MIDLAND INDEPENDENT SCHOOL DISTRICT
ADMINISTRATIVE REGULATIONS

E – INSTRUCTION

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SCHOOL YEAR
EB (REGULATION)

SCHOOL CALENDAR

The calendar for the next school year will be recommended to the Board by the month of March of each year.

The calendar will be developed by the Executive Director of Administrative Services and approved by DEIC taking into account:

1. Staff development
2. UIL activities
3. Local civic and business calendars
4. Dates of established holidays
5. State assessment schedule

Approved – October 2006

SCHOOL DAY
EC (REGULATION)

STUDENT DAY

Opening and closing times of regular school days will be:

1. Prekindergarten:

   8:00 A.M. to 3:20 P.M.

   Pre-Kindergarten for students with special needs:

   8:00 a.m. – 11:00 a.m.

   Kindergarten:

   8:00 a.m. to 3:20 p.m.

3. Elementary grades (grades 1-6) (except Magnet schools):

   8:00 a.m. to 3:20 p.m.

4. Elementary Magnet Schools

   8:00 a.m. to 3:45 p.m.

5. Middle school or junior high school and freshman schools (grades 7-9):

   8:30 a.m. to 3:55 p.m.

6. High school grades (grades 10-12):

   8:40 a.m. to 3:55 p.m.

7. Early College High School (grades 9-12):

   8:45 a.m. to 4:05 p.m.

INTERRUPTIONS

Nonacademic activities that interrupt and distract from the academic process will be avoided whenever possible. The principal of each school will be charged with enforcing this regulation.

The following restrictions will apply:

1. Announcements, other than emergency announcements, will be made over the public address system only once a day.

2. Emergency messages will be delivered at the beginning or end of a class period, if possible. Nonemergency telephone and other messages for students will not be delivered.

3. Visits to a classroom will be restricted and will occur only with the approval of the principal and the teacher.

4. Flowers and gifts will not be delivered to students during the school day.

5. Selling or solicitation will not be permitted during any class period. Fund raising by school organizations will be conducted before or after school, at lunch, or between classes.

ASSEMBLIES AND PROGRAMS

A. Shall be based on the essential knowledge and skills and be an outgrowth of classroom instruction.
B. Shall not be a big production or extravaganza.
C. Combined grade level practice should be limited to five 45-minute class periods per program.
D. Children will not miss the same subject more than two times a year for the purpose of rehearsals.
E. A child may only be in one program per year.

AWARDS AND GOOD CITIZENSHIP ASSEMBLIES

A. Shall not exceed 30 minutes each six weeks.
B. The time should be rotated for each assembly so a child will not continuously miss the same subject during the year.

SCHOOL PARTIES

Parties will be limited to two per year – Christmas and Valentines.

A. The parties will be held the last 30 minutes of the school day.
B. No money will be collected from the children to fund the parties.
C. There will be no birthday parties at school.
D. There will be no Easter egg hunts.
E. There will be no end-of-year picnics.
F. There will be no preschool children visiting in the classroom during school hours.

PARENT TEACHER CONFERENCES

Conferences are one of the most effective methods of reporting a child's school progress because they provide a two-way exchange of information. Skillfully handled, a conference can provide both parent and teacher with valuable information about the student.

Though each conference is individual in nature and designed to explain the progress and development of a single learner, suggested general guidelines which follow, may be helpful to the teacher:

1. To interpret to the parent the student's experiences at school and how he/she is responding to them.

2. To acquaint the parent with the school, its facilities, its personnel, and its work, and thus to further the community relations programs.
3. To learn about the student's home environment and relationships important to his/her development – his/her feelings, his/her interests, his/her friends, his/her health, his/her parents' hopes and desires concerning him/her.
4. To foster a positive relationship between teacher and parent.
5. To discuss ways in which teacher and parent can work together to help the student.
6. To give the student a sense of confidence and security through the cooperation of parent and teacher.
7. To discuss common goals for the student appropriate to his state of development.
8. To plan cooperatively with the parent so that consistent guidance may result, and so that the student may meet similar kinds of demands at home and at school.

Updated – May 2014

INDIVIDUALIZED LEARNING
EEJA (REGULATION)

APPLICATION APPROVAL

Application/approval for examinations for credit is as follows:

1. Students must secure approval from campus counselor and complete application.
2. Determination of eligibility will be made and communicated to the student and parent or guardian by the Director of Guidance & Counseling.
3. The credentials of students transferring from nonaccredited schools will be reviewed by the Director of Guidance and Counseling, and a determination of placement will be made by the appropriate administrator.
4. Appeals regarding eligibility decisions will be handled through the office of the Executive Director of Elementary or Assistant Superintendent of Secondary Education.

TEST DATES

Testing for credit by examination will be offered twice a year.

Approved – October 2006

INSTRUCTIONAL RESOURCES:
TEXTBOOK AND INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION
EFAA (REGULATION)

PROCEDURES

The process of selecting textbooks and instructional materials shall conform to the statutes of the State of Texas and to the regulations of the State Board of Education.

RECOMMENDING MEMBERS OF THE SUPERINTENDENT'S TEXTBOOK AND INSTRUCTIONAL MATERIALS ADVISORY COMMITTEE

The Executive Director of Student Services shall propose to the Superintendent a list of names to be nominated for membership on the Superintendent's Textbook and Instructional Materials Advisory Committee. The Executive Director of Student Services shall consult appropriate members of the Division of Teaching and Learning to identify nominees. The Superintendent's Textbook and Instructional Materials Advisory Committee shall consist of no more than fifteen professional school personnel, the majority of whom are classroom teachers in the subjects for which textbooks are being selected. The committee may include members of the Division of Teaching and Learning.

Directors in the Division of Teaching and Learning will participate in the textbook and instructional materials selection process as applicable to the subject matter. Directors will be charged with organizing Working Textbook and Instructional Materials Committees, coordinating publishers' presentations, recommending names of staff members to serve on the Superintendent's Textbook and Instructional Materials Advisory Committee, conducting committee meetings to review textbooks and instructional materials, and preparing reports and recommendations to be presented to the Superintendent and the Superintendent's Textbook and Instructional Materials Advisory Committee.

The Superintendent of Schools shall report the appointment of the Superintendent's Textbook and Instructional Materials Advisory Committee to the Board of Trustees in November of the school year during which textbooks and instructional materials are being selected.

ORGANIZING THE TEXTBOOK AND INSTRUCTIONAL MATERIALS COMMITTEE

The Superintendent of Schools or his designee shall serve as chair of the Superintendent's Textbook and Instructional Materials Advisory Committee. The Executive Director of Student Services shall serve as consultant and coordinator of the district's textbook and instructional materials selection process.

The Superintendent or his designee shall charge the Directors of Teaching and Learning to call meetings of the Working Textbook and Instructional Materials Committees for the following purposes:

1. To study the courses and curricula for which textbooks and instructional materials are to be selected.
2. To develop criteria for the selection of textbooks and instructional materials.
3. To organize and direct the process of reviewing textbooks and instructional materials.
4. To obtain teachers' reactions to sample textbooks and instructional materials which have been submitted for review.

DISTRIBUTING SAMPLES OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Publishers are responsible for all aspects of the shipment and retrieval of sample materials and bear all costs of the sampling process. Samples of the textbooks and instructional materials to be studied for selection shall be distributed to Working Textbook and Instructional Materials Committee members. Complete samples of textbooks and instructional materials shall be provided by publishers for teachers to study and to review. Working Textbook and Instructional Materials Committee members will solicit and consider reviews prepared by teachers who study the sample textbooks and instructional materials.

At least one copy of each textbook and instructional material that is included on the State Multiple List of Textbooks shall be kept at the School District Administration Building. These textbooks and instructional materials shall be made available for review by any Midland citizen who wishes to examine them.

RELATIONS WITH REPRESENTATIVES OF PUBLISHERS

The Executive Director of Student Services shall be responsible for arranging with the Directors of Teaching and Learning and the publishers of textbooks and instructional materials for representatives of the companies to present their textbooks and instructional materials to the Working Textbook and Instructional Materials Committee members. In making such arrangements, the following policies shall be observed:

1. Working Textbook and Instructional Materials Committee members and Superintendents' Advisory Textbook and Instructional Materials Committee members will be released from other duties, if necessary.
2. Presentations of textbooks and instructional materials used by a relatively small number of pupils and teachers, such as shorthand or agriculture, shall not be presented to the total Textbook and Instructional Materials Committee unless the members of that committee request such presentation.

3. Representatives of the textbook publishers, with textbooks and instructional materials on the multiple list, shall contact Working Textbook and Instructional Materials Committees members only during the presentations that are arranged by the Directors of Teaching and Learning who are in charge of Working Textbook and Instructional Materials Committees. This requirement will only be in force during the textbook and instructional materials selection process.

SELECTING TEXTBOOKS AND INSTRUCTIONAL MATERIALS BY THE TEXTBOOK AND INSTRUCTIONAL MATERIALS COMMITTEE

At least one week prior to the last meeting of the Board of Trustees in February, the Superintendent's Textbook and Instructional Materials Advisory Committee shall meet to select the textbooks and instructional materials from the multiple list to be recommended for selection by the Board of Trustees. The following procedures shall be observed in this meeting:

1. The meeting will be attended by the Executive Director of Student Services and the appropriate Directors of Teaching and Learning.
2. The subjects for which textbooks and instructional materials are to be selected will be considered separately in alphabetical order.
3. The proposed textbooks and instructional materials for each subject are to be voted on in alphabetical order of the names of the publishers.
4. Each member of the Superintendent's Textbook and Instructional Materials Advisory Committee, including the chair, shall have one vote for each textbook or instructional material, each time it is considered.
5. All votes shall be recorded. The records shall be maintained as part of the official records of the district until the contract periods of the textbooks and instructional materials expire.
6. Any textbook and instructional material must receive the vote of at least two-thirds of the Textbook and Instructional Materials Committee before it can be recommended to the Superintendent and Board of Trustees. If, after the third ballot on the textbooks for a subject or course, no textbook or instructional material receives a two-thirds' majority vote, then only the two textbooks or instructional materials receiving the greatest number of votes on the third ballot shall be considered in subsequent ballots.
7. In subjects such as English, mathematics, and reading, in which publishers submit a series of books or instructional materials for several grades, the Textbook and Instructional Committee shall select a complete series from one publisher unless there are compelling reasons for not doing so. A tie vote of the committee shall not be considered a compelling reason for "splitting" a series.

Any course materials relating to human sexuality, sexually transmitted diseases, human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) shall be selected by the Board with the advice of the local school health education advisory council.

RECOMMENDING TEXTBOOKS AND INSTRUCTIONAL MATERIALS TO THE BOARD OF TRUSTEES

The Superintendent of Schools shall submit the recommendations of the Superintendent's Textbook and Instructional Materials Advisory Committee to the Board of Trustees at a regular meeting of the Board in time to prepare the report of the textbook and instructional materials selection prior to March 31. The members of the Superintendent's Textbook and Instructional Materials Advisory Committee and the appropriate members of the Division of Teaching and Learning will be invited to attend this meeting.

If the Board of Trustees does not accept a textbook or instructional materials that are recommended by the Textbook and Instructional Materials Committee, that committee shall reconvene within one week and select another textbook or instructional material from the multiple list to be recommended to the Board of Trustees.

This procedure shall be followed until the Board of Trustees adopts a textbook or instructional materials from the multiple list. If, in the opinion of the Board of Trustees, none of the textbooks or instructional material on the multiple list is adequate, it is recommended that one book or set of instructional materials on the list be adopted, and that the Board of Trustees authorize the purchase of another textbook or instructional material to supplement the textbook or instructional materials adopted from the multiple list.

The Executive Director of Student Services shall prepare the report of the local textbook and instructional materials selection prior to March 31 of each year in accordance with the statutes and the regulations of the Texas Education Agency.

Approved – September 2009

INSTRUCTIONAL RESOURCES:
LIBRARY MEDIA PROGRAMS
EFB (REGULATION)

PURCHASE OF CLASSROOM SETS OF SUPPLEMENTARY BOOKS

When additional textbooks of different titles from the regularly adopted textbooks are needed for the effective instruction in a subject or a class, the recommendations of the Executive Director of Operations and the approval of the Superintendent of Schools shall be secured prior to the purchase of these textbooks. The Executive Director of Operations shall determine the number of books which may be allocated on a per-classroom basis.

USE OF THE LIBRARY

The principal shall be responsible for the effective use of the library materials in the instructional programs of the schools.

ELEMENTARY USE OF LIBRARY

At the elementary school level, the teacher/librarian shall evaluate the extent and effectiveness of library use through observation and by conferences with the teachers. He/she shall be responsible for establishing a schedule for the use of the library.

