. The student must be enrolled as a full-time student in GPISD and ***must obtain written permission from principal or designee prior to college enrollment***. Students are responsible for arranging to take the appropriate placement tests as required by college. Appropriate placement tests may include SAT, ACT, TSIA 2 or STAAR EOC. Students may earn up to two credits, if approved.

- *Credit for successfully completed college course(s) shall be earned in one-half unit increments. Students receive weighted grade points for completing approved dual credit courses.*
- *All expenses for college enrollment, textbooks, and course work are the responsibility of the student only if taken concurrently or if the comprehensive dual credit student is repeating a course.*
- *The student is responsible for verifying transferability of course credit to a college/university of his/her choice as some universities may not accept course credit from community colleges or other universities*.

ELIGIBILITY FOR AUTOMATIC COLLEGE ADMISSION

In accordance with Texas Education Code (TEC), §51.803, a student is eligible for automatic admission to a college or university as an undergraduate student if the applicant earned a grade point average in the top 10 percent of the student's high school graduating class or in the percentage of qualified applicants who are likely to be offered admission to the University of Texas at Austin*, and if the applicant:

(1) earned the distinguished level of achievement under the Foundation High School Program; or

(2) satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment a score of at least 1500 out of 2400 or the equivalent.

High school rank for students seeking automatic admission to a general academic teaching institution is determined and reported as follows:

(1) Class rank shall be based on the end of the 11th grade, middle of the 12th grade, or at high school graduation, whichever is most recent at the application deadline.

(2) The top 10 percent of a high school class shall not contain more than 10 percent of the total class size.

(3) The student's rank shall be reported by the applicant's high school or school district as a specific number out of total class size.

(4) Class rank shall be determined by the school or school district from which the student graduated or is expected to graduate. (TAC §5.5(e)).

A student is considered to have satisfied the course requirements if the student completed the portion of the distinguished level of achievement under the Foundation High School Program that was available to the student but was unable to complete the remainder of the coursework because courses were unavailable due to circumstances not within the student's control.

To qualify for automatic admission an applicant must:

(1) submit an application before the deadline established by the college or university to which the student seeks admission; and

(2) provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the distinguished level of achievement under the Foundation High School Program or the portion of the requirements that was available to the student

Colleges and universities are required to admit an applicant for admission as an undergraduate student if the applicant is the child of a public servant who was killed or sustained a fatal injury in the line of duty and meets the minimum requirements, if any, established by the governing board of the college or university for high school or prior college level grade point average and performance on standardized tests. ***Eligibility information is available in Appendix.***

** The University of Texas at Austin (UT) is not required to automatically admit applicants in excess of 75% of its enrollment capacity for first-time resident undergraduate students. Should the number of applicants who qualify for automatic admission exceed 75% of enrollment capacity, UT shall provide notice of the percentage of qualified applicants who are anticipated to be offered admission.*

ELIGIBILITY FOR the TEXAS GRANT PROGRAM

Program Purpose

The Texas Legislature established the TEXAS (Toward EXcellence, Access and Success) Grant to make sure that well-prepared high school graduates with financial need could go to college.

Application Process

Students apply when they complete and submit the Free Application for Federal Student Aid (FAFSA) or Texas Application for State Financial Aid (TASFA). Funding is limited, so students need to submit their applications as soon as possible after October 1st. The financial aid office at each college and university will determine eligibility.

The private school certification forms are located at www.thecb.state.tx.us/UniformAdmissions on the Texas Higher Education Coordinating Board (THECB) website.

Additional Information

- Eligibility for this program is determined by the financial aid office at participating colleges and universities. Contact the financial aid office for additional information on eligibility or availability of funds.
- To read more about this program check out:
  Texas Education Code, §56.301 and Coordinating Board Rules, Chapter 22 L.

For additional information go to http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=458.

MAKING SCHEDULE CHANGES

SCHEDULE CHANGE PROCEDURES

One of the most critical functions performed by a school is the student course selection. Based upon course selection information, courses are scheduled, and teachers employed for the next school year. Thus, the choices will be considered permanent. However, from time to time, it is necessary for students to change courses during the semester.

Justifiable Reasons for Schedule Changes:

- Request of administrator
- A student is in a course for which he has inadequate background or lacks a prerequisite
- Student was recommended for a specific plan, but was not scheduled into that plan
- Student is in a course for which he has already earned credit
- Senior lacks a course required for graduation
- Physical disability prevents adequate functioning in class

Receiving teachers will describe the knowledge and skills essential for success in the course and will suggest ways to learn them. A student who requests and receives a course change assumes responsibility for the content of the entire course on the final examination.

Requests for schedule changes by students and/or parents will not be granted after the first 10 days of a semester.

SPECIAL SERVICES

GIFTED AND TALENTED (GT) SERVICES

To provide an appropriately differentiated curriculum for gifted students, the district has adopted specific identification guidelines for participation in the Gifted and Talented Program. A three-step process includes:
(1) Nomination
(2) Aptitude and achievement screening
(3) Service based on academic and social and emotional needs
Nominations for the Gifted and Talented Program may be submitted at any time during the school year to a campus Gifted Specialist, Dean, or Counselor. Students may be nominated by parents, teachers, student, counselors, administrators, or any other interested parties who are familiar with the student's abilities.
In accordance with the Texas State Plan for the Education of the Gifted and Talented, students are screened using multiple criteria, which include both quantitative and qualitative data. Placement decisions are made in conjunction with the Advanced Academics Department and Campus Selection Committees. Processes regarding appeals, furloughs, and exit procedures are available through the Advanced Academics Department.
High school gifted students participate in the program through appropriately differentiated Advanced, Advanced Placement (AP), Dual Credit, OnRamps courses and Career and Technical Education (CTE) options.
In addition to the opportunity to earn college credit and career certifications before high school graduation, students have enrichment through leadership, entrepreneurial, STEM, college, career, and military preparedness pathways.

ENGLISH LEARNER (EL) SERVICES

English as a Second Language (ESL) Program
Identified English Learners in grades 6-12 are eligible for ESL services. ESL is an intensive English language instruction program provided by ESL certified teachers who are trained in effective second language acquisition methods. The goal of ESL programs is for English learners to attain full proficiency in English to participate equitably in school. ESL services are provided in the general education classroom

High School English I and II
The High School curriculum provides English I and II for Speakers of Other Languages (ESOL I and ESOL II) to recent immigrant students. The state graduation plan requires speakers of other languages to take English I for Speakers of Other Languages, English II for Speakers of Other Languages, English III and English IV.

High School Sheltered Instruction
A Sheltered English course is recommended for ELs who, after being in the United States for two or three years, are transitioning into regular English courses but have not learned enough English to perform at the same levels as their native English-speaking peers. For recent immigrant students who have been in a United States school for fewer than three years, sheltered courses in Algebra, World Geography, and Biology are recommended where available.

Participation of EL Students in STAAR/EOC
EL students are required to participate in the STAAR/EOC state assessments. Content and vocabulary supports are available to assist students in overcoming language barriers and to provide a meaningful assessment of academic knowledge and skills.

See TEA's English Learners Assessment webpage for additional information and resources.

Participation of EL Students in TELPAS
NCLB requires that all eligible EL students in grades K-12 be assessed annually on the progress they make in learning the English language. The Texas English Language Proficiency Assessment System (TELPAS) was developed to fulfill this requirement and consists of multiple-choice reading tests, holistically rated assessments based on classroom work and teacher observation. Secondary students are assessed with TELPAS holistically rated assessments in the following language domains: listening, speaking, and writing. In addition, students are assessed in the language domain of reading through the TELPAS.

English Learners Served by Special Education
ELs who receive special education services have special education needs related to a disability as well as needs related to second language learning. It is important for ARD committees and LPACs to work together to ensure that instruction is tailored to meet each student's linguistic and special education needs.

STUDENTS WITH DISABILITIES

Special education and related services are specifically designed instructional services developed to enable students with disabilities to access and progress in the general curriculum as appropriate and to participate in extracurricular and nonacademic activities with nondisabled peers.

GPISD provides a continuum of specially designed instructional services to meet the needs of students with disabilities from 3-21 years of age. Special education services include mainstream instructional settings to self-contained instructional settings, and related services. Services provided in special programs are designed to allow individual students access to specially designed instruction that has increased intensity, frequency, and duration in the student's area of need. These services are designed to allow students to develop the academic, functional, social-emotional, or behavioral skills needed to access and make progress on the general or alternate curriculum as appropriate.

Continuum of Services:

Behavioral Support

Behavioral support is a service provided to special education students who participate in a general education classroom but have behavioral deficits that require specialized support beyond what can be provided by the general education teacher. A special education provider will collaborate with the general education teacher to implement specially designed instruction that supports the student's IEP goals.

Instructional Support

Instructional support is a service provided to special education students who participate in a general education setting but have academic deficits that require specialized support beyond what can be provided by the general education teacher. A special education provider will collaborate with the general education teacher to implement specially designed instruction that supports the student's IEP goals.

Supplemental Support

Supplemental support is a service provided to special education students who participate in a general education classroom but have academic deficits that require specialized support in a special education setting. Services will be provided in a Special Education setting for intensive remediation of skills.