SECONDARY USE OF LIBRARY

At the secondary level, each departmental chairman shall assume responsibility for supervising the extent and the effectiveness with which teachers require the use of the library as a part of the teaching/learning process. Particular attention shall be given to the extent to which specific assignments are given which require the use of reference materials to be found in the library.

In order to evaluate the use of the library, each secondary school librarian shall keep a record of the number of class groups each teacher brings to the library during each six-weeks period, the number of pupils who are using the facilities before and after school, the number of books which are checked out, and the number of teachers who use the facilities in planning their instructional activities. This report shall be compiled on a six-week basis and shall be transmitted to the principal. The principal shall also incorporate this report in his report to the superintendent.

SCHEDULE OF OPERATIONS:

All school libraries shall be open for a minimum of eight hours daily, Monday through Friday. The library shall be open for reference use by pupils each day that school is in session. The checking out of books may be restricted during the final week of each semester.

PROCEDURES FOR SELECTION AND SCREENING OF INSTRUCTIONAL AND LIBRARY MATERIALS

The materials in public school libraries are of two general types:

1. Instructional material – material other than textbooks or approved periodicals used in the instructional programs to develop the basic courses of study. These may or may not be housed in the library room.
2. Library materials – material used to support and enrich the instructional program or for recreational reading but which are not actually part of a course of study. Material of this type is usually housed in the library room.

HOUSING OF INSTRUCTIONAL AND LIBRARY MATERIALS

Library and instructional materials shall be housed as follows:

1. There shall be a central library in each elementary and secondary school which will contain the material available to all pupils at all times. The records of all instructional and library material will be maintained in the central library.
2. In each secondary and elementary school, classroom libraries shall be permitted. The material in these classroom libraries may be obtained from the central library for a period of time specified by the principal or librarian.

SELECTION OF MATERIALS

The term “selection” as used here, refers to the initial selection for purchase of both instructional and library material. The responsibility for selecting materials shall fall upon professional staff members of the school with the principal as the final authority for selection or rejection, subject to the Superintendent of Schools and the Board of Trustees.

SECONDARY SELECTION OF MATERIALS

The authority for the selection of instructional and library material in the secondary schools is delegated to the Principal on the advise of:

1. Chief librarian of the school
2. The department chairmen of the school or a representative from the department if there is no department chairman. Such a representative shall be appointed by the principal.

A. Instructional materials shall be selected as follows:

1. The recommendation for the purchase or acceptance as a gift of such material is to be initiated by a teacher who is to use the material or by the chairman of the department in which it is used.
2. If material is questioned, then the book, or other material, shall be submitted to the Selection and Screening Committee for its consideration.

B. Library materials shall be purchased, or accepted as a gift, on the recommendation of the school librarian. Such recommendations shall be made after the librarian has read the book or when based upon accepted selection guides.

ELEMENTARY SELECTION OF MATERIALS

The authority for the selection of instructional and library materials in the elementary schools rests with the principal of the school, advised by the chief librarian.

SCREENING OF MATERIALS

Once instructional and library material for both elementary and secondary schools has been purchased and placed on the library shelves, it shall be made available to students of the school district.

Should the suitability of the material be questioned or protested, the following procedure shall apply:

1. The protest of the material shall be submitted to the principal in writing. The protest shall include a statement of the exceptions taken to the material.
2. The material, with the protest, shall be reviewed by the Selection and Screening Committee according to board policy. It shall be left

to the discretion of the principal whether or not the material shall be withdrawn from the library shelves while it is being considered.

GUIDES FOR SELECTION OF MATERIAL

In the selection and screening of instructional and library material, the professional staff shall consider the following guides:

A. In regard to the selection of all material, consider:

1. The particular purpose for which the material is selected. Such as:
    a. An extension of the textbook presentation of a topic.
    b. An example of the literature of a certain period, or as an example of a certain type of literature.
    c. Recreational or exploratory reading
2. The competence and qualifications of the author(s) in the field in which he/she is writing
3. The age levels of the pupils for whom the material is intended
4. The content and emphasis throughout the entire work
5. The balance in the total library collection of materials of different classifications.

B. Instructional material and library material for enrichment of instruction conforms to the items in Guides for Selection of Material, A. 1. above and also

1. Is essential or contributes to the development of enrichment of the subject for which it is purchased
2. Is factually accurate and objective in presentation or is recognized as the opinion of the writer
3. If fiction, has literary value
4. If selected for use in teaching the social sciences, such material conforms to one of the following criteria:
    a. Is constructive and nonsubversive to American ideals
    b. Offers to pupils the opportunity to become aware of and to learn to evaluate propaganda, ideas, and philosophies that may not be in accord with American ideals
    c. Portrays a historical era

C. Library material intended for recreational, research, and general reading meets the criteria in Guides for Selection of Material A. 1. above and also

1. Has literary quality and contributes to literary appreciation
2. Is interesting to pupils of age levels for which it is selected, and helps to expand and maintain a balance in the library collection insofar as interest is concerned

3. Is of a level of reading difficulty commensurate with the pupils for whom it is selected and helps to maintain a library collection with many levels of difficulty
4. The realism of the work is not objectionable, or the work is so valuable that the realism is acceptable in view of the purpose which it serves in the school program.

PARENTAL CONTROL OF PUPIL'S READING

If the parent of a pupil wishes that restrictions be applied to the reading by his/her child of any material in the school library, the parent shall, in writing, inform the principal of the school of this desire. As part of this statement, the parent shall list authors, and/or titles of books which he/she does not wish his/her child to read. The principal and the staff shall then advise with the pupil on his selection of material, and if possible, help to substitute other books.

AUDIO VISUAL MATERIALS

In classroom situations, audio-visual materials fulfill a variety of purposes. Effective use of media must involve preparation, presentation and follow-up.

1. The teacher must preview the media involved if he/she is using it for the first time. The media must be appropriate to the subject matter, the objective of the lesson, and the age and ability of the students. If the subject is sensitive or controversial, the principal must approve its use. The teacher should:
    a. Have a definite purpose for using the film.
    b. Prepare the students about why they are seeing the production and what they are expected to learn from it
    c. Discuss what is already known about the subject and lead into what might be expected from viewing it
    d. Have a follow-up activity to come to closure of the lesson

Additional guidelines apply regarding media aides:

1. Parents will receive one-week advance notice when a teacher plans to show:
    a. Elementary school students any film, video, DVD, or other electronic resource that is rated anything other than G.
    b. Middle school students any film, video, DVD, or other electronic resource that is rated PG or higher.
    c. High school students any film, video, DVD, or other electronic resource that is rated PG-13 or higher.

2. Such notice to parents will include a brief description of the contents of the resource and the instructional objectives to be achieved.

3. Films, videotapes, DVDs, and other electronic resources to be used in the classroom will be made available for review by parents in the same manner as other instructional materials, in accordance with state law. [See EF(LEGAL) and FNG(LEGAL)]

4. A parent will be allowed to request that his or her child be given an alternative activity with the same instructional objectives, in lieu of the student viewing the film, video, DVD, or other electronic resource.
5. No film, video, DVD, or other electronic resource having a rating of X or NC-17 will be shown to students in District schools at any time.

Approved – October 2006

INSTRUCTIONAL RESOURCES:
FIELD TRIPS
EFD (REGULATION)

PRINCIPAL'S RESPONSIBILITY

The principal, with information from the teacher, will carefully consider each request for a field trip and approve only those trips with instructional value outweighing any loss of regular instructional time.

Each school will be allocated funds in its budget for field trips and must stay within its budget.

TRANSPORTATION FOR FIELD TRIP

Transportation for all field trips must be provided by the District. Use of private cars will not be permitted for any field trip. When feasible, two or three classes will use the same bus.

Students will not participate in a field trip without notification and written consent of a parent or legal guardian.

PLANNING THE FIELD TRIP

The District will pay any entrance fee or performance fee.

The following guidelines will apply:

1. The Request for Field Trip Approval form must be completed no less than 30 days prior to the trip and submitted to the principal for approval. [See EFD(EXHIBIT)]

2. Transportation and reservations will be arranged by the principal or his designee, upon receipt of approval.

3. Transportation and the itinerary will be confirmed a week before the trip.

Approved – October 2006

BASIC INSTRUCTIONAL PROGRAM:
REQUIRED INSTRUCTION (ALL LEVELS)
EHAA (REGULATION)

EXCUSES FROM PHYSICAL EDUCATION

Students temporarily restricted from participation in physical education will remain in the class, and special work will be assigned for the period of restriction. Such assignments may include officiating or score-keeping, written projects, research, or other approved activities. The student must make up any written tests, skill tests, and physical fitness tests when physically able to do so, and may receive an incomplete grade until such work is made up.

Approved – October 2006

OFF-CAMPUS PHYSICAL EDUCATION GUIDELINES
EHAD (REGULATION)

DESCRIPTION OF THE PROGRAM

The Off-Campus Physical Education program is a cooperative arrangement between the Midland Independent School District, the student, and an approved off-campus agency. These guidelines include a list of basic requirements/responsibilities that have been established by the Midland Independent School District and the Texas Education Agency. These requirements must be met and maintained to be eligible for participation in the program. The student receives a half unit of physical education credit per semester with the stipulation that he/she may not earn more than one and one-half total units of credit in physical education toward state graduation requirements. **Credits earned after the first one and one-half units of physical education will count for local credit only toward High School graduation.**

Activities available through the Off-Campus Program are limited to varsity athletic activities approved by the Texas Education Agency that do not have Junior High School component programs offered comprehensively through the physical education or athletic departments. A letter of a description of the program may be mailed to the parents.

STUDENT RESPONSIBILITIES

1. The student must participate in his/her activity, under professional supervision, a minimum of five hours each week at one approved agency. The required five hours each week must be spread over at least four days and include at least ninety minutes of instruction by one approved instructor. At least four of the required hours each week must be completed Monday through Friday plus an additional day that may fall on either the weekend or during the week. A maximum of one of the five required hours each week may be accounted for in competitive meets.
2. The student may not have more than 10% of the time (which equals 324 minutes per semester) of unexcused absences. (Excessive homework is not an excused absence from the required activity.)
3. An application form must be filled in completely by the student, parent, agency instructor, and school personnel and turned in to the school counselor before the end of the first week of the semester for which credit will be given.
4. The students' schedule must be kept up to date and any change must be reported to the school counselor. This includes any change in instructor or agency.

5. The student may:
   a. not transfer from a physical education class or athletics into Off-Campus Physical Education after the first week of a semester
   b. not receive credit for more than one of the following in a given semester: athletics, physical education, off-campus physical education.
   c. participate in on-campus and off-campus programs during the same semester as long as he/she only received credit for one.
6. If the required five hours per week cannot be fulfilled because of inclement weather, injury, etc., the hours must be rescheduled and/or additional assignments completed at the discretion of the principal.
7. The student must participate in the program a minimum of seventeen weeks. Extended absences for injury or illness (not to exceed nine weeks) will be excused only with a physician's letter. Written assignments may be required as make-up for the time missed.
8. Any student abusing the program by irregular attendance will be withdrawn from the course.
9. Students certified to participate MAY NOT be dismissed from any part of the regular school day.
10. Students who are approved to participate in the Off-Campus Physical Education may enroll in a second elective. However, the enrollment in the second elective class will be on a space availability basis only. Students who are not enrolled in an elective class will receive first priority.

AGENCY RESPONSIBILITIES

1. Agencies must submit a written request for approval as an Off-Campus Physical Education Program to the Director of Physical Education.
2. The agency must be located within the Midland Independent School (exception has been made for MCM Ice located in Odessa.)
3. The agency must provide professional instructors who will teach required lessons and Provide necessary supervision.
4. The instructor will:
   a. Sign applications and fill in activity schedules for students participating in the Off- Campus Program at the instructor's agency.
   b. Sign an Instructor Agreement stating that he/she is aware of the emphasis on program objectives and grading based on performance and attendance.
   c. Maintain an accurate record of student attendance, evaluate each off-campus student's performance and submit a grade recommendation to the school counselor

for each student based on performance and attendance at the end of each six weeks grading period.

d. Inform the counselor and principal if a student's attendance becomes irregular.

COUNSELOR RESPONSIBILITIES

1. Provide applications and explain the program, especially student responsibilities, to those students eligible for the program.
2. Check each application returned to verify that it is correctly filled out and completed.
3. Once an application is completed, sign it, have the principal sign it, then send a copy of it to the Director of Physical Education.
4. Explain to the students that they may not have late arrival or early dismissal.
5. Record grades and attendance for off-campus students at the end of each six weeks. (These grades will be received from the Agency Instructor.)