Foundations

Foundations is a resource instructional service provided to special education students who have cognitive deficits impacting academic performance, and who generally do not demonstrate any functional needs. Students considered for services are five or more instructional levels behind in Reading and/or Math for grades 6-12. Services will be provided in a Special Education setting utilizing a modified general education curriculum, vertically aligned to grade level academic standards.

Dyslexia

Dyslexia services are provided through standard protocol dyslexia instructional methods or specially designed instruction for students who have reading difficulties associated with dyslexia to include phonological awareness and memory, reading fluency, decoding unfamiliar words, spelling and reading comprehension**.**

Specialized Programs:

Early Childhood Special Education (ECSE) – Grand Prairie ISD offers a Preschool Program for Children with Disabilities (PPCD) and a Preschool Program for Improving Communication Skills (PPICS) under the umbrella of ECSE.

Preschool Program for Children with Disabilities (PPCD)

The PPCD program is for students ages 3-5 and offers a full continuum of services designed to target pre-academic skills, adaptive behavior, cognition, communication, social-emotional and behavior development, and physical development. Students who demonstrate a need for PPCD have mild to profound developmental delays in adaptive behavior, cognition, communication, social-emotional and behavior development, or physical development. GPISD's PPCD programs include five specialized settings:

- **Pre-K Blended** - Pre-K Blended is a general education setting that includes rigorous, developmentally appropriate instruction for students with and without disabilities. Students receiving services in this program may receive instructional support, supplemental support, behavioral support, speech therapy services, and related services as appropriate.
- **PPCD- Positive Behavior Support (PBS)** - PPCD-PBS is a special education setting that includes rigorous, developmentally appropriate instruction for students with disabilities. Students receiving services are provided

instruction on the general curriculum. The PPCD-PBS program focuses on social-emotional and behavior development, with one instructional period dedicated to explicit instruction in coping and social skills development. Students receiving services in this program demonstrate moderate to severe delays in social, emotional, and behavioral functioning. Student services range from participation in a mainstream instructional setting with instructional support, supplemental support, behavioral support, speech therapy services, and related services as appropriate or a self-contained instructional setting smaller student-to-teacher ratios, individualized instruction to target IEP goals and objectives, and specially trained instructional staff.

- **PPCD- Self-Contained** - PPCD- Self-Contained is a special education setting that includes rigorous, developmentally appropriate instruction for students with disabilities. Students receiving services are provided instruction on an alternate curriculum. The PPCD-Self-Contained program focuses on pre-academic skills, adaptive behavior, cognition, communication, social-emotional and behavior development, and physical development. Students receiving services in this program generally demonstrate severe to profound developmental delays in a variety of domains. Student services range from supplemental support, behavioral support, speech therapy services, and related services as appropriate with smaller student-to-teacher ratios, individualized instruction to target IEP goals and objectives, and specially trained instructional staff.
- **PPCD- Severe and Medically Fragile (SMF)** - PPCD-SMF is a special education setting that includes a developmentally appropriate alternate curriculum for students with disabilities. The PPCD-SMF is designed to for students with a serious, ongoing illness or chronic condition dependent on medical care and other specialized interventions. Student services are generally in a self-contained instructional setting with smaller student-to-teacher ratios, individualized instruction to target IEP goals and objectives, and specially trained instructional staff and nursing services.
- **Preschool Program for Improving Communication (PPICS)** – PPICS is a special education setting that focuses on speech and language development. The PPICS program is designed for students who demonstrate moderate to severe expressive language impairments and/or severe articulation or phonological delays in age-appropriate suppression of phonological processes.

Children with Autism and Related Exceptionalities (CARE)

The CARE program is designed for students in grades K-12 and offers a full continuum of services designed for students with Autism and related exceptionalities (e.g., Williams Syndrome, Fragile X Syndrome, Rett Syndrome, Landau-Kleffner Syndrome, Prader-Willi Syndrome, Angelman Syndrome,) and comorbid conditions such as Attention-Deficit Hyperactivity Disorder (ADHD), anxiety and depression. The program targets academic skills, adaptive behavior, cognition, communication, social-emotional and behavior development, and physical development. Students who demonstrate a need for CARE have mild to profound delays in adaptive behavior, cognition, communication, social-emotional and behavior development, and physical development. GPISD's CARE programs include three specialized settings:

- **Daily Skills (DS)** - CARE DS is a special education setting designed to serve students who are severely to profoundly impacted by Autism, a related exceptionality or a comorbid condition that substantially impacts the students functioning across a variety of domains. Students in this program are dependent on specialized interventions and supports to perform activities of daily living. Student services are generally in a self-contained instructional setting on an alternate curriculum, with smaller student-to-teacher ratios, individualized instruction to target IEP goals and objectives, and specially trained instructional staff and nursing services.
- **Life Skills (LS)** - CARE LS is a special education setting designed to serve students who are moderately impacted by Autism, a related exceptionality or a comorbid condition that moderately impacts the students functioning across a variety of domains. The CARE LS program focuses on activities of daily living, social skills development, and post-secondary readiness skills. Student services range from participation in mainstream instructional settings with instructional support, resource instructional settings with supplemental support, behavioral support, speech therapy services, and related services as appropriate or a self-contained instructional setting with smaller student-to-teacher ratios, individualized instruction to target IEP goals and objectives, and specially trained instructional staff.
- **Specialized Supports (SS)** - CARE SS is a special education setting designed to serve students who are mildly to moderately impacted by Autism, a related exceptionality or a comorbid condition that may minimally impact a student's functioning across a variety of domains. Students receiving services are provided instruction on the general curriculum. Students receiving services in this program generally demonstrate mild to moderate delays in sensory, social, emotional, and behavioral functioning. Student services range from participation in a mainstream instructional setting with instructional support, supplemental support, behavioral support, speech therapy services, and related services as appropriate or a self-contained instructional setting with smaller student-to-teacher ratios, individualized instruction to target IEP goals and objectives, and specially trained instructional staff.

Daily Living Skills (DLS)
The DLS program is designed for students in grades K-12 and offers a continuum of services designed for students with severe to profound developmental delays, serious illness, or other chronic conditions. The program targets academic skills, adaptive behavior, cognition, communication, social-emotional and behavior development, and physical development. Students who demonstrate a need for DLS require direct, intensive instruction to acquire, maintain, and generalize skills, and are dependent on medical care and other specialized intervention to support activities of daily living. Student services are generally in a self-contained instructional setting using an alternative curriculum with smaller student-to-teacher ratios, individualized instruction to target IEP goals and objectives, and specially trained instructional staff and nursing services.

Functional Skills (FS)
The FS program is designed for students in grades K-12 and offers a continuum of services designed for students with moderate developmental delays that impacts the students functioning across a variety of domains to include academic skills, adaptive behavior, cognition, communication, social-emotional and behavior development, and physical development. The FS program focuses on activities of daily living, social skills development, and post-secondary readiness skills. Student services range from participation in mainstream instructional settings with instructional support, resource instructional settings with supplemental support, behavioral support, speech therapy services, and related services as appropriate or a self-contained instructional setting with smaller student-to-teacher ratios, individualized instruction to target IEP goals and objectives, and specially trained instructional staff.

Social Emotional Achievement (SEA)
SEA is a program designed for students in grades K-12 and offers a full continuum of services with instruction provided on the general curriculum. The SEA program focuses on social-emotional and behavior development, with one instructional period dedicated to explicit instruction in coping and social skills development. Students receiving services in this program demonstrate moderate to severe delays in social, emotional, and behavioral functioning. Student services range from participation in a mainstream instructional setting with instructional support, supplemental support, behavioral support, speech therapy services, and related services as appropriate or a self-contained instructional setting with smaller student-to-teacher ratios, individualized instruction to target IEP goals and objectives, and specially trained instructional staff.

180 Reclaiming Center (180RC)
180RC is an off-campus program designed for students in grades K-12 who demonstrate intense sensory, emotional, and behavioral concerns that result in safety concerns for the student, other students, and staff. These concerns disrupt the learning environment and prevent the student and the students' peers from fully participating in the educational environment. The 180RC program provides a highly structured therapeutic environment focused on coping skills and retraining of socially appropriate responses.

LIVE (Life Skills, Independent Living, Vocational Skills, Employment Opportunities) - 18-Plus Transition Program (18+)
The 18+ program is a special education setting designed for students ages 18 to 22 who have met graduation requirements, but require continued instruction in independent living, employment and vocation, leisure, and recreation. The 18+ program provides transition services for students through classroom instruction, community-based learning, and work-based learning experiences. Participation is IEP driven and based solely on post-secondary goals identified for the student. Completion and mastery of IEP goals results in the cessation of services. GPISD's transition services include three pathways.