PROGRAM PROCEDURES

1. The student receives an Off-Campus Physical Education packet from the school counselor.
2. The student and parent/s read all information in the packet and fill out the appropriate portion of the application form.
3. The student and agency instructor fill out and sign the appropriate portion of the application form.
4. The application form must be turned in to the counselor prior to the end of the first week of the semester enrollment.
5. The principal will review the information on the application and notify the counselor of acceptance into the program. If there are any concerns, the counselor will notify the parent and student.
6. The Director of Physical Education will monitor the agencies during the semester to stay in compliance with TEA regulations.
7. Grades will be given by the agency instructor to the school counselor.
8. Any changes in schedule must be reported immediately to the school counselor.
9. After checking the application thoroughly, the counselor and the school principal sign the form and forward a copy of it to the Director of Physical Education.

Approved – October 2006

GIFTED AND TALENTED PROGRAM (GT) NOMINATION

The Gifted and Talented Program general nomination period for each school year shall be the first month of the preceding spring semester for students enrolled in grades 1 – 11 i.e. for the fall semester of 2008-09, the general nomination period was January, 2008. The nomination period for fall enrollment in secondary programs includes all students residing in Midland County enrolled in public, private, charter, or home school. For services beginning in the spring semester of the kindergarten year and/or in the fall semester of grade 1, the general nomination period shall occur during the second full month of the kindergarten fall semester.

Transfer Student Nomination

A student who did not reside in Midland County during the general nomination period may not be nominated until the subsequent MISD general nomination period if he/she transferred from a district in which screening opportunities for GT equivalent programs occurred but the student did not apply or did not qualify for GT services at the previous district.

Students who did not reside in Midland County during the general nomination period and who did not have the opportunity to be screened in their prior districts may be nominated within the first ten school business days of enrollment in Midland ISD by completing and returning a transfer packet which is available from the home campus counselors/designees.

Students who transfer from other GT equivalent programs may be nominated within the first ten school business days of enrollment in Midland ISD by completing and returning a transfer packet which is available from the home campus counselors/designees.

Transfer students must be assessed and placed based upon the same criteria as students enrolled in Midland ISD during the most recent nomination period.

CAMPUS RESPONSIBILITIES FOR NOMINATIONS

All campuses with GT programs shall ensure that parents are aware of the programs available, inform parents of the nomination timeframes, and provide updated applications as provided and directed by the GT director. All campus personnel shall be aware of the timelines and be supportive of District GT policies and procedures.

Transfer students

Out-of-district transfer students shall be provided with a current Gifted and Talented Program Transfer Packet by the campus designee assisting the

student with entry and scheduling. The campus designee shall maintain a "GT Transfer Information Verification" document, which will include the date of district entry and the parent/guardian's or student's receipt of the packet, the parent/guardian signature, and the parent/guardian's intent regarding application. The designee shall also assist the parent/guardian in completing the "GT Parent Release" letter to the prior district and record on the packet the date that the applications are due to the campus or GT. The due date shall be no later than 10 school business days from the date of enrollment.

SELECTION COMMITTEES

The Elementary Selection Committee shall be chaired by the Project THINK/QUEST (PT/QUEST) Lead Teacher and shall consist of one Project THINK/QUEST teacher from each grade level and one GEM teacher from each grade level.

The Secondary Selection Committee shall be chaired by the GT director or designee and shall consist of the District teaching and learning staff of the content areas served.

SELECTION CRITERIA FOR GT PLACEMENTS

To ensure equity of comparison, all assessment criteria shall be administered during the current year screening period following the general nomination period unless otherwise stated below. For prescreening and/or placement in services, students will be rank ordered based upon how closely the individual student's scores match the expected performance level for each listed criterion pursuant to the state definition of gifted and talented students.

Appeals of placement decisions may be submitted as outlined in the **APPEALS** section.

Entry in grades K-3: Project THINK Placement Criteria

Pre-Screening

Prior to participation in the assessment process, the student's scores throughout the identification process shall present a continuum of evidence that the student's complete performance can be reasonably expected to match the performances of students already identified on his/her particular campus.

Placement Criteria after Meeting the Pre-screening Criteria

- The expected ranges of scores for "QUEST" placement include percentile ranks in the 90th – 99th percentile, grades from 95 – 100 and non-percentile scores equivalent to 95 – 100.
- From the cumulative scores, students will be percentile ranked and placed by District service level percentages as stated in the District GT Program.
- Criteria upon which the students will be ranked are
  Administered the first year of nomination:
  - District administered Cognitive Abilities Test (CogAT) Composite Score national
    percentile rank
  - District administered CogAT Verbal Score national percentile rank
  - District administered CogAT Nonverbal Score national percentile rank
  - District administered CogAT Quantitative Score national percentile rank

  Administered in Grade 2 only:
  - District administered abilities test composite national percentile rank

  Administered/Updated annually:
  - District administered reading achievement test national percentile rank
  - District administered math achievement test national percentile rank
  - Planned Experience 1
  - Planned Experience 2
  - Planned Experience 3
  - Parent Observation
  - Teacher Observation

  Administered in Kindergarten only:
  - Planned Experience 4

Entry into grades 4-6: GEM Placement Criteria

Pre-Screening
Prior to participation in the assessment process, the student shall exhibit a preponderance of evidence that meets the following criteria:

85th Texas percentile rank on the prior year's grade level reading TAKS
or 85th national percentile rank on a standardized achievement test reading composite

85th Texas percentile rank on the prior year's grade level math TAKS
or 85th percentile rank on a standardized achievement test math composite

90 average for the most recent semester in English Language Arts

90 average for the most recent semester in math

85th national percentile rank composite standard age score on an abilities test scored within
the last 2 years

Placement Criteria after Meeting the Pre-screening Criteria

- Scores shall be plotted on the District Adaptation of the "Frasier Talent Assessment Profile (F-TAP)" which is on file in the GT office and updated annually to reflect the current District criteria.
- Students must have a preponderance of scores in the gifted range to be placed in the GEM program with the preponderance of all other scores in the "above average" range.
- Criteria upon which the students will be ranked are
  - District administered Cognitive Abilities Test (CogAT) Composite Score national
    percentile rank
  - District administered CogAT Verbal Score national percentile rank
  - District administered CogAT Nonverbal Score national percentile rank
  - District administered CogAT Quantitative Score national percentile rank
  - District administered language achievement test national percentile rank
  - District administered reading achievement test national percentile rank
  - District administered math achievement test national percentile rank
  - District administered measure of mental motivation percentile score
  - Prior semester reading grade
  - Prior semester math grade
  - Parent Observation
  - Teacher Observation

Entry into grades 7-12: Secondary GT Placement Criteria

Placement Criteria

- 90th Percentile Rank: Applicable Cognitive Abilities Rank
- 90th Percentile Rank: Applicable Achievement or Content Area Assessment
- 90th Percentile Rank: Applicable Prior Year TAKS or Achievement Test Score
- 90th Percentile Tank: Critical Thinking Test
- Grade of 95: Previously completed prior semester average in prerequisite course
- Score of at least 80: Measure of Mental Motivation
- From the cumulative scores, students will be percentile ranked and placed by District service level percentages as stated in the District GT Program.
- Students must have met a minimum of 50% of the criteria in the expected range to be placed in the respective program.
- Students shall be screened and identified for each content area service using the content area criteria established for the year of nomination using appropriate scores as stated previously.
- Applicable criteria upon which the students will be ranked are

Applicable Assessment by Content Area:

	English	Math	Science	Social Studies
*	CogAT Verbal	CogAT Quantitative	Higher of CogAT Verbal and Nonverbal	Higher of CogAT Verbal and Nonverbal
**	Reading Achievement Test	Gr 6 & 7: Algebra Aptitude Test, Gr 8-11: Math Achievement Test	Science Achievement	Social Studies Achievement
***	Gr 6: Reading TAKS or reading achievement test Gr 7 - 11: Reading/ELA TAKS or reading achievement test	Math TAKS or math achievement test	Gr 6: Reading TAKS or reading achievement test Gr 7 - 11: Reading/ELA TAKS or reading achievement test	Gr 6: Reading TAKS or reading achievement test Gr 7 - 11: Reading/ELA TAKS or reading achievement test
****	Gr 6: Reading Grades 7-11: English	Prerequisite math average	Prerequisite science average	Prerequisite social studies average

EXIT PROCEDURES

"Exit' means that services are discontinued in all courses in a content area as listed on the GT website and in the secondary MISD Course Register. Once exited from a content area, the student will not be eligible for GT services in that content area unless an application is submitted during the subsequent general nomination period (as defined below), the student participates in the assessment process for the affected content area, and the student qualifies through the criteria of the nomination period.

Exit by Parent/Guardian

The subsequent general nomination period is defined as the first general nomination period following completion of one full semester after the exit semester.

A request by a parent/guardian to exit a student from a GT program content area shall be processed as follows:

Prior to the signing of an exit form, the parent/guardian must contact the appropriate GT (Secondary GT, GEM, PT/QUEST) teacher/s to discuss and possibly resolve the circumstances that may lead to an exit.

Exit from K-3 Services
If the result of the teacher conference does not resolve the circumstances, the parent/guardian shall request an exit conference through the campus PT/QUEST teacher with the GT director or designee. Exit forms submitted to GT shall be considered as final decisions by parents.

Exit from 4 – 6 Services
If the result of the teacher conference does not resolve the circumstances, the parent/guardian shall request an exit conference with the GT director or designee. Exit forms submitted to GT shall be considered as final decisions by parents.

Exit from 7 – 11 Services
If the result of the teacher conference does not resolve the circumstances, the parent/guardian shall request an exit conference with the student's counselor. The counselor will contact the GT director or designee and the principal/high school instructional services director to approve the exit. Exit forms submitted to GT shall be considered as final decisions by parents. The student will receive grade points for the course/s to which he/she is assigned on the last day of the semester.

Processing Timelines for Exit Requests

A parent/guardian may request an exit as stated above at any time; however, placement changes will be processed as follows:

Requests to exit GT classes made during the first two weeks of a semester will be processed and effective as quickly as possible on the campuses.

Requests made after the beginning of the third week of the 1st or 2nd six-weeks period of any semester will be processed for and effective as of the beginning of the subsequent six-weeks period.

Requests made after the last day of the 2nd six-week period of the semester will be processed for and effective as of the beginning of the subsequent semester.

Exit by the District

Campuses shall inform the GT office immediately upon the exit of a student from the District. GT shall update all GT databases and files to reflect the withdrawal from the District.

Campuses shall inform GT of non-enrollment in GT courses within two days of the non-enrollment. A parent/guardian who neglects to return a signed GT exit form

within two weeks of the scheduling change shall receive a notification letter in lieu of the exit form informing the parent/guardian that the student has been exited.

Campuses shall inform the GT office immediately upon the assignment of a GT student to a district alternative campus for a period less than one semester by completing a GT Furlough Request stating the length of the assignment to the alternative campus.

Campuses shall inform the GT office immediately upon the assignment of a GT student to a district alternative campus for a period more than one semester by completing a GT Exit Form stating the length of the assignment to the alternative campus. The parent/guardian shall be informed of the exit at its initiation. The campus shall retain a copy of the furlough in the student's cumulative data and shall notify GT upon the student's return to campus.

Beginning with the end of the second six-weeks grading periods of any semester, GT shall notify the parent/guardian of any student whose performance fell below 70 for any two grading periods or for the complete semester that the student will be exited from the GT course at the end of the semester. GT shall also notify the respective campuses that the letters have been sent and that the campus shall remove the students from the respective course/s no later than the second day of the subsequent semester.

At the end of the school year, GT shall notify the parents/guardians of the removal of students whose annual performance is below District GT Performance Standards. GT shall also notify the respective campuses that the letters have been sent and that the campus shall remove the students from the respective course no later than the second day of the subsequent semester.

DISTRICT GT PERFORMANCE STANDARDS

TAKS

Students in each level of service must pass the relevant content area of TAKS:

English/Language Arts:	Reading TAKS and Writing TAKS if given during the relevant year
Math:	Math TAKS
Science:	Reading TAKS or Science TAKS if given during the relevant year
Social Studies:	Reading TAKS or Social Studies TAKS if given during the relevant year

Project THINK/QUEST Grades K-3

In grades K-3, students must maintain satisfactory performances in both PT/QUEST and all subject areas in the regular K-3 classroom. A student whose performance for the first semester is below satisfactory in either PT/QUEST or the regular classroom will be placed on probation for the second semester. If the student's overall annual performance is below satisfactory in either PT/QUEST or the regular classroom, the student will be exited from PT/QUEST and will need to re-apply for placement during the subsequent general nomination period.

GEM (Gifted Education Midland) Grades 4-6

A GEM student who's most recent TAKS score in any relevant content area does not "meet expectations" will be exited from GEM prior to beginning/continuing GEM services.

In grade 4, students must maintain an average of 85 in each GEM content area and in each subject area at the home campus. A student whose average for the first semester is below 85 in any GEM content area or in any subject area at the home campus will be placed on probation for the second semester. A student whose final average for the year is below 85 in any area will be exited from GEM and will need to re-apply for GEM placement during the subsequent general nomination period.

In grade 5, students must maintain an average of 85 in each GEM content area and in each subject area at the home campus. A student whose average for the first semester is below 85 in any GEM content area or in any subject area at the home campus will be placed on probation for the second semester. A student whose final average for the year is below 85 in any area will be exited from GEM and will need to apply for GT placement during the subsequent general nomination period

In grade 6, students must maintain an average of 85 in each GEM content area and in each subject area at the home campus. A student whose average for the first semester is below 85 in any GEM subject area will be placed on probation for the second semester. A student whose final average for the year is below 85 in any GEM content area will be exited from the corresponding Secondary Gifted/Talented content area unless the student otherwise qualifies for GT services as set out in the placement criteria in this regulation.

Secondary Gifted/Talented

Students will participate in the respective Advanced Placement (AP) examinations and District created grading period and final exams which simulate AP exams for all GT course/s whether or not the course culminates in a College Board AP exam.

If a student's most recent relevant content area TAKS score, defined above, does not "meet expectations," the student will be exited from the respective service/s prior to beginning/continuing services after the TAKS date.

In GT junior high credit courses, students must maintain an average of 85 in each content area in which they have been identified. A student whose average for the first semester is below 85 in any GT subject will be placed on probation for the second semester. If a student is enrolled in multiple content area courses, the core course shall be used to determine maintenance of District GT Performance Standard. A student whose final average for the year is below 85 in any GT junior high credit course will be exited from the content area service and may not re-apply for placement in that content area until at least one full semester after the date of the exit.

In GT high school credit courses, students must maintain an average of 80 in each content area in which they have been identified. A student whose average for the first semester is below 80 in any GT subject will be placed on probation for the second semester. If a student is enrolled in multiple content area courses, the core course shall be used to determine maintenance of District GT Performance Standard. A student whose final average for the year is below 80 in any GT high school credit course will be exited from the content area service and may not re-apply for placement in that content area until at least one full semester after the date of the exit.

In addition, in both junior high and high school credit GT courses, a student whose average for either semester or whose averages for any two six-weeks within one semester is below 70 shall be exited from the content area services on the last day of the relevant semester and may not re-apply for placement in that content area until at least one full semester after the date of the exit. If a student is enrolled in multiple content area courses, the core course shall be used to determine maintenance of District GT Performance Standard.

Appeals of exit decisions may be submitted as outlined in the **APPEALS section.**

FURLOUGHS

Furloughs allow temporary cessation or partial participation within a GT content area or course sequence without requiring the student to re-apply and/or test to return to all services in the affected content area. A parent/guardian and student may request a furlough by submitting a signed "Furlough Request," which can be obtained through the GT office or the campus counselor, to the GT director including the required support documents as stated on the form.

Furloughs must be approved prior to changes in the student's Secondary Gifted/Talented course schedule. If a furlough is not approved but the parent/guardian chooses for the student to continue with the requested change, the change will be processed as an exit from the content area. The parent/guardian shall be informed of this process in the "Furlough Response" and by the secondary campus counselor or the GT director or designee. The "Furlough Response" shall serve as the exit form with the student's revised schedule attached.

Furloughs will be granted for up to one full year. Subsequent furlough requests may be requested but must be approved independently of the initial/other furlough request/s.

Appeals of furlough decisions may be submitted as outlined in the **APPEALS** section. **APPEAL OF PLACEMENT, EXIT AND FURLOUGH PROCEDURES** below.

APPEALS

A parent/guardian wishing to appeal either a placement decision, the submission of an application after a stated deadline, an exit from a program service, or a furlough decision must submit an original copy of the GT Appeal Form no later than fifteen (15) school business days from the estimated date of receipt of the decision as stated in the GT notification document or from the stated deadline. Generally, appeals shall be based upon procedural error as outlined on the GT Appeal Form.

The GT director or designee shall have the authority to correct data entry or omitted data errors. The GT director or designee shall review all appeals initially, confer with the parent/guardian, and inform the parent/guardian of the initial disposition.

A parent wishing to continue the Level One appeal shall indicate the intent on the original GT Appeal form within five (5) school business days of the initial disposition notification.
The GT director shall present the appeal and information in the student's record to the District Selection Committee. The decision of the Committee shall be reported to the parent/guardian no later the 20th day from the initial appeal.

A parents/guardian who wishes to appeal further shall indicate the intent on the original form to the GT director or designee which will present the appeal and other relevant information to the Superintendent's designee in accordance with EHBB and FNG (Local).

ACCOMMODATIONS

GT curricula differ in depth, complexity, and pacing from regular as well as PreAP/AP and honors curricula. GT may provide accommodations for qualifying special education, Section 504 or dyslexia-identified students in assessment for placement and, after successful placement in a GT content area, in the enhanced GT curricula. However, the accommodations provided may neither alter the intended use or validity of the assessments to compare students for placement and to predict success in the enhanced curricula nor alter the intent of the curricula to provide greater depth, more complexity and faster pacing to the gifted and talented as well as high achieving and highly motivated students. Greater difficulty in assignments and reading materials as well as faster pacing than the regular curricula in the same content area(s) is expected. Parents should carefully consider these curricular issues prior to nomination.

Accommodations must have been established and used in the classroom for at least one semester prior to the semester in which the student is assessed for GT placement. After placement into GT, the student's IEP or accommodation plan must be reviewed to adjust to the change in placement as well as to align with the accommodations outlined herein in a time frame as required by law or within the first 4-weeks of placement in any GT content area, whichever is shorter.

For purposes of this regulation, the term "test publisher" shall include the state of Texas, the publishers of commercially produced assessments, the GT program office, and the District content area curriculum department responsible for the creation of the assessment.

The accommodations most frequently used by disabled students which align with the purposes of the GT Program and, therefore, may be used as defined below include:

Small Group/Individual Assessment Administration

Large-Print Edition/Braille Edition/Text Magnifier/Colored Transparency/Place Marker for the Visually Impaired

Communication Assistance for the Hearing Impaired

Oral Administration: Allowable as outlined by the test publisher. Oral administration guidelines contained in the TAKS Test Administrator Manual for the content area will be used unless otherwise provided by the test publisher. Test administrators will pace reading to accommodate timing requirements established by the testing publisher. Oral administration for GT assessments will only be allowed if the accommodation has been used on all assessments in the same content area.

Method of Response: Students who need assistance to record answers on the assessment document or assignments may use accommodations listed in the student's accommodation plan including but not limited to recording responses, typing answers, responding on a separate document or orally to a test administrator who will transcribe the information into the appropriate form.

Extended Time: In GT courses, extended time is defined as follows:

The student may complete content area tests and/or classroom quizzes within the same day of the assessment either before or after school. The maximum allowable time is twice the length of the time allowed for other GT students.

- The student may complete an in-class assignment due by the end of the class period and/or school day no later than the beginning of the next class period of the course.
- The student may extend a short term assignment (one to three days) by one day. Students must be cautioned to complete these assignments within the timeframes for other GT students, if possible, so that subsequent lessons are not negatively affected by the time lapsed.
- The student may request other extensions of time not covered herein to the campus committee for determination in collaboration with GT staff. See "Non-Allowable Accommodations" below.

Other: Accommodations noted in an accommodation plan but not included above may only be used if doing so will not alter the nature of either the skill or the ability the task/test is intended to measure as determined in collaboration with the GT staff and the campus committee.

Non-allowable Accommodations

- Calculators unless specified by the test publisher or by the teacher for classroom assignments and assessments.
- Oral administration of any test/assessment in reading, writing, or English language arts tests and/or quizzes unless specifically allowed by the test publisher.
- Use of foreign-language reference materials.
- Translations other than those provided by the test publisher.
- Rephrasing or clarifying test questions, answer choices, and selections on standardized tests or GT district level assessments.

- Other accommodations that would invalidate the test/task for use as intended by GT.
- Extended time for the following:
  - standardized norm-referenced assessments, GT developed assessments, or other assessments for which time lines have been established and are considered as part of the ability or skill being assessed, and
  - long-term assignments which are planned for all GT students which shall be appropriately paced to not require extended time for disabled students
- Shortened assignments.

COURSE OFFERINGS

The course offerings for each level of services shall be reviewed annually. Additional courses may be created that differentiate the standard and core curricula for Secondary Gifted/Talented students.

Secondary Gifted/Talented course offerings shall be published in the secondary educational planning brochures annually. Those listed shall reflect the courses known at the time of publication. The list may be amended or corrected when necessary to provide appropriate services. The current course offering list shall be updated on the Secondary Gifted/Talented link on the Carver Center website.

GT CAMPUS STAFF SERVICE RESPONSIBILITIES

Secondary Campuses' and Teachers' Responsibilities

Teachers of Secondary Gifted/Talented courses shall

- Differentiate the highest level of content area curricula for the Secondary Gifted/Talented student.
- Regularly reflect GT differentiation in content, process, and product as well as depth, complexity and pacing in lesson plans.
- Develop assignments to measure the gifted and talented student's knowledge acquisition with the least necessary practice to acquire mastery.
- Attend approved GT updates annually as approved by the GT director.

Principals, and/or designees shall ensure that

- The implementation of differentiation is included in monitoring and appraisal processes.

- GT courses are scheduled to maximize the ability of GT students to participate in the student's GT identified content area course(s) and other courses that historically have been chosen by GT students.

- GT courses are scheduled separately or in combination with PreAP, AP, or honors courses. However, core courses are not scheduled/assigned in combination with GT courses.

Campuses shall ensure that

- GT students are placed in GT courses as reported to the campuses by the GT office.

- GT forms are submitted to GT in a timely manner.

Regular Intermediate (Grades 4 – 6) Home Campuses' and Classroom Teachers' Responsibilities

Elementary principals shall ensure that

- GEM students are provided compacted and accelerated programming by the regular classroom teacher weekly.

- Campuses and campus affiliated groups plan and explain events and activities so that GEM students and parents do not need to either make choices between GEM attendance and a home campus activity or feel that the GEM student is missing an important event and/or activity.

- In the event of a non-preventable circumstance or a rare home campus opportunity that will interfere with attendance at GEM, campuses must submit requests to the Executive Director of Elementary Education/Special Projects and the GEM administration no later than two weeks prior to the event.

To facilitate the dual assignment of students, regular intermediate classroom teachers:

- will **"compact"** a student's progress through the essential school curriculum. "Compacting" may be defined as eliminating from the regular curriculum those learning experiences which a student does not need in order to demonstrate mastery of a skill.

- will **"accelerate"** a student's progress through the essential school curriculum. "Accelerating" may be defined as allowing a student to progress through the essential school curriculum at a more rapid pace than other students.

- WILL NOT require that GEM participants complete the identical assignments made to the rest of the class while GEM students are at Carver.

- will be responsible for issuing grades on the standard Midland I.S.D. report card which reflect the percentage of mastery attained by the student on the essential school curriculum.

Project THINK/QUEST (Grades K – 3) TEACHERS & HOME CAMPUSES' RESPONSIBILITIES

The home campus principal and the PT/QUEST teachers shall ensure that the following minimum minutes of instruction are completed per week:

QUEST specific instruction: one · 75 minute session per grade level (K – 3)
Project THINK Kindergarten: two – 45 minute sessions
Project THINK 1st & 2nd grades: two – one hour sessions
Project THINK 3rd grade: two – 75 minute sessions

Additions to the above times are strongly encouraged if the PT/QUEST teacher's schedule allows additional time, particularly on campuses that have limited GEM participation. GEM support time for the home campus GEM students should be incorporated into the campus schedule. PT/QUEST classes may be cancelled by GT to accomplish/provide other programmatic objectives/activities. To accommodate PT/QUEST planned special events, the PT/QUEST teacher must rearrange the PT/QUEST schedule to include the minimum minutes within the special events timing. PT/QUEST teachers may assist during state and/or federal mandated testing without being required to make-up the time lost from PT/QUEST instruction.

Under extreme and unforeseeable circumstances, a campus principal may request the cancellation of PT/QUEST in order to provide PT/QUEST teacher assistance to other classrooms. The request shall be submitted for approval to the Executive Director of Elementary Education/Special Projects and the GT administrative staff prior to the cancellation.

APPROVED – MAY 2008

CURRICULUM DESIGN: DYSLEXIA
EHBC (REGULATION)

DEFINITIONS AND CHARACTERISTICS OF DYSLEXIA:

Dyslexia means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

Related disorders includes disorders similar to or related to dyslexia such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

In accordance with the guidelines set forth in "The Dyslexia Handbook" published by the Texas Education Agency, the Midland Independent School District shall provide for the treatment of students determined to have dyslexia or related disorders following the district process/procedures.