Appendix A - GPISD High School Graduation Requirements

HOUSE BILL 5 GRADUATION REQUIREMENTS

***STATE ASSESSMENTS REQUIRED FOR GRADUATION**	ENGLISH I	ALGEBRA I	BIOLOGY
	ENGLISH II	U.S. HISTORY	

ENTERED 9TH GRADE 2014-2015 and later

CONTENT AREA	CREDITS REQUIRED		
	FOUNDATION*	+ENDORSEMENT**	DLA***
ENGLISH	4	4	4
MATH	3	4	4
SCIENCE	3	4	4
SOCIAL STUDIES	2.5	2.5	2.5
ECONOMICS	0.5	0.5	0.5
LANGUAGES OTHER THAN ENGLISH	2	2	2
PE	1	1	1
FINE ARTS	1	1	1
ELECTIVES	4.5	6.5	6.5
HEALTH	0.5	0.5	0.5
Total Credits	22	26	26

Foundation = Foundation High School Program
Endorsement = Foundation High School Program + Endorsement
****DLA= Distinguished Level of Achievement***

Free Application for Federal Student Aid (FAFSA)

Texas Education Cod - EDUC §28.0256 Financial Aid
Application Requirement for High School Graduation

Beginning with students enrolled in **12th grade** during the **2021-2022 school year**, each student must do one of the following to graduate from GPISD:

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

In Texas, House Bill 3 requires that districts report financial aid application graduation information to the Texas Education Agency (TEA). Districts will also need to indicate that the graduation requirement has been met on the high school transcript.

Note: Each high school principal will determine if FAFSA/TAFSA completion will be a condition for semester exam exemption for the senior students assigned to their respective campuses.

Grand Prairie ISD Foundation High School Program Requirements

For additional information, see HB 5 Foundation High School Program

FOUNDATION HIGH SCHOOL PROGRAM (FHSP)

The 22 credit FHSP is required for all endorsements.

ENGLISH.....4 credits
Must include English 1, 2, 3. ESOL 1 and 2 may be substituted for English 1 and 2 for students with Limited English Proficiency. After successful completion of English 1, 2, and 3 the additional credit can be selected from advanced English courses.

MATHEMATICS ..... 3 credits
Must include Algebra 1, Geometry, and an additional advanced math course beyond Algebra 1.

SCIENCE.....3 credits
Must include one Biology credit, one credit selected from IPC, Chemistry, Physics, or Principles of Technology and one additional advanced, lab-based science course.

SOCIAL STUDIES.....3 credits
Must include US History, one-half credit of Government, one-half credit Economics or PFL/Economics, and World History OR World

LANGUAGES OTHER THAN ENGLISH (LOTE) ..... 2 credits
Must consist of 2 levels of the same language or 2 credits in computer programming languages. Alternatives to the LOTE requirement may be determined by committee decision according to §74.12(b)(5).

FINE ARTS .....1 credit
May include Music, Music Studies, Dance, Art, Theater Arts, Musical Theater, Technical Theater, Floral Design, Digital Art & Animation, or 3-D Modeling & Animation.

PHYSICAL EDUCATION.....1 credit
May include PE, Athletics, ROTC, Dance, Dance Team, Marching Band, or Cheerleading.

HEALTH ..... 0.5 credit
GPISD requirement that may be met through Health, Principles of Health Science, or Health Science.

ELECTIVES.....4.5 credits

TOTAL FHSP CREDITS: 22 credits

ADDITIONAL REQUIREMENTS FOR ENDORSEMENT

MATHEMATICS ..... 1 credit

SCIENCE.....1 credit

ENDORSEMENT SPECIFIC ELECTIVES ..... 2 credits
Electives must be chosen from one of the endorsement categories of STEM, Business & Industry, Arts & Humanities, Public Services, or Multidisciplinary Studies.

TOTAL FHSP + ENDORSEMENT CREDITS: 26 credits

Students receiving Special Education services may earn an endorsement if the student:

- **Satisfactorily completes all the FHSP requirements with or without modified curriculum**
- **Completes endorsement credits AND if the curriculum is modified, the ARDC determines the course work has sufficient rigor.**
- **Performs satisfactorily on the required state assessments.**

ENDORSEMENTS

All students are required to declare an endorsement in writing upon entering Grade 9. Students will be permitted to change their endorsement with written notification only.

There are five endorsement options. These options allow students flexibility based on individual interests and career goals. Each endorsement category is designed to prepare students to successfully enter postsecondary education or the workforce upon graduation from high school.

The endorsements include:

- STEM: Science, Technology, Engineering, and Math
- PUBLIC SERVICES
- BUSINESS AND INDUSTRY
- ARTS AND HUMANITIES
- MULTIDISCIPLINARY STUDIES

RECOGNITIONS

Students have opportunities to earn additional recognitions in the following areas:

DISTINGUISHED LEVEL OF ACHIEVEMENT

A student may earn a DLA by successfully completing all curriculum requirements for the Foundation High School Program plus the requirements of at least one endorsement AND

- **A fourth credit in math which must include Algebra 2**
- **A fourth credit in science**

A student must graduate with the DLA to be considered Top 10% and eligible for the TEA Automatic Admission Policy.

PERFORMANCE ACKNOWLEDGEMENTS

(See §74.14 Performance Acknowledgements)

A student may earn a performance acknowledgement in one or more of the following categories:

- Outstanding performance in Dual Credit
- Outstanding performance in bilingualism or biliteracy
- AP test score of 3 or above
- IB test score of 4 or above (applies to transfer students only as the International Baccalaureate program is not offered in GPISD)
- Outstanding performance on the PSAT, SAT or ACT
- Earning a state, nationally, or internationally recognized business or industry certification or license

STATE ASSESSMENTS & OTHER REQUIREMENTS

In addition to credit requirements, students must meet passing standards for the following End of Course (EOC) Exams:

English 1 English 2 Algebra 1
Biology US History

Other graduation requirements include:

- Demonstrated proficiency in speech communication
- Completion and submission of a FAFSA or a TASFA
- Instruction on proper interaction with peace officers
- CPR instruction

Grand Prairie ISD Endorsement Options

Students must earn 26 credits to earn an endorsement. Minimum requirements include the completion of the FHSP (22 credits), a fourth math credit, a fourth science credit, and two additional elective credits while completing the specific requirements for the endorsement.

Note: Approved Dual Credit courses may substitute for any of the course requirements listed.

STEM

A STEM Endorsement requires completion of the FHSP+ Endorsement including Algebra 2, Chemistry, and Physics 2, Chemistry, and Physics or Physics for Engineering and one of the following:

CTE

Completion of a coherent sequence of 4 or more credits in CTE, at least 2 courses in the same career cluster with at least 1 advanced CTE course. The final course in the sequence must be selected from CTE STEM courses or Career Prep 1 or 2 and Project-Based Research.

TEA STEM Program of Study

Completion of a GPISD STEM Program of Study aligned with TEA Program of Study.

Mathematics

Completion of 2 additional math courses for which Algebra 2 is a prerequisite.

Science

Completion of 2 additional science credits beyond Biology, Chemistry, and Physics.

Combination

Completion of a cross-disciplinary study of science and math including 3 credits from a combination of courses from up to 2 of the following:

- STEM CTE
- Math courses for which Algebra 2 is a prerequisite
- Science courses beyond Chemistry and Physics

Arts and Humanities

An Arts and Humanities Endorsement requires completion of the FHSP + Endorsement plan and one of the following options:

Social Studies

Completion of 5 Social Studies Credits

Foreign Language

Completion of 4 levels of the same language in a Language Other than English (LOTE) which may include Advanced Language for Career Applications OR 2 levels of one language in LOTE and 2 levels of a different language in LOTE.

American Sign Language

Completion of 4 levels of American Sign Language (ASL).

Fine Arts

Completion of a coherent sequence of 4 credits in Fine Arts from 1 or 2 Fine Art disciplines including Art, Dance, Music, and Theatre.

English

Completion of 4 English elective credits selected from the following:

- English 4
- Independent Study in English
- Communication Applications
- Literary Genres
- Creative Writing
- Research and Technical Writing
- Humanities
- AP English Language
- AP English Literature

Note: This Endorsement cannot be earned by combining courses from separate Arts & Humanities options.

Public Services

A Public Services Endorsement requires completion of the FHSP + Endorsement plan and one of the following:

CTE

Completion of a coherent sequence of 4 or more credits in CTE that consists of at least 2 courses in the same career cluster and at least 1 advanced CTE course. The final course in the sequence must be selected from one of the following clusters:

- Education and Training
- Law and Public Service
- Health Science
- Human Services
- Career Prep 1 or 2 and Project-Based Research

TEA Public Services Program of Study

Completion of a GPISD Public Services Program of Study aligned with TEA Programs of Study.

JROTC

Completion of 4 courses in Junior Reserve Officer Training.

Business and Industry

A Business and Industry Endorsement requires completion of the FHSP + Endorsement plan and one of the following:

CTE

Completion of a coherent sequence of 4 or more credits in CTE, at least 2 courses in the same career cluster with at least 1 advanced CTE course. Courses may be selected from CTE courses or CTE innovative courses. The final course must be selected from the following clusters:

- Architecture and Construction
- Arts, A/V Tech, and Communications
- Hospitality and Tourism
- Transportation, Distribution, and Logistics
- Business, Marketing and Finance
- Information Technology
- Manufacturing
- Marketing
- AFNR
- Project Based Research
- Energy
- Career Prep 1 or 2

TEA Business & Industry Program of Study

Completion of a GPISD Business and Industry Program of Study aligned with TEA Programs of Study.

English

Completion of 4 English credits that include 3 levels in one of the following:

- Public Speaking
- Debate
- Adv Broadcast Journalism
- Adv Journalism – Yearbook
- Adv Journalism – Newspaper
- Adv Journalism – Lit Magazine

Combination

A coherent sequence of 4 credits from CTE, TEA Programs of Study, or English.

Multidisciplinary Studies

A Multidisciplinary Endorsement requires completion of the FHSP + Endorsement plan and one of the following:

CTE

Four advanced courses that prepare a student to enter the workforce successfully or post secondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence.

Four x Four (4x4)

Completion of 4 credits in each of the 4 foundation subject areas of English, Math, Science, and Social Studies including a traditional English 4 course (Academic, Advanced, AP, or Dual Credit) and Chemistry and/or Physics.

AP or Dual Credit

Completion of 4 AP or Dual Credit course credits selected from the following:

- English
- Math
- Science
- Social Studies
- Language Other than English
- Fine Arts
- Economics

Course offerings will vary among campuses

College, Career, and Military Readiness (CCMR)

As students approach the transition from high school, it's essential to be well-prepared for the various pathways that lie ahead, whether it's college, career, or military service. Readiness is grouped into three categories: College, Career, and Military. Each of these areas have specific criteria that indicate that a student is well prepared for life.

	CCMR in Accountability	CCMR in Outcomes Bonuses
College Ready	Meets Texas Success Initiative (TSI) Criteria *or* Earns dual course credits *or* Meets criteria on AP/IB exams *or* Earns an associate degree *or* Qualifies for OnRamps course credits	Meets TSI Criteria (college prep courses not applicable) *AND* Enrolls at a postsecondary educational institution immediately following high school *or* Earns an associate degree
Career Ready	Earns an Industry-based certification (IBC) *or* Graduates with completed IEP and workforce readiness *or* Graduates with an advanced degree plan and received special education services *or* Earns a level I or level II certificate	Meets TSI Criteria (college prep courses not applicable) *AND* Earns an IBC *or* Earns a level I or level II certificate
Military Ready	Enlists in the U.S. Armed Forces *(applicable for the 23-24 school year)*	Enlists in the U.S. Armed Forces *(applicable for the 23-24 school year)*

Texas Education Agency | Governance and Accountability | Performance Reporting

Appendix B - GPISD Advanced Placement and Dual Credit Programs

*HIGH SCHOOL COURSES RECEIVING WEIGHTED GRADE POINTS***

English I Advanced
English II Advanced
Spanish III Advanced
Spanish IV Advanced
French III Advanced
French IV Advanced
Latin III Advanced
Algebra I Advanced*
Algebra II Advanced
Geometry Advanced
Precalculus Advanced
Biology Advanced
Chemistry Advanced
Physics Advanced
World Geography Studies Advanced
World History Advanced
US History Advanced

**Algebra I Advanced is an accelerated middle school math course only. For questions, contact GPISD Department of Teaching and Learning.*

** For UIL participants to be eligible under the no-pass, no-play rule, students must be passing with a minimum grade of 70 in all courses except exempt courses as described on page 9 in this handbook. See the campus Dean of Students or Counselor.

AP English Language and Composition
AP English Literature and Composition
AP Research
AP Seminar
AP Spanish Language
AP Spanish Literature I and II
AP French Language
AP French Literature
AP Latin
AP Statistics
AP Calculus AB
AP Calculus BC
AP Computer Science A
AP Computer Science Principles
AP Biology
AP Chemistry
AP Environmental Science
AP Physics I: Algebra-based
AP Physics II: Algebra-based
AP Physics C
AP World History
AP US History
AP Human Geography
AP European History
AP Macroeconomics
AP Microeconomics
AP US Government
AP Comparative Government and Politics
AP Psychology
AP Art History
AP Studio Art – Drawing
AP Studio Art – Two-Dimensional
AP Studio Art – Three-Dimensional
AP Music Theory
Academic Decathlon
All Academic Dual Credit Offerings

Advanced Placement Program

What is AP? What is Advanced?
Grand Prairie ISD students at the secondary level (6-12) may choose the challenge and rigor of Advanced and Advanced Placement courses. Advanced courses are vertically aligned to AP courses and are designed to build the skills and knowledge that a student will need to be successful in the subsequent AP course. The primary goal of the Advanced/AP Program is to provide highly motivated students with an academically challenging, fast-paced, and enriched educational experience that will ultimately prepare them for college success. Participation in AP exams gives students the opportunity to earn college credit while still in high school. This saves money and time while enrolled in a university.

Advanced Placement courses are under College Board oversight, and every AP instructor is required to have their course authorized through an AP Audit. Advanced and AP courses are available in the four core content areas (mathematics, English Language Arts, science, and social studies), world languages, and some fine arts courses. Due to the more rigorous nature of Advanced and AP courses, students earn weighted grade points (see page 10). Students can see specific course titles and descriptions in the catalog under course listings and should check with their counselor to see which AP courses are offered on their campus.

What are the benefits of Advanced and AP?
The benefits of the Advanced/AP Program are numerous. In fact, research has shown that students who participate in AP courses outperform their peers in college, particularly in grades and graduation rates. Colleges and universities value students who choose to enroll in the most challenging courses available for them. AP courses on a transcript demonstrate to colleges that students are intellectually curious, unafraid of hard work, and capable of acquiring the knowledge and skills that will be expected at the college level. AP exam scores provide further proof that students are ready for the college experience. More than 90 percent of colleges across the nation currently offer AP credit for exam scores, saving students and their families thousands of dollars in college tuition, fees, and textbooks costs. Finally, the benefits of the AP Program extend beyond receiving college credit for exam performance. Advanced and AP courses encourage students to think critically and creatively, and to fine-tune analytical skills. Students learn how to manage their time as they deal with college prep and college-level work and develop independent study skills.

What questions should students ask themselves before enrolling in an Advanced or AP course?

- Have you completed pre-requisite coursework (if applicable)?
- How well do you work independently?
- How will you manage your time to accommodate the increased homework, reading, and writing that are part of the Advanced and AP curriculum?
- How hard are you willing to work to be successful in the course? Do your current grades in this subject area reflect this willingness?
- What specific questions might you ask the Advanced or AP teacher of the course prior to enrolling?
- What is your ultimate goal for entering an Advanced or AP course? Weighted grade points alone will not prepare students for the rigors of college. Working hard to master complex concepts and content will.

Other factors to consider:

- Advanced courses are the best way to prepare students for the rigor of AP coursework.
- Due to the faster pace and more challenging nature of Advanced/AP classes, students may initially experience a drop in grades. Over time, students generally adjust to the rigor and pace.
- Additional support and encouragement from parents and teachers are important to help the student persist when a course becomes challenging.

What are the expectations in an AP course?
AP students should expect:

- Extensive reading and writing assignments
- Independent research and study
- To be motivated and ready to push themselves academically and intellectually
- To engage in subject matter at a deeper level, including analysis and synthesis of the material
- To take the AP exam in May to demonstrate their acquisition of the concepts and skills mastered in the course

What do I need to know about AP exams? Why should I take an AP exam?
Although they are not required to, GPISD students who are enrolled in an AP course are highly encouraged to register for the AP exam in May. These exams are structured to measure depth of knowledge, completeness of thought, and synthesis of ideas, and are an excellent indicator of college readiness. A large number of colleges and universities across the country award college credit based on a student's AP exam scores. Exams are graded on a five-point scale with credit typically being awarded for a score of 3 or higher.

Where can I find out about how much college credit, I can receive for my AP score?
Score requirements and the number of hours awarded varies by institution, so students are encouraged to go online to the College Board (at https://apstudent.collegeboard.org/creditandplacement/search-credit-policies) to investigate AP score policies at their college or university of choice. A new Texas law will require the state's colleges and universities to give credit for scores of three or higher on many AP tests but makes provision for higher score requirements for some courses that are pre-requisite courses.

How can I qualify to be an AP Scholar?
Each year the College Board recognizes high school students who have demonstrated college-level achievement through Advanced Placement courses and exams. A notation is made on their AP Grade Reports sent to colleges the following fall.

- **AP Scholar**
  Awarded to students who receive scores of 3 or higher on three or more AP exams
- **AP Scholar with Honor**
  Awarded to students who receive an average score of at least 3.25 on all AP exams taken, and scores of 3 or higher on four or more of these exams
- **AP Scholar with Distinction**
  Awarded to students who receive an average score of at least 3.5 on all AP exams taken, and scores of 3 or higher on five or more of these exams
- **AP State Scholar**
  Awarded to one male and one female student in each U.S. state with scores of 3 or higher on the greatest number of AP exams, and then the highest average score (at least 3.5) on all AP exams taken
- **National AP Scholar**
  Awarded to students in the U.S. who receive an average score of at least 4 on all AP exams taken, and scores of 4 or higher on eight or more of these exams

Dual Credit

According to The Texas Higher Education Coordinating Board (THECB), dual credit allows a high school student to earn college credit and high school credit concurrently. Academic dual credit in Grand Prairie ISD may be awarded through various partnering institutions of higher learning, while our Career and Technology dual credit is awarded through Dallas College.
For more details about what dual credit is visit the Texas Education Agency Dual Credit Frequently Asked Questions.