PROCEDURES AND TIMELINES FOR ASSESSING AND IDENTIFYING STUDENTS FOR DYSLEXIA:

- When a student fails to make expected academic progress, in a specific area of reading (as listed in the Dyslexia Handbook) the student should be referred to a campus STAT (Student/Teacher Assistance Team) committee for further evaluation. If the student is already receiving special education services, the referral should be made to the ARD committee for review and action.
- When the STAT committee suspects that a student has dyslexic tendencies, the following STAT process should be followed.
    1. Referral information is completed by the classroom teacher and the student's parent/guardian. Notice of Parent Rights must be given to parents and consent for the evaluation must be obtained.
    2. The completed referral is returned to the dyslexia office for review. Sources of information may include:
        a. Vision screening
        b. Hearing screening
        c. Speech and language screening
        d. Teacher reports*
        e. Parent Information*
        f. Achievement Test information/Intelligence measures*
        g. Results of Informal Reading Inventories
        h. Texas Primary Reading Inventory results (if available)
        i. TAKS results
        j. Reading series assessment information*
        k. Samples of school work*

        *MUST BE INCLUDED IN THE REFERRAL

3. Once the referral is evaluated by persons knowledgeable about dyslexia and referral information is complete, students with dyslexic characteristics will be assessed by a trained professional.
4. A team of knowledgeable persons, including a representative from the dyslexia staff, if available, will meet at the student's home campus to review all referral information and assessment results and determine if the student has dyslexia or a related disorder for which treatment is required.
5. Each child placed in the dyslexia program will be served at his/her home campus and taught by a teacher trained to serve students with dyslexia and related disorders.

STAFF DEVELOPMENT

Annually each campus principal will ensure that the professional staff is trained in the characteristics of dyslexia and procedures for referring students for assessment.

OUTSIDE ASSESSMENT

Students with non-MISD assessments will receive the same referral and placement consideration as students within the Midland Independent School District. Outside assessment will be considered as a part of the referral information. The Midland Independent School District will ultimately be responsible for identification and decisions to determine if a student is eligible to receive service.

GENERAL EDUCATION DYSLEXIA PROGRAM DESCRIPTORS

The MISD Dyslexia Program is a structured system of teaching the secondary language functions of writing, spelling, reading, comprehension, and oral/written expression with central emphasis on the alphabet and phonics instruction. It includes multisensory, individualized, and intensive training. The daily schedule includes:

- Alphabet work
- Review of graphemes
- Review of phonemes
- Multisensory introduction of new learning
- Reading practice
- Handwriting practice
- Spelling practice
- Verbal expression
- Review of new learning
- Listening skills

Approved – October 2006

EXTENDED INSTRUCTIONAL PROGRAMS:
SUMMER SCHOOL
EHBD (REGULATION)

SUMMER INSTRUCTIONAL PROGRAMS

The summer instructional program of the Midland Independent School District shall consist of five distinct types of programs, each with its own purpose and organization. The types of summer programs shall be:

1. Academic
2. Remedial Instruction
3. Driver Training
4. Summer Extra-Curricular Athletics
5. Bilingual Summer School

SUMMER ACADEMIC PROGRAM

The summer academic program shall be supervised by principal(s) who shall be guided by the following:

1. To provide an opportunity for students in Grades 7-12 to make up courses failed during the regular term.
2. To provide students in Grades 9-12 with an opportunity to enrich their educational programs with courses which cannot be fitted into their patterns of course choices during the regular term because of the nature of the educational program chosen.
3. To provide students in Grades 9-12 with an opportunity to accelerate their educational programs in order to graduate in a shorter period of time.
4. To provide students in grades K-6 remedial instruction in the areas of reading and math. The third administration of TAKS shall be administered as directed by TEA at the conclusion of summer school in grades three and five (and eight beginning in 2008).

ACADEMIC STANDARDS TO BE MAINTAINED

Since the summer academic program is an important part of the academic program of the school system, every effort shall be made to ensure instruction equivalent in quality and extent to that offered during the regular term. The following standards are designed to achieve this quality:

1. Enrollment in a subject or course does not guarantee credit in the course.
2. The student shall be responsible for a diligent effort to be successful in the summer academic program.

3. The teacher shall be responsible for providing the quality of instruction that should enable diligent students to successfully complete the work.
4. Teachers shall offer instruction only in their major fields of preparation.
5. The success of a student shall be measured by his success in daily work and by examinations prepared by the teacher.
6. Students in the high school program who enroll in courses for acceleration or enrichment may do so only after parents, principal, a counselor, and the teacher have studied the intellectual strength of the student and the time available for homework and outside study.
7. Students who enroll in courses to make up failures will be accepted upon the recommendation of the parents and the principal as these students have the advantage of previous exposure to content of the course.
8. The grade and credit received for a high school summer course shall carry the same value on the student's transcript as grades and credits received from enrollment during the regular term. Credit will not be given for physical education courses such as tennis.

   Students in grades 7 and 8 receive no credit and are graded on a pass or fail basis.

   Elementary students will receive an S (satisfactory), U (unsatisfactory), or I (incomplete).

ORGANIZATION OF SUMMER ACADEMIC PROGRAM

The summer academic program for grades 9-12 shall conform to the following standards:

1. Instruction may be offered in any course taught during the regular school term provided that there is sufficient demand to justify the organization of a class (12 students will usually be the minimum).
2. A maximum enrollment of 15 students shall be allowed in courses in which the teacher is instructing students of two semesters or levels. The maximum in other courses shall be 25 students.
3. No student in grades 9-12 shall enroll for more than one semester credit. Students in grade 7 and 8 may enroll for two courses.
4. Credit will be given for each semester successfully completed.
5. The summer academic program in the high school shall consist of 72 instructional hours for enforced, enriched, or regular classes; 48.5 for credit recovery. Grades K-8 will consist of 20 half day sessions.

6. The location and the calendar for the high school summer academic program shall be set by the Assistant Superintendent for Secondary Education each year.
7. The daily schedule for the summer academic program shall be set by the Executive Director of Elementary and Assistant Superintendent of Secondary Operations.
8. The same rules and regulations which govern courses of study, discipline, prerequisites, textbooks, and withdrawal from class during the fall and spring terms shall apply to the summer term.
9. Since the rate at which students must accomplish the work of each course is accelerated, it is essential that students be regular in attendance if they are to complete the course successfully.
10. The last day to enroll and begin attending classes in the summer school shall be no later than two days after the beginning of school. Students enrolling on this date are required to make up work missed during the previous days.
11. Students in grades 9-12 desiring to receive two semesters, one year's study, must register for both semesters at the time of registration. Successful completion of these courses will yield two semester credits.
12. Students in grades 9-12 may enroll for any semester of a subject and receive one semester credit for successful completion of the course. A student may not, however, enroll for the second semester of a course unless he previously has successfully completed the first semester of the course. To enroll on a non-credit basis, the student must declare his desire to so enroll at the time of registration. In the absence of such a declaration, the student will be considered to have enrolled for credit, and his permanent record shall indicate his enrollment together with the grade received. A non-credit enrollment may not be changed at a later date to a credit enrollment.
13. Faculty:
    a. The summer academic program shall be under the supervision of the administrative and supervisory staff and the summer school principal(s).
    b. One of the secondary school administrators will be designated by the Superintendent to administer the summer academic program in Grades 7-12.
    c. The Executive Director of Human Resource Services shall be responsible for the recruitment of the staff.
    d. The Executive Director of Elementary Education and Assistant Superintendent for Secondary Education will be responsible for ensuring that the instruction offered is reasonably equivalent to that available to students during the regular term.
    e. Teachers shall be appointed from the regularly employed teaching staff.

f. Each teacher shall be paid at his/her state base.

14. Departmental examinations will be administered to evaluate the effectiveness of the summer academic program.
15. Transportation is provided in grades K-8.

TUITION SCHEDULE

Tuition schedule for the summer program will be established annually in compliance with the state and federal guidelines.

SUMMER DRIVERS EDUCATION PROGRAM

Students must be 15 years old or older on or before the first day of classroom instruction. State law requires that students must be enrolled in school and must have attended classes the required number of days the previous semester.

A verification of enrollment form is required by the Department of Public Safety before a student will be allowed to take any examinations for instruction permit or drivers license. This form can be obtained at the school's attendance office. If a student does not stay in school for the required days for attendance and pass, the license or beginners permit will be revoked by the Department of Public Safety.

Thirty two (32) hours of classroom time and 14 hours in-car instruction are required to complete Drivers Education. The classroom time will be as scheduled. The driving time is arranged after classes begin and may take up to two weeks longer to complete. Students are required to make up any absences and additional fees will be charged for make-up sessions.

Upon completion of 6 hours of the classroom portion of Drivers Education, the student will be eligible to take the Department of Public Safety written test. Those students who pass the test will receive an instruction permit and be eligible to take the behind-the-wheel phase of Drivers Education.

There are two forms issued during Drivers Education. One form will be issued for the student to take the written portion of the DPS test. The other will be issued upon satisfactory completion of the course. This last form will allow the student to receive his/her drivers license upon turning 16. In addition, an SO-30 form will be given for insurance reduction.

The location of the Drivers Education class will alternate between the two Senior High School campuses each semester. Cost of the course will be established annually by the Board of Trustees.

BILINGUAL SUMMER SCHOOL

Summer school programs that are provided under the Texas Education Code, for children of limited English proficiency who will be eligible for admission to kindergarten or first grade at the beginning of the next school year shall be implemented in accordance with this section.

1. Purpose of the summer school programs.
    a. Limited English proficient students shall have an opportunity to receive special instruction designed to prepare them to be successful in kindergarten and first grade.
    b. Instruction shall focus on language development and essential knowledge and skills appropriate to the level of the student.
    c. The program shall address the affective, linguistic, and cognitive needs of the limited English proficient students in accordance with 89.1210(c) of this title (relating to Program Content and Design).
2. Establishment of, and eligibility for, the program.
    a. Each district required to offer a bilingual or special language program in accordance with the Texas Education Code, 29.053, shall offer the summer program. Programs under this subsection for students who will be in bilingual education kindergarten and first grade programs shall be bilingual education.
    b. To be eligible for enrollment, a student must be eligible for admission to kindergarten or to the first grade at the beginning of the next school year and must be limited English proficient.
    c. Limited English proficiency shall be determined by screening students using informal oral language inventories or oral proficiency instruments approved by the commissioner of education, or other appropriate instruments.
3. Operation of the program.
    a. Enrollment in the program is optional with the parents of the student.
    b. The program shall be operated for 120 hours of instruction.
    c. The student/teacher ratio for the program district-wide shall not exceed 18 to one.
    d. A district is not required to provide transportation for the summer program.
    e. Teachers shall possess certification of endorsement as required in the Texas Education Code, 29.061, and 89.1245 of this title (relating to Staffing and Staff Development).
    f. Reporting of student progress shall be determined by the board of trustees. A summary of student progress shall be provided to parents at the conclusion of the program. This

summary shall be provided to the student's teacher at the beginning of the next regular school term.

g. A district may join with other districts in cooperative efforts to plan and implement programs.
h. The summer school program shall not substitute for any other program required to be provided during the regular school term, including those required by the Texas Education Code, 29.153.

4. Funding and records for programs.
   a. A district shall use state and local funds for program purposes. Title I migrant, or Title I regular or other available federal funds may be used to supplement the program.
      i. Available funds appropriated by the legislature from the Foundation School Program for the support of summer school programs provided under the Texas Education Code, 29.060, shall be allocated to school districts in accordance with this subsection.
      ii. Funding for the summer school program shall be on a unit basis in such an allocation system to ensure a pupil/teacher ratio of not more than 18 to one. The numbers of students required to earn units shall be establish by the commissioner of education. The allotment per unit shall be determined by the commissioner based on funds available.
      iii. Any district required to offer the program under paragraph (B) {1} of this subsection that has less than ten students district-wide desiring to participate is not required to operate the program. However, those districts must demonstrate that they have aggressively attempted to encourage student participation. Payment to districts for summer school programs shall be based on units employed and shall be made through the regular foundation program payment.
      iv. Districts shall apply to the commissioner of education for funding of summer school programs operated under this subsection. Applications for funding shall contain the number of students who will participate in the program and other information necessary to assure the commissioner that programs will be operated in accordance with this subsection.

B. A district shall maintain records of eligibility, attendance, and progress of students.

Approved – October 2006

MAGNET SCHOOL PROGRAM
APPLICATION AND ENROLLMENT PROCEDURES
EHBF (REGULATION)

1. The following procedures will be followed with regard to the assignment of the students to the magnet programs at Bowie, Pease and Washington:

   - Neither Bowie, Pease nor Washington will have neighborhood attendance zones (including those students living in the neighborhoods close to the schools).

   - The attendance zones for the magnet programs at Bowie, Pease, and Washington will include the entire District.

   - The school district has been divided into three (3) geographical lottery areas. The goal of the lottery process is to identify students for participation in the magnet schools in approximately equal numbers from each lottery area.

2. The population for the magnet programs at Bowie, Pease and Washington will be created according to the lottery system:

   - A recruiting campaign will inform parents and guardians of opportunities and programs available at magnet schools.

   - Information in English and Spanish will be provided to parents announcing information meetings, available services, and the application process.

   - Parents of students who currently attend a magnet program must complete and return the re-enrollment form by the specified deadline in order to secure a place for the following year at the magnet school they currently attend.

   - Preference for admission will be given to siblings of students who will attend a magnet school during the same year. Siblings of current students, including siblings of incoming kindergarten students, will be admitted to the magnet school prior to the general admission lottery, IF parents identify siblings on the reenrollment form and IF space is available at the appropriate grade level. If the number of sibling applicants exceeds the number of spaces that are available at a particular grade level and area, a lottery to admit siblings will be conducted for the available spaces. This lottery will take place prior to the general admission lottery.

3. The application process for kindergarten students will be open to all children living in the Midland Independent School District. The application process for student who apply for Admittance to grade one through grade 6 will be available first to students who are enrolled in the Midland Independent School District at the time of application. Non-MISD students may complete applications; however, MISD students will be given priority in the application process.

   - A timeline will be developed each year to schedule recruiting activities and to schedule deadlines in the application process.

- Applications will not include reference to the student's ethnicity, free and/or reduced meal status, academic record, prior achievement test scores nor learning abilities test scores.

- Auditions, prerequisite classes will not be required of students who apply for admission to MISD magnet programs.

- No preference will be given in the application process to students living in the former attendance zones for Bowie, Pease and Washington.

- If space is available, preference will be given to other family members residing in the home with students admitted into one of the magnet schools.

- Parents must complete a separate application for each student who wants to apply for admission to attend a magnet school.

- Students may apply for admittance to one, two, or all three magnet schools by completing a separate application for each magnet school.

4. The District has been divided into three geographic groups, using the following neighborhood codes:

AREA A

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	22	23
24	25		

AREA B

19	20	21	26
27	28	89	33
34	35	40	41
42	47	48	49

AREA C

29	30	31	32
36	37	38	39
98	43	44	45
46	6667	6661	7776

5. The lottery will be conducted as follows:

- The drawing for each school will be conducted separately.
- Applications will be sorted by school, area, and grade level.
- Applications for each school, area, and grade level will be placed into a "lottery" wheel and the wheel will be turned to ensure that the applications are mixed.

- As applications are drawn, they will be numbered in the order they are drawn.

- Students will be certified as eligible for admission in the order in which their applications are drawn, numbered, and sorted by area and by grade level.

- As applications are certified, the student's name will be added to the Master List according to school, grade level and area. Siblings will be offered admittance and added to the Master List for the appropriate grade level and area, only if space is available and if siblings will be attending the same magnet school the same year.

- Waiting lists will be created, by school, by Area and grade level, for students who are not certified as eligible for admission in the lottery. If spaces become available, placement of students on the waiting list will give priority to siblings of students

already enrolled, accepted, and attending the magnet program. Vacancies will be filled from waiting lists until the end of the first semester.

- Students may apply to one, two, or three magnet programs. If a parent accepts the offer for a student to enroll at a magnet program, the student's name will be removed from waiting lists at other magnet programs to which the parent applied.

6. A separate lottery will be conducted for students who receive services in the bilingual program. Parents may indicate on the magnet school application whether their children receive services in the bilingual program in order for MISD to be able to identify students who are eligible for bilingual services. Bilingual classes will be scheduled based upon the number of bilingual students who apply to a magnet school; bilingual classes might not be offered at all three magnet schools so that MISD will be able to provide effective bilingual instruction. Bilingual services will be provided on at least one magnet school campus.

7. All parents will be notified whether their children have or have not been offered admittance into one, two, or three magnet programs. Parents whose children are offered admission to a magnet program will be required to verify that their children will attend the magnet program(s) to which their children have been offered admission.

8. If a student has applied for admission to more than one magnet school and is certified for admission to more than one magnet school, the following procedure will be applied:

   - Parents of students will be notified in writing and must respond to the magnet school office to indicate their magnet program preference by the deadline included in the notification.

   - The application may be withdrawn and the student's name may be removed from the enrollment list if a parent does not notify the magnet school office in writing by the deadline to indicate their school preference.

9. The application process may be re-opened for schools, grade levels and Areas in the event the lottery process does not provide for full enrollment.

10. Students who reside in magnet school attendance areas and are displaced by magnet school programs are provided options to request to enroll at other campuses. Students in the former Pease attendance zone who are not admitted into one of the magnet schools may choose to request to enroll at Fannin, Greathouse, Milam or Scharbauer and transportation will be provided by the District. Students who reside in the former Washington attendance zone may choose to request to enroll at De Zavala, Fannin, Greathouse, Scharbauer, or Travis. Students who reside in the former Bowie attendance zone may choose to request to enroll at De Zavala, Milam, Houston, or Fannin. (Students may also utilize the MISD transfer policy, if applicable.)

11 .Exceptions to these procedures require approval of the Superintendent.

Approved March, 2010

CREDIT BY EXAMINATION
EHD (REGULATION)

GENERAL PROVISIONS

A. The Student and Scholar Development department will set at least three days between January 1 and June 30 and three days between July 1 and December 31 annually for examinations for acceleration for each primary school grade level and for credit for secondary school academic subjects. The days do not need to be consecutive but must be designed to meet the needs of all students. The dates must be publicized in the community.

B. Midland ISD shall not charge for locally developed examinations for acceleration nor for examinations purchased through Texas Tech. If a parent requests an alternative examination, the district may administer and recognize results of a test purchased by the parent or student from The University of Texas at Austin. – In accordance with Texas Administrative Code (TAC) §74.24 Credit by Examination (a) (2).

C. A student may be allowed to accelerate at a time other than one required in paragraph "A" of this subsection as needed due to extenuating circumstances in order to allow the student to demonstrate academic achievement or proficiency in a subject or grade level outside of the regularly scheduled testing times as long as there is time for the test results to be delivered before the end of the semester grading period.

ASSESSMENT FOR COURSE CREDIT IN GRADES 6-12

A. A student in any of Grades 6-12 must be given credit for an academic subject in which he or she has had no prior instruction if the student scores 80% on a criterion-referenced test that is aligned to the TEKS for the applicable course.

B. If a student is given credit in a subject on the basis of an examination, the school district must enter the examination score on the student's transcript. Examination scores for high school courses will be used in computing the student's grade point average and rank in class. Failing credit by examination scores will not be recorded on the transcript.

C. In accordance with local school district policy, with parental approval a student in any of Grades 6-12 may be given credit for an academic subject in which he or she had some prior instruction, if the student scores 70% on a criterion-referenced test for the applicable course.

REGISTRATION PROCEDURES FOR KINDERGARTEN – 5TH GRADE

Parents shall meet with their child's principal to request acceleration for their child that would be enrolled in Kindergarten though 5th grades.

REGISTRATION PROCEDURES FOR 6TH – 12TH GRADES

A. Languages Other than English (LOTE) Credit by Examination

The signature of a superintendent's designee must be obtained as verification that the student's records indicate prior instruction in the appropriate LOTE course. Recommendation for LOTE Testing forms will require a parent signature or verbal approval via a counselor or teacher with appropriate documentation. Counselors will submit appropriate forms for LOTE credit by examination testing to the superintendent's designee.

B. Non-LOTE Credit by Examination

Parents complete the registration process on-line through Texas Tech at www.k12.ttu.edu and name the student's counselor as the proctor for the examination. Then parents bring the completed registration document to the counselor for MISD to submit payment to Texas Tech. For locally developed Non-LOTE courses parents need to register their student for a credit by exam through their student's counselor.

PRIOR INSTRUCTION

A. LOTE Courses

For LOTE participation in credit by examination only, prior instruction is defined as the student's having received documented formal instruction at any point in his or her educational career.

Examples include the following:

1. The student had prior instruction in an elementary Spanish or bilingual program;

2. Proof of completion of half of the required lessons of a Spanish correspondence course;

3. The student studied Spanish in another country; or

4. The student was enrolled in an after-school or summer program where he or she studied Spanish, and the like.

Note: Previous administrations of credit by examination do not constitute prior instruction.

B. Non-LOTE Courses
For Non-LOTE courses, prior instruction is defined as

1. Enrollment in a non-accredited public, private, or parochial school, or homeschooling program, as verified by an official school transcript/record; or as evidenced by a student work portfolio that may include: course syllabus, work samples, completed culminating examination, and list of resources (Textbooks, Web sites, and the like);

2. For a semester course (18 weeks), proof of at least nine weeks of classroom instruction; or

3. Proof of completion of half of the required lessons of a correspondence course.

Note: Previous administrations of credit by examination do not constitute prior instruction.

RETESTING

If the student does not receive a passing score on the credit by examination with prior instruction administered by the District, the student may retest one time for the failed test at his or her own expense through one of the university centers.

Students will not be permitted to rescind a request for credit through credit by examination once the test has been completed. A student will not be permitted to retake credit by examination tests for a higher grade once the student has met minimum passing standards, nor will the student be permitted to take credit by examination for the purpose of earning a higher grade to replace an existing passing grade in a course.

REVISED - SEPTEMBER 2013

ACADEMIC ACHIEVEMENT
GRADING SYSTEM – KINDERGARTEN
EIAA (REGULATION)

METHOD OF REPORTING EVALUATION
In reporting student progress for children in kindergarten, teachers will use a combination of parent conferences, teacher generated reports and a Standards Performance Report, which indicate the achievement of students in mastering the concepts and skills appropriate to those levels.

REPORTING ASSESSMENTS
Kindergarten teachers will provide students with feedback about their assessments/assignments. The following guidelines should be observed:

a. Kindergarten students will receive verbal feedback/praise about their work.
b. Parents will be notified through a parent teacher conference of any academic concerns.
c. Student progress and assessment data is confidential and should be treated accordingly.

Assessment results will be reported to parents through the Standards Performance Report which will be sent to parents at the end of each grading period. Teachers will also share assessment results with parents during parent-teacher conferences.

BASIS FOR EVALUATION
The summative evaluation of a student's program during a recording period will be based on sufficient data. Teachers will utilize a variety of assessments, observations, and keep accurate documentation of a student's progress during a recording period.
A teacher's grade book or computerized grading program constitutes legal documentation of student achievement.
The teachers will use the grading rubric provided to guide their rating on a student's Standards Performance Report.
In grading "Student Responsibilities," students will be assessed in each category using the grading rubric each grading period.

SUMMATIVE REPORTS
Records of each student's progress through school will be maintained and will be reported to parents at the end of each grading period. The purpose of the report is to indicate clearly the progress the student is making toward achievement of the standards (Texas Essential Knowledge and Skills) of the educational program.
FORMATIVE/PROGRESS REPORTS
Progress reports are NOT APPLICABLE for kindergarten students with a Standards Performance Reporting system. Teachers will conference with parents a minimum

of once per semester to review progress, discuss assessment results, and to review the Standards Performance Report.

INCOMPLETE GRADES

Not applicable for Kindergarten students.

CHANGING GRADES

Because rating a student through the Standards Performance Report should be carefully analyzed prior to the rating being awarded, changing a rating should occur only under very special circumstances.

A. A student's academic rating or student responsibility rating may be changed only by the teacher of that class and with the approval of the principal, except in circumstances described in Sec. 28.0214 of the Texas Education Code.
B. No rating corrections may be made later than the third week of the grading period after the grade was awarded without written approval from the principal.

MONITORING OF THE GRADEBOOKS

A teacher's grade book or computerized grading program is an auditable, legal document. The district is responsible for monitoring grade books to ensure that the recording of student assessment is accurate.

TRANSFER STUDENTS

When a kindergarten student transfers into MISD, a teacher will rate the incoming student with any information provided from the previous campus and any data that was collected within the classroom prior to the grading period ending. Kindergarten students do not receive letter grades; therefore, transferring of grades is not required. The teacher will begin rating the student according to the Standards Performance Report from the time they arrive at an MISD campus.

Added: September 2012

ACADEMIC ACHIEVEMENT
GRADING SYSTEM – Grades 1-6
EIAA (REGULATION)

Note: Procedural guidelines give specific suggestions and district expectations for the implementation of a district policy. This set of guidelines is intended to provide guidance for teachers to follow in determining grades for students. Many of the following procedures are already contained in various district curriculum guides as developed by teachers and coordinators and others have been sent in the form of memos to administrators through the years.

The rationale for this set of guidelines is to achieve fair, accurate, and consistent assessment of student achievement based on standards as established by the State of Texas, and to ensure students and parents receive feedback related to academic progress.