CTE Dual Credit

These courses can be applied toward a degree program at any community college or university with which the district has established a Memorandum of Understanding (MOU). Credits might transfer to other colleges or universities depending on whether the accepting college/university determines that dual credit coursework will be honored.

Note regarding English Classes: *English 1305 and English 1405 are the same college courses at Dallas College (English 1301 and 1302). Students may not receive high school credit for both 1305 and 1405. English 1309 and English 1409 are also the same college courses. Students may not receive high school credit for both 1309 and 1409.*

What is expected of a Dual Credit student?

Dual Credit students are college students. As such, they are expected to meet college expectations in and outside of the classroom. While college classes are fun and enlightening, students must change to a college-focused mindset to be successful.

In college, students are responsible for

- completing all assignments on time and making up missed classes
- keeping up with syllabus
- managing study time
- balancing and prioritizing time between dual credit classes
- meeting ALL deadlines, including semester drop deadlines
- the grades earned
- adhering to the college Code of Conduct
- understanding the policies for academic dishonesty for the college

How are dual credit courses graded?

Dual credit students are awarded final grades based on the policy of the enrolled college/university.

- **Partnering Colleges/Universities** that provide numerical grades: Final grades will be determined based on the same protocol used for the college/university final grades as described in the previous bullet.
- **Partnering College/Universities** that award letter grades: The corresponding numeric grade will be displayed in Skyward and reflected on the high school transcript.

How does attendance/tardies affect Dual Credit students?

Dual credit students are expected to follow the same attendance and tardy policy that they follow for GPISD.
However, they also must follow the policy of the college/university that they are attending.
You may review the attendance and tardy policies in the Student Attendance Handbook.

Dual Credit Grades
According to district grading policies any grade below a 69 is considered failing. Therefore, if a student earns a grade of a 69 or below in a dual credit course, he/she may receive college credit but will not receive high school credit. This would result in the student having to retake the high school equivalent course. Please see page 10 for a breakdown of letter grade equivalents.

How many grades are issued in a dual credit course?
Dual credit courses are actual college courses and therefore follow the traditional college requirements for grades issued to students. As a result, students should expect a midterm grade, a final grade, in addition to at least two grades per grading period. It is at the discretion of the dual credit instructor to issue additional grades to students.

When are dual credit grades communicated with parents?
Dual credit students are college students and subject to the federal Family Educational Rights and Privacy Act (FERPA). Family Education Rights and Privacy Act, 1974 is a privacy law designed to protect a student's educational records. FERPA gives parents' rights to their children's educational records in grades K-12, but those rights transfer to the student once they enroll at a college or university.

How do dual enrollment/credit classes impact rank and advanced measures?
Dual enrollment/credit courses, along with AP courses, have the highest weighted rank factor (5.0).

Required Assessments
Dual credit students will not be required to take District assessment.

IMPORTANT: Student(s) must receive approval from their high school counselor in order to enroll in Dual Credit classes outside of the school day. Any course that is not required for graduation or necessary for a CTE program of study completion will not be appear on the student's official high school transcript.

Who pays the tuition for dual credit courses?

College or University	Tuition Costs	Textbooks
East Texas A&M University	*Tuition is waived by East Texas A&M	The district pays for student textbooks during the school year.
Dallas College	*Tuition is waived by Dallas College	The district pays for student textbooks during the school year.
University of Texas at Arlington Courses	*Refer questions to the GPISD CTE Department	The district pays for student textbooks during the school year.

**Grand Prairie ISD only covers the cost for courses that are outlined in the Memorandum of Understanding (MOU) with the colleges and universities.*

Who pays the tuition and fees for a comprehensive dual credit student to repeat a course?
If a comprehensive dual credit student must repeat a course, all financial obligations are the responsibility of the parents/guardians.

**Students who drop Dallas College dual credit courses after the Dallas College census date have utilized the dual credit tuition waiver and will be billed from Dallas College for the repeated course.*

Who pays for required textbooks for dual credit courses?
Grand Prairie ISD pays for textbooks during the academic year through district purchasing procedures. The district does not purchase textbooks for summer or May/Winter term college courses.

Dual Credit Eligibility
To participate in the Dual Credit program, a high school student must have a high school counselor's approval and meet the following general requirements:

- **Grade Level Eligibility**: Be enrolled in good standing in high school

  High school students may be enrolled in multiple courses, but it is recommended that students enroll in no more than two dual credit courses per semester. It is also recommended that 9th grade students complete at least one semester of high school before enrolling in dual credit courses to properly adjust to high school before taking on college level coursework.

- **Course Prerequisites Eligibility**: Meet dual credit course prerequisites

  To be eligible for enrollment in a dual credit course offered by a public college, students must meet all the college's regular prerequisite requirements designated for that course (e.g., TSI met, minimum grade in a specified previous course, etc.).

  Eligibility for continued participation in the Dual Credit program requires satisfactory academic performance at the high school; earned grades 70 and above in all college courses; and parental and school approval for each subsequent semester of

enrollment. A student who earns grades of W or 69 and below may not be eligible for future dual credit courses or may have restrictions.

If a student is already enrolled in a GPISD Dual Credit Program, what does he/she need to do for next year?
Students should meet with their counselor to ensure eligibility for desired dual credit courses. If a student withdraws from a dual credit course and wants to take a dual credit course in a future semester, the student must complete the dual credit enrollment form again and meet all Dual Credit deadlines.

Eligibility for Continued Participation
Eligibility for continued participation in the Dual Credit program requires satisfactory academic performance at the high school; earned grade of 70 and above in all college courses; and parental and school approval for each subsequent semester of enrollment. A student who earns grades of W or 69 and below may not be eligible for future dual credit courses or may have restrictions.

High school counselors conduct individual conferences with students enrolled in dual credit courses to ensure the students are progressing in their dual credit course(s).

Students who decide to withdraw must submit the required withdrawal form to the College Dual Credit/Concurrent Enrollment office by the published deadline.
Students who decide to withdraw must submit the required withdrawal form to the College Dual Credit/Concurrent Enrollment office by the published deadline.

Financial Aid Implications of Dual Credit
Students may not be eligible for state or federal financial aid while enrolled in high school. However, because they are recorded on the college transcript, grades earned for dual credit courses can impact a student's future financial aid.

Understanding the similarities and differences between Advanced Placement (AP), Dual Credit, and Dual Enrollment (UT OnRamps) courses can assist students in creating a plan for acquiring college credit while still in high school. These courses are not mutually exclusive, and many students choose to participate in any combination of AP, Dual Credit, and/or OnRamps courses while enrolled in high school.

	Advanced Placement (AP)	Dual Credit (DC)	Dual Enrollment (UT OnRamps Program)
Description	AP Coursework is a College Board Program that allows students to take college-level courses and exams in hope that the student may potentially earn college credit or placement while still in high school. AP Coursework also demonstrates rigor. AP Course Selection	Dual Credit allows students to simultaneously earn high school and college credit by successfully completing college courses ï Dallas College ï UT - Arlington ï East Texas A&M Univ	Dual Enrollment allows students to earn high school and potentially earn college credit while still in high school.
College Credit	AP courses prepare students for an AP exam while awarding high school credit. Generally, AP exam results of a 3.0 or better are accepted at most colleges. AP credit towards program requirements is dependent on the college or university. Individual colleges and universities, not the College Board nor the AP program, grant course credit and placement. AP Course Credit	College credit is awarded when the student successfully passes the course with a grade of 70 or above. When a student drops a course, it is noted on their college transcript. Completed college course transcript can also affect financial aid eligibility later. *Limitations for dropped courses	Students receive weighted high school credit when they successfully complete the course. Students also receive college credit if they qualify for and pass the college portion of the course.
College/University Acceptance	Accepted throughout the nation. Usually requires a score of 3 or higher on AP exam. See individual college/university for their policy.	Accepted at public colleges and universities in Texas, and many private institutions. Check with your individual college for academic requirements.	OnRamps college course credit is accepted at any public university or college in Texas as well as many private and non-Texas institutions. *Check with individual college for academic requirements.*
Location	AP courses are taught on the GPISD campus	Some dual credit courses are taught on GPISD, Dallas College, or UT Arlington campuses.	UT On Ramps Dual Enrollment courses are taught on GPISD campuses

Eligibility	Open to any student. Students are expected to have the skills and knowledge from prior Pre-AP courses and be motivated to work outside the school day on college level material. AP classes can be as challenging as introductory college courses. They are fast paced, cover more material than regular classes, and require independent work like research and analysis. Getting a dose of a college-level curriculum early on could ease a student's transition from high school senior to first-year college student.	Students must qualify by taking the Texas Success Initiative (TSI) test or by being exempt from the test. The TSIA test is offered free of charge in GPISD, or for a fee at Dallas College campuses.	Open to students who show high achievement in the regular (non-AP) classroom, but who wish to experience a college-level course and are motivated to work outside of the school day on college level material. Students who have previously taken an advanced academic course may also take these courses. Students are expected to complete assignments on-line and take initiative to study outside the classroom.
Cost	AP courses are free. There is a fee for the corresponding AP exams. This fee is reduced for students who qualify for the free/reduced meal program.	Dual Credit courses at Dallas College and/or East Texas A&M University campuses are currently free with a tuition waiver, providing the student is meeting Satisfactory Academic Progress (SAP)	UT OnRamps Dual Enrollment courses are free.
Textbooks	Provided by the school	Textbook purchase required for off-campus courses. On Campus courses is provided by school district.	Provided by the school.
Impact on high school GPA	5.0 class	5.0 class	5.0 class

Appendix C - GPISD Parent/Student Forms & Resources

Guidance for UIL Eligibility in GPISD

Purpose: To ensure all campuses comply with GPISD Board Policy FM Legal, which aligns with Texas Education Code regarding student eligibility for extracurricular activities and UIL competitions. In the past, GPISD board policy limited these exemptions to once a semester via a waiver. The practice of limiting exemption via waivers is no longer in board policy and should not be a GPISD practice. See below for courses that are exempt from UIL eligibility restrictions.

Courses Qualifying as Exempt from No-Pass, No-Play

1. **Advanced Placement (AP) and International Baccalaureate (IB) courses in all disciplines**

2. **High School/College Concurrent Enrollment specifically in English Language Arts, Languages other than English, Mathematics, Science, and Social Studies**
    - Dual Credit courses in disciplines listed above
    - OnRamps courses in disciplines listed above

3. **Additional Advanced Courses specifically in English Language Arts, Languages other than English, Mathematics, Science, and Social Studies**
    - High School Advanced Courses (previously Pre-AP) in above disciplines
    - Middle School Advanced Courses (includes advanced HS courses offered in MS) in above disciplines

Resources

Resource	Link
GPISD Academic Handbook	Academic Handbook
GPISD Board Policy FM Legal	GPISD Policy FM Legal
Texas Education Code (Section 33.081)	Texas Education Code
UIL and TEA Eligibility Guidelines	UIL/TEA Webpage

For further questions, contact the Athletics & College Readiness Departments.

REV 12/12/24

Parent/Guardian Notification of Benefits of the Foundation plus Endorsement Graduation Plan

Date:

Dear Parents/Guardians of _____,

House Bill 5 requires counselors to provide information to students and their parents/guardians explaining the benefits of the Foundation plus Endorsement Plan for graduation before a student is permitted to choose to graduate without an Endorsement. The purpose of this correspondence is to ensure that students and their parents/guardians are informed about the benefits of graduating with one or more Endorsements.

Most of the very best jobs available now and in the future, require education and training beyond a high school diploma. Whether a student intends to pursue a high-demand industry workforce credential from a community or technical college or a traditional four-year degree from a university, the choices made in high school will determine his/her future options. To prepare now for the transition to post-high school education or quality workforce training, it is important for a high school student to choose and take the right classes. The benefits of graduating from Grand Prairie ISD with an Endorsement include:

Relevance: An Endorsement consists of a related series of courses that are grouped together by interest or skill set. Since the Endorsement is chosen by the student based on his/her interest, the Endorsement curriculum provides the student in-depth knowledge of the subject areas that are relevant to the student and his/her future college major or career choice.

College Readiness: Completing the curriculum requirements for an Endorsement allows the student to be prepared for college-level coursework at community/technical colleges and universities.

Opportunity: Since the Endorsement offers a student a strong foundation in an area of study, he/she has an opportunity for immediate enrollment in classes related to his/her chose field of study and the ability to successfully complete an industry workforce credential or college degree.

Additional information regarding the benefits of graduating with an endorsement are available in the Graduation Toolkit. *A copy can of the Graduation Toolkit can be downloaded from the Texas Education Agency website at http://tea.texas.gov/communications/brochures.aspx.*

If a student and his/her parent choose to opt-out of the Endorsement requirement for graduation, the parent must confirm receipt of this notice by entering his/her signature in the appropriate space on the attached Endorsement Opt-Out Agreement and return the Agreement to the school counselor on the campus in which your child is enrolled.

If you have any questions or concerns about your child's graduation plan, please contact his or her school counselor immediately.

Foundation High School Program
Endorsement Opt-Out Agreement

The Texas Education Code, Section 28.025(b), allows a student to graduate under the Foundation High School Program without earning an endorsement if, after the student's sophomore year, the student and the student's parent/guardian are notified of the benefits of graduating with an endorsement and the student's parent/guardian gives written permission for the student to opt out of an endorsement. The benefits of graduating with an endorsement are available in the Graduation Toolkit, produced in partnership by the Texas Education Agency, the Texas Higher Education Coordinating Board, and the Texas Workforce Commission.

STUDENT INFORMATION

Student Name: _____

Student Classification: _____ Campus: _____

District/Charter: _____

PARENT OR GUARDIAN

I have received written notice regarding the benefits to my child of graduating from high school with one or more endorsements and I grant permission for my child to graduate under the Foundation High School Program without earning an endorsement.

_____ _____

Signature of parent/guardian Date

SCHOOL ADMINISTRATOR

I certify that _____(student name) meets the criteria below to pursue the Foundation High School Program without an endorsement.

☐ The student has completed his or her sophomore year of high school.

☐ The student and his or her parent/guardian have been advised by a school counselor of the specific benefits of graduating from high school with one or more endorsement.

_____ _____

Signature of school administrator Date

_____

Title

GPISD Early Graduation Application

Updated February 2025

GPISD students who wish to graduate mid-year, or an academic year early must submit an application requesting permission. Upon review of the application and transcript by the campus administrator and counselor, the student will be notified of the decision within two school days. Please read the description of each case and condition carefully. If you have any additional questions, please contact your school administrator. ***Early Graduation Applications will not be considered the semester for which graduation is requested.***

Early Graduation (Six semesters): For a student to graduate prior to his or her designated class, the student must meet the following conditions:

- Show satisfactory mastery of high school academic skills and concepts,
- Meet the state testing requirements,
- Complete 26 credits to include all Foundation High School Plan (FHSP) requirements plus the requirements for at least one endorsement including the additional math and science credits,
- Complete the additional graduation requirements outlined by HB5 and the Texas Administrative Code:
  - ***Demonstrated proficiency, as determined by GPISD, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.***
  - ***Complete and submit a FAFSA or a TASFA***
  - ***Cardiopulmonary resuscitation (CPR) training/AED training***
  - ***Instruction on Proper Interaction with Peace Officers***

- **Early College High School students only**: to qualify for early graduation, ECHS students must meet both the high school graduation and associate degree completion requirements.

Upon approval of the early graduation application, the student will be reclassified as a senior at the Spring semester of their junior year, if eligible.

Students who plan to complete college admission requirements early in their high school career are encouraged to meet with their school counselor regarding all local requirements prior to the beginning of the fifth semester.

Mid-Year (January) Graduation (After seven semesters): Seniors who wish to graduate at the mid-year of their senior year should consult their school counselor regarding graduation credits and all local requirements prior to the beginning of the sixth semester. To graduate mid-year, a student must complete all requirements and meet all conditions listed for Early Graduation).

Parent/Court Appointed Guardian Request:

*I hereby request permission for my son/daughter*_____ *, to select an alternative graduation date. My student would like to request to graduate* **(circle one) EARLY/MID-YEAR**. *Our signatures certify that we have communicated with the counselor, have reviewed the academic record, and believe this action to be in our student's best interest; that we are fully aware that the student will no longer be enrolled in school and will abide by the following conditions and stipulations:*

- *The student will lose the right to participate in any extracurricular activity, including athletics, plays, etc.*
- *The student will lose any access to benefits afforded to students who are enrolled, including bus transportation, participation in free/reduced price meal program, and special programs and services*
- *The student will lose the right to be on campus except as a visitor and under conditions which apply to all visitors*
- *The student will lose right to qualify for the National Merit Scholarship*
- *The student will lose right to qualify for college/university level scholarships with early deadlines*
- *The student will lose the right to participate in the School Day ACT administered on campus*

We understand that the student will be allowed to participate in senior activities, graduation rehearsals and the graduation ceremony. However, students who violate the Code of Conduct may jeopardize their participation in any of these activities.

We give our permission for the school to make any necessary changes to the current schedule as deemed by administrative and counseling staff.

Student's Full Name and Campus ID	*Parent's Signature*	*Date*

Administrative/Guidance Record Review Statement:

We have reviewed the student's request to participate on a different graduation schedule. Based on our document review, we **APPROVE / DENY** *the student's request for* **EARLY / MID-YEAR** *graduation.*

Administrator's Printed Name and Signature	*Counselor's Printed Name and Signature*	*Date*
Principal's Printed Name and Signature	*Area Superintendent's Printed Name and Signature*	*Date*

Figure: 19 TAC §61.1201(a)(1)

EXPLANATION OF AUTOMATIC COLLEGE ADMISSION AND CURRICULUM REQUIREMENTS FOR FINANCIAL AID FOR HIGH SCHOOL STUDENTS

Automatic Admission Requirements

In accordance with Texas Education Code (TEC), §51.803, a student is eligible for automatic admission to a Texas public college or university as an undergraduate student if the student earned a grade point average in the **top 10 percent** of the student's high school graduating class or in the percentage of qualified applicants that are anticipated to be offered admission to the University of Texas at Austin*, and the applicant

(1) successfully completed the requirements for the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP);

(2) earned the distinguished level of achievement under the Foundation High School Program; or

(3) satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

High school rank for students seeking automatic admission to a general academic teaching institution is determined and reported as follows.