METHOD OF REPORTING EVALUATION
In grades 1-6, fine arts and physical education grades will be reported with E - excellent, S - satisfactory, N –needs improvement, and U - unsatisfactory. All other subjects will be reported and recorded numerically.
REPORTING ASSESSMENT
Teachers will report assessments to students in a timely manner. The following guidelines should be observed:

A. Students will receive minor assignment feedback within three to five school days.
B. Major assignments such as research projects, group projects, and research papers or other long-term projects shall receive a final cumulative grade within ten school days. However, the teacher shall award interim minor assessment grades for individual steps in the process within the guidelines stated previously.
C. Student grades are confidential and will be treated accordingly. (Practices such as oral group disclosure, students grading other students' work where a grade is placed on the assignment, or posting of grades by name will not occur.)
D. Interim progress reports with assignments listed will be issued to every student at the midpoint of the grading period. Notice of a student's consistent unsatisfactory performance will be issued in accordance with EIA (Local). According to this policy, unsatisfactory performance will be defined as a failing grade, achievement that has dropped two or more letter grades, and/or conduct that is unsatisfactory and/or would receive a grade of U.

Teachers are expected to use a variety of types of student work performance to assess student achievement. The teacher should choose those which are most appropriate to the class, the students, and the TEKS/SEs under study.

BASIS FOR EVALUATION

The summative evaluation of a student's program during a recording period will be based on sufficient data. Teachers will utilize a variety of assessments appropriate to the class, the students, and the TEKS/SEs under study. Regular and periodic assessment of student progress should be made using the following specific procedures:

A. The following percentages shall determine the cumulative grade for each reporting period.

   Grades 1-2
   All grades - 100%

   Grades 3-5:
   Major assignments – 40%
   Minor assignments - 50%
   Homework – 10%

   Grade 6:
   Major assignments – 60%
   Minor assignments 40% which may include homework; however, homework may not constitute more than one fourth of the minor assessment summative grade.

B. During each grading period:
   a. At least one grade will be taken for each subject each week.
   b. At least two minor assignments grades and two major assignments grades will be taken.

b. Each grade entered in the grade book must be clearly labeled by assignment and date.

c. All grades must be recorded numerically on a scale from 0-100.

d. A third party must be able to interpret the grade book accurately and independently to verify any summative evaluation that has been given. Any weighting or special methods of calculating summative evaluation must be clearly explained in the grade book and approved by the principal.

e. The district's electronic grading system will not record a grade of less than 50 as a grading period average unless the teacher has overridden the automatic grade assignment as permitted by state law.

CONDUCT GRADES

In grading for conduct, teachers shall use the scale E, S, N, and U with the following guidelines:

- E: Conduct which promotes classroom management and instruction
- S: Conduct which permits and contributes to group instruction
- N: Conduct needing improvement
- U: Repeated conduct which interferes with instruction or commission of a major offense

All teachers should be prepared to document student behaviors which are the basis for conduct grades. Teachers who assign conduct grades of "U" must document the behavior(s) for which the "U" has been assigned.

SUMMATIVE REPORTS

Records of each student's progress will be maintained and reported to parents at the end of each grading period. The purpose of the report is to indicate the progress the student is making toward achievement of the objectives of the educational program.

Grades 1-6 will issue complete report cards at the end of each grading period. It will be reported to parents if students are working in material below the assigned grade level.

Students working below grade level who have not mastered grade level Texas Essential Knowledge and Skills (TEKS) shall be reported on each grading period report.

FORMATIVE/PROGRESS REPORTS

At the midpoint of the grading period, teachers will send progress reports that list all assignments to the parents of all students. Such notification should provide an opportunity for the student to improve the grade. Contact with parents will be by email, telephone, conference, or letter.

MAKE-UP WORK/LATE WORK

Teachers shall follow district policy concerning make up work after absences. Make-up assignments or tests shall be made available to students after any absence. Teachers will inform their students of the amount of time allotted for completing make-up work after an absence; however, the student shall be responsible for obtaining and completing the make-up assignments in a satisfactory manner within the allotted amount of time. A student shall be allowed at least one day of make-up time for each day of absence. See Board Policy FEC (LOCAL) for more information.

Teachers shall notify students of due dates for all assignments and any changes to due dates. Students who do not turn in assignments by the designated date(s) may be subject to grade penalties in accordance with classroom procedures and approval by the principal.

INCOMPLETE GRADES

A report card grade for each grading period is a report to parents of the student's achievement at that time. Even though a unit of study may not be completed or an area of study may be in progress, a grade must be reported:

A. A grade of incomplete should be given to a student for a grading period only if:
   a. The student had excused or school absences during the final days of the grading period and still had allowable days (1 per each day of absence) in which to complete make-up work.
   b. The student had excused absences which extended beyond the end of the grading period and had not yet returned to school when the grading period ended.
B. Each teacher must submit to the principal written explanation for any "I" given.
C. A grade of incomplete should not be given to a student for any grading period if the student has failed to complete work. Late work may be accepted during the grading period as teachers attempt to move students to mastery levels, but students should understand that only illness or school related absences can extend any grading period.
D. All incomplete grades must be converted to an appropriate assessment of the student's actual achievement level for that grading period within two weeks of the end of the grading period or of the student's return to classes.

CHANGING GRADES

Because grades should be carefully computed and their basis analyzed prior to their being awarded, changing a grade should occur only under very special circumstances.

A. A student's academic or conduct grade may be changed only by the teacher of that class and with the approval of the principal, except in circumstances described by Sec. 28.0214 of the Texas Education Code.
B. No grade corrections may be made later than the midpoint of the grading period after the grade was awarded without written approval from the principal.

REDO/RETAKE

Upon notification of the failing grade, a student will be provided supplemental instruction and given an opportunity for reassessment. The highest grade earned through this process will be a 70. These guidelines do not apply to late work. These guidelines do not apply to grades 1-2.

MONITORING OF GRADEBOOKS

A teacher's electronic grade book is an auditable, legal document. Anything which is considered in determining the summative grade for any grading period must be recorded in the grade book with the student's grades for that grading period. The district is responsible for monitoring grade books to ensure the recording of student assessment is accurate.

The principal or his/her designee will set up a schedule for periodic examination of all electronic grade books to determine that they contain the required information.

TRANSFER STUDENTS

A. When a student transfers into MISD, the grade provided by the sending school is recorded as the grade to date for that grading period. Beginning with the next grading period, policy guidelines will be followed (EIE Local & EHBB Local).
B. If a student transfers in during the last week of a semester, the grades from the sending school will be used to determine the third grading period and the semester grade, and no final exam or other MISD assessment is required for that semester. The student's assessment by MISD would begin with the next grading period, and policy guideline requirements will be used.
C. When transferred grades have been reported as letter grades, conversions shall be made according to the following:
    a. If the sending school has not indicated a grading scale, the following scale shall apply:

        A - 95
        B - 85
        C - 75
        D - 70 (only if a D is passing at the sending school, otherwise, D-65)
        F - 65

    b. When the sending school has indicated a grade scale, the score assigned shall be the midpoint of the range for each grade. The "+" shall be two numbers higher than the midpoint, while the "-" shall be two numbers lower than the midpoint.
    c. If the sending school has recorded grades other than a letter grade, the conversion shall be determined by the receiving principal in consultation with the superintendent's designee.

FACTORS NOT TO BE USED IN GRADING

A. A teacher may not deduct points from a student's academic grade because of disciplinary infractions other than academic dishonesty. The MISD Discipline Management Plan clearly outlines levels of misbehavior and appropriate consequences. These should be applied and the conduct grade used to reflect overall classroom behavior.

B. When a student fails to clear a record on textbooks, library books, or other school owned equipment, the academic grade may not be withheld or lowered. Every effort should be made to work with parents for the return of such equipment. In addition, the school may refuse to issue any additional school-owned equipment until the record is clear. This can include withholding textbooks and removing library privileges.

REVISED: JUNE 2013

SECONDARY – GRADES 7-12

Note: Procedural guidelines give specific suggestions and district expectations for the implementation of a district policy. This set of guidelines is intended to provide guidance for teachers to follow in determining grades for students. Many of the following procedures are already contained in various district curriculum guides as developed by teachers and coordinators and others have been sent in the form of memos to administrators through the years.

The rationale for this set of guidelines is to achieve fair, accurate, and consistent assessment of student achievement based on standards as established by the State of Texas, and to ensure students and parents receive feedback related to academic progress.

METHOD OF REPORTING EVALUATION

Teachers in all subjects will record and report grades numerically except for "pass/fail".

REPORTING ASSESSMENT TO STUDENTS

Immediate and timely feedback to students on achievement and diagnosis of needed remediation are necessary to learning. Therefore, MISD asks that teachers report assessment to students in a timely manner. The following guidelines should be observed:

A. Students shall receive feedback on every assignment.

B. Students should receive feedback within three to seven days. Major assignments such as research projects, group projects, and research papers may require longer, but students should receive feedback within ten days.

C. Student grades are confidential and should be treated accordingly. (Practices such as oral group disclosure, students grading another student's work where a grade is placed on the assignment, or posting of grades by name should not occur.)

BASIS FOR EVALUATION

The summative evaluation of a student's program during a recording period should be based on sufficient data. Teachers shall utilize a variety of assessments and shall record a significant number of assessments for accurate documentation

of a student's progress during a recording period. Regular and periodic assessment of student progress should be made using the following specific procedures:

A. The hard copy gradebook or electronic gradebook, constitutes legal documentation of student achievement. Anything which is considered in determining the summative grade for any grading period must be recorded in the gradebook with the student's grades for that grading period.
B. Some assessment should be recorded each week.
C. A student must have a minimum of six grades per six weeks and a mandatory minimum of twenty-one grades during any given semester. Exceptions to these minimums, as a result of inherent characteristics of the goals of any given course, must have the prior written approval of a department chairperson and/or immediate supervisor.
D. Each grade entered in the gradebook must be clearly labeled and dated.
E. All grades must be recorded in the grade book numerically on a scale from 0-100.
F. Any weighting or special methods of calculating summative evaluation must be clearly explained in the gradebook and approved by the principal. A third party must be able to interpret the gradebook accurately and independently and to verify any summative evaluation that has been given.
G. The district's electronic grading system will not record a grade of less than 50 as a six-week average, unless the teacher has overridden the automatic grade assignment as permitted by state law.
H. Teachers shall record actual numerical exam grades.

GRADE POINTS

No grade points will be recorded for classes in which the grade is less than 70, or in which a student fails to gain credit due to excessive unexcused absences.

Grade point averages for a student shall be computed by adding the total number of grade points earned and dividing by the total number of courses attempted.

CONDUCT GRADES

In grading for conduct, teachers shall use the scale E, S, N, and U with the following guidelines:

E: Conduct which promotes classroom management and instruction
S: Conduct which permits and contributes to group instruction.
N: Conduct needing improvement

U: Repeated conduct which interferes with instruction or commission of a major offense.

All teachers should be prepared to document student behaviors which are the basis for conduct grades. Teachers who assign conduct grades of “U” must document the behavior(s) for which the “U” has been assigned.

SUMMATIVE REPORTS

Records of each student’s progress through school shall be maintained and shall be reported to parents six times each year following the close of each six-weeks period. The purpose of the report is to indicate clearly the progress the student is making toward achievement of the objectives of the educational program.

FORMATIVE REPORTS/PROGRESS REPORTS

At the end of the first three weeks of a grading period, teachers will provide parents with a written progress report when one or more of the following conditions exists:

1. The student is failing.
2. The student's achievement has dropped two or more letter grades.
3. The student's conduct is a "U” which is unsatisfactory.

Teachers also will send progress reports at the end of three weeks to all sponsors of extracurricular activities for any participating student whose grade average is lower than 70. Tutorial sessions are available for these students so that they may bring up their grade average prior to the end of the six weeks and thus preserve their eligibility to participate in extracurricular activities. Sponsors are responsible for encouraging members of their programs to maintain passing grades.

INCOMPLETE GRADES

A report card grade for six weeks is a report to parents of the student’s achievement at that time. Even though a unit of study may not be a completed or any area of study may be in progress, a grade must be reported:

A. A grade of incomplete should be given to a student for a grading period only if:
    1. The student had excused or school absences during the final days of the grading period and still had allowable days (1 per each day of absence) in which to complete make-up work or
    2. The student had excused absences which extended beyond the end of the grading period and had not yet returned to school when the grading period ended.

B. Each teacher must submit to the departmental chairperson or principal written explanation for any "I" given prior to verifying grades.

C. A grade of incomplete should not be given to a student for any grading period if the student has simply failed to complete work. Late work may certainly be accepted during the grading period as teachers attempt to move students to mastery levels, but students should understand that only illness or school related absences can extend any grading period.