(1) Class rank must be based on the student's rank at the end of the 11th grade, middle of the 12th grade, or at high school graduation, whichever is most recent at the application deadline.

(2) The top 10 percent of a high school class cannot contain more than 10 percent of the total class size.

(3) The student's rank must be reported by the student's high school or school district as a specific number out of a specific number total class size.

(4) Class rank shall be determined by the school or school district from which the student graduated or is expected to graduate.

A student is considered to have satisfied the course requirements of the RHSP, DAP, or the distinguished level of achievement under the Foundation High School Program if the student completed the portion of those programs that was available to the student but which the student was unable to complete because the courses were unavailable as a result of circumstances not within the student's control.

To qualify for automatic admission an applicant must

(1) submit an application before the deadline established by the Texas college or university to which the student seeks admission; and

(2) provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the RHSP, DAP, or the distinguished level of achievement under the Foundation High School Program or the portion of the requirements of those programs that was available to the student.

Texas colleges and universities are required to admit an applicant for admission as an undergraduate student if the applicant is the child of a public servant who was killed or sustained a fatal injury in the line of duty and meets the minimum requirements, if any, established by the governing board of the college or university for high school or prior college- level grade point average and performance on standardized tests.

* The University of Texas at Austin (UT) is not required to automatically admit applicants in excess of 75% of its enrollment capacity for first-time resident undergraduate students. Should the number of applicants who qualify for automatic admission exceed 75% of enrollment capacity, UT must provide notice of the percentage of qualified applicants that are anticipated to be offered admission.

State Financial Aid Programs with Curriculum Requirements

Under TEC, Title 3, there are several state financial aid programs available for Texas public high school students. The following state financial aid programs include certain curriculum requirements to be considered when planning a student's high school career to ensure eligibility for financial aid under one of these programs. **Please note that this is not a complete list of requirements and additional eligibility requirements apply.** A full list of requirements is available through the Texas Higher Education Coordinating Board's financial aid webpage at http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=458.

Individuals interested in the following financial aid opportunities are strongly encouraged to check the status of each grant program for the anticipated year(s) of enrollment in an institution of higher education at http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=458.

Texas B-On-Time (BOT):

Applicants must meet one of the following academic requirements:

a. Graduated in the 2002–2003 academic year or later under the RHSP or DAP, or its equivalent
b. Earned an associate's degree from an eligible institution no earlier than May 1, 2005

Top Ten Percent Scholarship

To receive an initial award through the Top 10 Percent Scholarship Program, a student must have graduated while ranked in the top 10 percent of his or her graduating class and completed the RHSP or DAP curriculum or earned the distinguished level of achievement on the Foundation High School Program (or the equivalent) at an accredited public high school in Texas, or the equivalent at an accredited private high school in Texas.

TEXAS Grant

Basic Initial Year (IY) Student Eligibility Curriculum Requirements
A student must complete the Foundation High School Program, RHSP, or DAP (or the equivalent).

Priority Model Initial Year (IY) Student Curriculum Eligibility Requirements
In addition to the basic initial year (IY) student eligibility requirements, to receive priority consideration for an IY award through the TEXAS Grant Program, a student must meet at least one requirement in at least two of the four following areas:

AREA	REQUIREMENT(S)
Advanced Academic Program	Earn 12 hours of college credit (dual credit or AP courses), complete the Distinguished Achievement Program (DAP), or complete the International Baccalaureate (IB) Program
TSI Readiness	Meet the Texas Success Initiatives (TSI) assessment thresholds or qualify for an exemption
Class Standing	Graduate in the top one/third of the HS graduating class or have a B average
Advanced Math	Complete at least one math course beyond Algebra II as determined by the Texas Education Agency (TEA) or complete at least one advanced career and technical course, as determined by TEA

A full list of TEXAS Grant eligibility requirements is provided at http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=458.

My signature below constitutes my acknowledgement that I have been provided with a copy of the explanation of automatic college admission and curriculum requirements for financial aid form.

_____Date_____
Signature of Student

_____Date_____
Signature of Parent or Guardian

_____Date_____
Signature of School Counselor

NOTIFICATION OF ELIGIBILITY FOR AUTOMATIC COLLEGE ADMISSION FOR STUDENTS ELIGIBLE TO ENTER COLLEGE IN 2027

This notice confirms that, pending the satisfaction of all applicable requirements (see below), _____ will be eligible for automatic college admission.

A student is eligible for automatic admission to a college or university as an undergraduate student if the applicant earned a grade point average in the **top 10 percent** of the student's high school graduating class (Texas Education Code, §51.803). If an eligible student is applying as an undergraduate to the University of Texas at Austin in the summer/fall 2027 or spring 2028, the applicant must earn a grade point average in the **top 5 percent** of the student's high school graduating class. The applicant in either case must also:

(1) earn the distinguished level of achievement under the Foundation High School Program; or

(2) satisfy ACT's College Readiness Benchmarks on the ACT assessment or earn on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

In accordance with Title 19 Texas Administrative Code (TAC), §5.5(e), high school rank for students seeking automatic admission to a general academic teaching institution on the basis of class rank is determined and reported as follows.

(1) Class rank shall be based on the end of the 11th grade, middle of the 12th grade, or at high school graduation, whichever is most recent at the application deadline.

(2) The top 10 percent of a high school class shall not contain more than 10 percent of the total class size.

(3) The student's rank shall be reported by the applicant's high school or school district as a specific number out of a specific number total class size.

(4) Class rank shall be determined by the school or school district from which the student graduated or is expected to graduate.

An applicant who does not satisfy the course requirements is considered to have satisfied those requirements if the student completed the distinguished level of achievement under the Foundation High School Program that was available to the student but was unable to complete the remainder of the coursework solely because courses were unavailable to the student at the appropriate times in the student's high school career as a result of circumstances not within the student's control.

To qualify for automatic admission an applicant must:

(1) submit an application before the deadline established by the college or university to which the student seeks admission;

(2) meet all curriculum requirements for admission established by the college or university to which the student seeks admission; and

(3) provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the distinguished level of achievement under the Foundation High School Program or the portion of the distinguished level of achievement under the Foundation High School Program that was available to the student.

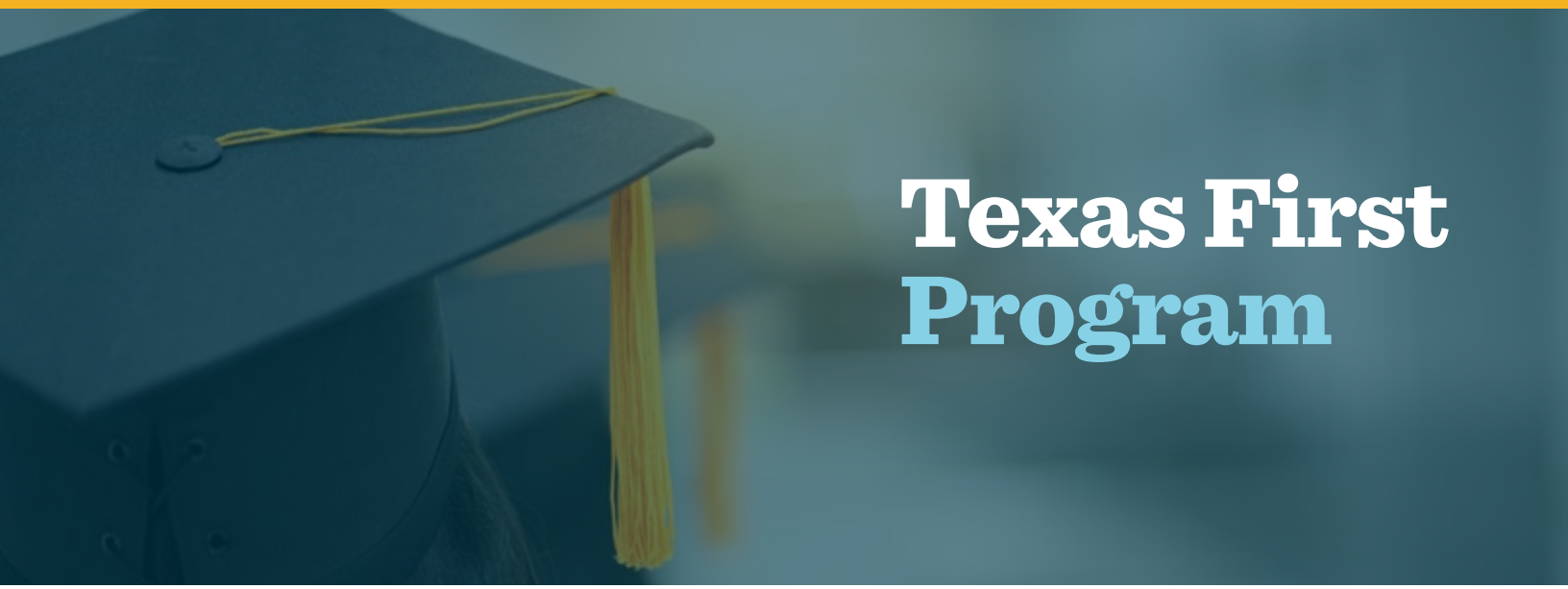
Colleges and universities are required to admit an applicant for admission as an undergraduate student if the applicant is the child of a public servant who was killed or sustained a fatal injury in the line of duty and meets the minimum requirements, if any, established by the governing board of the college or university for high school or prior college-level grade point average and performance on standardized tests.

My signature below constitutes my acknowledgement that I have been provided with a copy of the notification of automatic college admission and explanation of eligibility for automatic college admission.

_____ Date_____
Signature of Student

_____ Date_____
Signature of Parent or Guardian

Fast Track Your Path to Texas Universities



Texas First Program

We're excited to introduce the TEXAS FIRST PROGRAM. This prestigious opportunity enables you to graduate early with the Distinguished Level of Achievement AND receive a scholarship for college.

As one of Texas' top students, you may be eligible to accelerate your path to college and receive a scholarship for one or two semesters at any Texas public institution of higher education, including colleges, universities, and technical colleges.

Talk to your counselor today to see if this exciting new opportunity is the right path for you!

For more information, visit our website or scan the QR code on the left.



THE FINE PRINT:

Here's what you need to be eligible:

- Texas residency
- FAFSA completion
- At least 22 high school credits and a final GPA equivalent to 3.0 or higher
- Additional academic requirements, including college readiness test scores, STAAR exam participation, and demonstration of mastery in various subjects

The Texas Higher Education Coordinating Board website link above includes a detailed list of eligibility requirements.

If you graduate two or more semesters before your class, you'll receive a two-semester scholarship, equivalent to the amount of the TEXAS grant, upon admission to any Texas public institution of higher education, including colleges, universities, and technical colleges. You may also be eligible for additional financial aid at most of these institutions!

The Texas First Diploma does not guarantee automatic admission for students. Ask your counselor if your grade point average at graduation qualifies you for automatic admission under the state's top 10 percent law.

You can apply to any college or university you choose; however, the scholarship will apply only at the Texas public institution of higher education where you have been admitted.

Use it or lose it! The scholarship offer will expire at the end of the first academic year following your graduation, so we encourage you to attend college directly after high school.

NOTE: *Before September 1, 2023, the Texas First Scholarship was only applicable at 10 Texas public universities. However, effective September 1, 2023, the number of institutions of higher education eligible to award the Texas First Scholarship to eligible Texas First Diploma graduates expanded from 10 universities to all Texas public institutions of higher education, including colleges, universities, and technical colleges (Senate Bill 2294, 88th Texas Legislature, Regular Session). Please see your high school counselor for information regarding eligibility requirements to graduate early under the Texas First Program and receive a scholarship up to one year upon admission to any eligible Texas public institution of higher education, per Texas Education Code, Section 61.003.*

THECB | Texas Higher Education COORDINATING BOARD

Quick Start Guide to GreenLight Registration

GreenLight Locker gives students control of their records and opportunities to share achievements in ways only possible with technology. Register your free locker today so you can take advantage of the ability to view and share your transcripts, as well as securely upload and share other credentials needed for college, scholarship, and employment applications. You will also have access to My Opportunities to search for scholarships and jobs.

Note: If you already have a GreenLightLocker.com account because you are Texas College Bridge ENG and/or MATH student, then there is no need to register again on GreenLightLocker.com. **Please go directly to Step 4.**

Note: If you already have a GreenLightLocker.com account because you are taking courses at Dallas College, NCTC, UNTD, or TWU and have already registered on GreenLight, there is no need to register again. **Please go directly to Step 4.**

Step 1: Visit https://greenlightlocker.com/register

- IE Select "I'm a student, " and "Register without an enrollment code" from the drop-down list.
- IE Enter your institution (ISD, not campus), student ID, date of birth, and last name. The last name must be entered as it appears in your school record (If it has a hyphen or space, please be sure to include it)
- IE Once your information matches, you will be shown the registration form. Fill out all required fields, and select a username and a 12-digit password with at least one uppercase and one special character, such as the # or $ sign.
- IE If you do have an enrollment code, you can choose "I have an enrollment code." Enter your enrollment code, date of birth, and last name, then continue completing the registration form.

Step 2: Upon registration, you will receive an activation email. **Click on the activation email and log in** using the username and password you created during registration.

Step 3: Click on "My Credentials" and then click on "Request Transcript." You will then see your transcript.

- IE To send the transcript to an institution, click the share icon and select the "Send Credentials to Academic Institution" radio button. Type the name of the University in the "Send To" field. As you are typing, some suggestions will be shown to you. Select the one that matches the educational institution to which you want to send it, agree to the terms of use, and click the "Share" button.
- IE Hint: Start typing "univ," and you will see all the institutions with "univ" in their names.
- IE To email the transcript to a college, school, or employer, click the share icon and select "Send Credentials to Employer (via email)." Type the recipient's email address in the appropriate fields, agree to the terms of use, and click the "Share" button.

Quick Start Guide to GreenLight Registration

Step 4: If you already have a GreenLightLocker.com account from Dallas College, Texas College Bridge, or another University, you must "Claim New Credential" within your existing GreenLight Locker.

- IE Click on the Register button at https://greenlightlocker.com/register
- IE Select "I'm a student" from the drop-down and select "I'm looking for an enrollment code."
- IE Enter all the required information to receive your enrollment code. Copy the enrollment code.
- IE Log into your existing GreenLight Locker account and visit your profile by clicking on your username in the far-right top corner.
- IE Click on "Claim Credential."
- IE Paste your enrollment code in the box and click the "Verify & Add" button. You should now see your High School transcript in your locker.

Please use the following guide to get help with any GreenLight Locker issues.

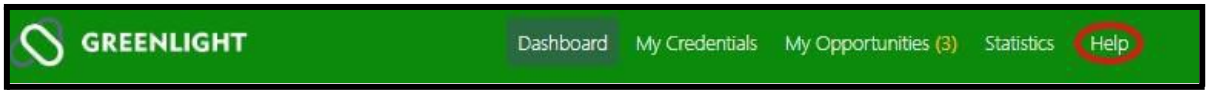
(OPTION 1) From the GreenLight Locker homepage:

If you have problems with your password, username, registration, or activation, please open a ticket using the "Contact Us" button on the GreenLightLocker.com website.



(OPTION 2) Logged into your Dashboard/Locker:

If you have issues with your GreenLight Locker and can log in to your account, please open a trouble ticket from within GreenLightLocker.com by clicking the "Help" link.



(OPTION 3) Call our Hotline:

Call the **Helpdesk at (972)348-1234 and select option 4 for GreenLight Locker**. This is a voicemail line, so please leave a message with your name, phone number, email address, school district/college name, and a detailed description of the issue.

DROP REQUEST

Student Name: _____ Dallas College ID: _____
Email Address: _____ Today's Date: _____
Semester & Year: _____ Hours remaining: _____

Dropping classes may have serious academic and financial impacts. For additional information, see the official Dallas College catalog here: https://www1.dcccd.edu/catalog/cattoc.cfm

I acknowledge I am aware dropping class(es) may affect my: (initial each line)
_____Academic Standing
_____Potential tuition increases
_____Program completion
_____Third Attempt tuition policy
_____Six Drop limit

Are you a Dual Credit enrollment student?		Yes		No (Parent signature required for Dual Credit students)
Are you receiving financial aid this semester?		Yes		No
Are you an International student?		Yes		No

Course(s) to be Dropped

	COURSE	NUMBER	SECTION	REASON CODE * (*May include **up to three** Reason Codes for each course*)		
	ENGL (example)	1301 (example)	91234 (example)	3 (example)	13 (example)	19 (example)
1.						
2.						
3.						
4.						
5.						
6.						

*At least ONE Reason Code must be selected for each course dropped

1. Call to active duty in the Texas National Guard or Armed Forces
2. Change of family status / responsibility
3. Death of family member or personal friend
4. Responsible for care of sick or injured family member or personal friend
5. Personal illness
6. Change in work schedule
7. Catastrophic event
8. Course level not appropriate
9. Financial difficulties
10. Completed TSI or other placement requirements
11. Technology issues
12. Moving out of the area
13. Transportation issues
14. Course is not needed
15. Dissatisfied with my grades
16. Course load too heavy
17. Too many absences
18. Dissatisfaction with instructor
19. Other *(Please list on comment line below)*

Comment Line: _____

_____

_____

I verify the above drop selection(s) are truthful and represent my understanding of the academic implications.

Student Signature: _____ **Parent Signature (for Dual Credit students only):** _____ **Date:** _____

Staff Signature: _____ **Date:** _____ **Campus:** _____ **Staff Comment:** _____

STUDENT TOTAL WITHDRAWAL

I certify by signing this form that I am aware of the above academic implications and I am requesting total withdrawal from this institution.

Student Signature: _____ **Parent Signature (for Dual Credit students only):** _____ **Date:** _____

Staff Signature: _____ **Date:** _____ **Campus:** _____ **Staff Comment:** _____

Information on this document is subject to change due to Federal, State or Dallas College policy changes.