D. According to UIL rules of extracurricular eligibility, grades of "I" are treated as a failing grade until they are changed to a passing numerical grade.

E. All incomplete grades must be converted to a numerical assessment of the student's actual achievement level for that grading period within two weeks of the end of the grading period or of the student's return to classes.

CHANGING GRADES

Because grades should be carefully computed and their basis analyzed prior to their being awarded, changing a grade should occur only under very special circumstances.

A. A student's academic or conduct grade may be changed only by the teacher of that class and with the approval of the principal.

B. Grades may be changed only if an error in computation was made by the teacher in determining the original grade given or if a recording error was made in completing the scan sheet or report card.

C. Documentation of such errors should be presented to the principal before the grade is changed and no academic or conduct grade may be changed without the principal's written approval.

D. No grade corrections may be made later than the third week of the six weeks after the grade was awarded without written approval from the principal.

MONITORING OF GRADEBOOKS

A teacher's gradebook or computerized grading program is an auditable, legal document. Therefore, the district is responsible for monitoring gradebooks to ensure that the recording of student assessment is accurate. During any formal

observation for PDAS, the gradebook should be examined to determine if policy is being followed and that timely and periodic assessments of student achievement are being made.

AWARDING CREDITS

A. MISD awards credits by semester; however, the district expects students to complete and earn credit in both semesters of a full year course (e.g., Algebra I).
B. When a student earns a passing grade in only one semester of a two-semester course and the combined grade for the two semesters is lower than 70, the district shall award the student credit for the semester with the passing grade. The student shall be required to retake only the semester in which he or she earned the failing grade.
C. The district shall award a student full credit for a two-semester course when the combined grade for the two semesters is 70 or higher.
E. In order to make up credit lost because of failing grades but not related to absences, a student has the following options:
    1. Take credit by examination.
    2. Repeat the course failed (summer school, regular term, correspondence course, A Plus, and E2020).
    3. Take another course to earn the credit (if the specific course failed is required for graduation, such as health, this option is not viable).
F. A student who loses credit because of excessive absences has the following options:
    1. Take credit by examination
    2. Repeat the course. (see E2)
    3. Take another course to earn the credit (if the specific course failed is required for graduation, such as health, this option is not viable). (see E3)

TRANSFER STUDENTS

A. When a student transfers into MISD, the grade provided by the sending school is recorded as the grade to date for that grading period. Depending upon the time remaining in the grading period, an MISD teacher should take as many assessments as possible in order to provide an accurate grade for that grading period. Beginning with the next grading period, policy guidelines must be followed.

   For example, if a student transfers in during the fourth week of the third six weeks, there will be two six weeks grades which have been issued by the sending school. These should be recorded for the six weeks grades. The sending school also has issued a “withdrawal grade.” This grade will be recorded for the current six weeks and will constitute 2/3 of the student’s

grade for the third six weeks. In addition, the MISD teacher should take an additional two grades which would be factored in to the computation of the six weeks grade. The student should be given the comprehensive final for that class, and the semester grade should be determined according to policy.

B. If a student transfers in during the last week of a semester, the grades from the sending school should be used to determine the third six weeks and the semester grade, and no final exam or other MISD assessment is required for that semester. The student's assessment by MISD would begin with the next six weeks, and policy guideline requirements would be used.

C. When transferred grades have been reported as letter grades, conversions shall be made according to the following:

1. If the sending school has not indicated a grading scale, the following scale shall apply:

A - 95
B - 85
C - 75
D - 70 (if a D is passing at the sending school)
F - 65

If a grade of D is considered by the sending school as a non-passing grade, it shall be transferred as a 65.

2. If the sending school as recorded grades with "+" or "-" and has not indicated a grading scale, a "+" shall be converted as a score three points higher than as listed above, while a "-" shall be reconverted as a score three points lower than as listed above.

3. When the sending school has indicated a grade scale, the score assigned shall be the midpoint of the range for each grade. A "+" shall be two numbers higher than the midpoint, while a "-" shall be two numbers lower than the midpoint.

TYPES OF STUDENT ASSESSMENT

Teachers are expected to use a variety of types of student work and performance to assess student achievement. The teacher should choose those which are most appropriate to the class, the students, and the objectives under study. Minimally, the students will receive a minimum of 6 grades per grading period. Exceptions and/or modifications to the following guidelines may be made only by the campus principal with the recommendation of the departmental chairperson.

A. Major assignments - 60% - In the determination of a six weeks grade, no single grade should constitute more than 30% of the student's six weeks average. If long-term projects are used, the teacher should award grades for individual steps in the process with periodic assessments of progress being made. In this way, a teacher is aware of progress throughout the grading period and can issue interim progress reports with accuracy.

B. Minor assignments - 40% - Homework and other forms of formative assessment should be utilized as a method of ongoing assessment of student achievement. Homework is best used as independent practice of material taught and practiced under the teacher's direction. It should not be used to introduce concepts or skills learning. It is appropriate to use for extension, enrichment, and application. In the determination of a six weeks grade, no single grade should constitute more than 30% of the student's six weeks average.

C. Final Exams. Policy specifies the nature of final exams and the weight they carry in the compilation of semester grades. In courses earning high school credit (regardless of the grade level in which they are taken), semester final exams will count 1/4 of the student's final semester grade for those students that are under the TAKS testing plan. For students in STAAR/EOC grade levels, the state assessment will count 15% of the student's final grade. For non-high school credit courses in grades 7 and 8, the final exam will count 1/7 of the student's final semester grade. In accordance with policy, all final exams must be comprehensive. That is, they must cover materials taught throughout the semester and must provide an assessment of the total learning for the semester.

D. Curving or Weighting Grades. When a teacher believes that the grades on any test or the final exam should be curved, the following procedure should be followed.

1. A notation should be made in the labeling column of the grade book that the grade was curved and what factor of curing was used (i.e. "Grades curved by 10.").

2. Any curving or weighting of grades must be fair and logical.

3. The rationale used for the curing should be recorded by the teacher and available upon request by the departmental chairperson or principal.

FACTORS NOT TO BE USED IN GRADING

A. A teacher may not deduct points from a student's academic grade because of disciplinary infractions other than academic dishonesty. The MISD Discipline Management Plan clearly outlines levels of misbehavior and appropriate consequences. These should be applied and the conduct grade used to reflect overall classroom behavior.

B. When a student fails to clear a record on textbooks, library books, or other school owned equipment, the academic grade may not be withheld or lowered. Every effort should be made to work with parents for the return of such equipment. In addition, the school may refuse to issue any additional school-owned equipment until the record is clear. This can include withholding textbooks and removing library privileges.

REDO/RETAKE

Upon notification of the grade, a student will have the opportunity to redo an assignment or retake a test in accordance with campus guidelines; students will be given a minimum of four school days. It is the student's responsibility to work with the teacher to schedule these opportunities before school, during lunch or after school. These guidelines do not apply to late work. In order to have this opportunity, the original assignment/test, must be completed and submitted by the due date. The highest grade earned through this process will be an 80.

MAKE-UP WORK/LATE WORK

Teachers will follow district policy concerning make up work after absences. Make-up assignments or tests shall be made available to students after any absence. Teachers shall inform their students of the amount of time allotted for completing make-up work after an absence; however, the student shall be responsible for obtaining and completing the make-up assignments in a satisfactory manner within the allotted amount of time. A student shall be allowed at least one day of make-up time for each day of absence. See Board Policy FEC (LOCAL) for more information.

Teachers will notify students of due dates for all assignments and any changes to due dates. Students who do not turn in assignments by the designated date(s) may be subject to grade penalties in accordance with classroom procedures. The following maximum penalties may be applied:

- One school day late - A maximum grade of 90
- Two school days late - A maximum grade of 80 (Parents should be contacted regarding work that is two or more days late)
- Three or five days late - A maximum grade of 70

After five school days, work does not have to be accepted and a grade of 0 may be assigned.

APPROVED – Sept 2012

ACADEMIC ACHIEVEMENT: HOMEWORK
EIB (REGULATION)

HOMEWORK PURPOSE AND OBJECTIVES

Homework will be used to enrich or reinforce topics covered in class and should satisfy at least one of the following objectives:

1. To provide a drill that helps the student practice the basic skills of a subject.
2. To give the student practice and extension of concepts learned in class.
3. To extend learning beyond the material that can be covered in class.
4. To develop effective study methods.
5. To help the student prepare for classroom work.
6. To allow the student to make up work after an absence.
7. To provide a means of reteaching essential knowledge and skills.

Approved – October 2006

ACADEMIC ACHIEVEMENT:

CLASS RANKING

EIC (REGULATION)

Note: The following provisions shall apply to students who entered grade 9 before the 2012–13 school year.

CALCULATION
The District shall include in the calculation of class rank semester grades earned in all high school credit courses regardless of the grade level in which the credit was earned, except as excluded in this policy. The District shall include in the calculation any failing semester grades, as well as semester grades in eligible courses for which credit was denied by an attendance committee; however, grades not resulting in credit shall be converted to zero grade points.

EXCLUSIONS
The calculation of class rank shall exclude grades earned in physical education; athletics; cheerleading; drill teams; any art or theater arts course; band; orchestra; choir; newspaper; annual; driver education; student aide; and any course for which a pass/fail grade is assigned.

WEIGHTED GRADE SYSTEM
CATEGORIES
The District shall categorize and weight courses as Enhanced, Standard, and Core, in accordance with provisions of this policy.

ENHANCED COURSES
Eligible Advanced Placement (AP), Pre-AP, gifted, and honors courses shall be designated in the course register to be weighted as Enhanced courses.

STANDARD AND CORE COURSES
All other eligible courses shall be designated in the course register to be weighted as Standard or Core courses.

WEIGHTED GRADE
The District shall convert semester grades to grade points in accordance with the following chart and shall calculate a weighted GPA:

Grade	Core	Standard	Enhanced
100	5.0	5.5	6.0
99	4.9	5.4	5.9
98	4.8	5.3	5.8
97	4.7	5.2	5.7
96	4.6	5.1	5.6
95	4.5	5.0	5.5
94	4.4	4.9	5.4
93	4.3	4.8	5.3

Grade	Core	Standard	Enhanced
92	4.2	4.7	5.2
91	4.1	4.6	5.1
90	4.0	4.5	5.0
89	3.9	4.4	4.9
88	3.8	4.3	4.8
87	3.7	4.2	4.7
86	3.6	4.1	4.6
85	3.5	4.0	4.5
84	3.4	3.9	4.4
83	3.3	3.8	4.3
82	3.2	3.7	4.2
81	3.1	3.6	4.1
80	3.0	3.5	3.0
79	2.9	3.4	3.9
78	2.8	3.3	3.8
77	2.7	3.2	3.7
76	2.6	3.1	3.6
75	2.5	3.0	3.5
74	2.4	2.9	3.4
73	2.3	2.8	3.3
72	2.2	2.7	3.2
71	2.1	2.6	3.1
70	2.0	2.5	3.0
Below 70	0	0	0

TRANSFERRED GRADES

When a student transfers grades for properly documented courses, the District shall assign weight to those grades based on the cate-gories and grade weight system used by the District.

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank at the end of the fall semester of the senior year. No grades from the spring semester shall be used in the calculation.

LOCAL GRADUATION HONORS

For the purpose of applications to institutions of higher education, the District shall also calculate class ranking as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class ranking for the purpose of automatic admission under state law. [See EIC(LEGAL)]

VALEDICTORIAN AND SALUTATORIAN

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must:

1. Have been continuously enrolled in the same high school in the District for the two school years immediately preceding graduation; and

2. Be graduating after exactly eight semesters of enrollment in high school.

HONOR GRADUATES
The District shall recognize as an honor graduate each student who has earned a cumulative weighted GPA of at least 4.5.

Note: Application of the following provisions began with students who entered grade 9 in the 2012–13 school year.

CALCULATION
The District shall include in the calculation of class rank semester grades earned for high school credit only in designated courses in the following subjects: English, mathematics, science, social studies, and languages other than English. The District shall include in the calculation any failing semester grades, as well as semester grades in eligible courses for which credit was denied by an attendance committee; however, grades not resulting in credit shall be converted to zero grade points.

WEIGHTED GRADE SYSTEM CATEGORIES
The District shall categorize and weight courses as Enhanced and Core, in accordance with provisions of this policy.

ENHANCED COURSES
Eligible AP and Pre-AP courses shall be designated in the course register to be weighted as Enhanced courses.

CORE COURSES
All other eligible courses shall be designated in the course register to be weighted as Core courses.

WEIGHTED GRADE
The District shall convert semester grades to grade points in accordance with the following chart and shall calculate a weighted GPA:

Grade	Core	Enhanced
100	4.0	5.0
99	3.9	4.9
98	3.8	4.8
97	3.7	4.7
96	3.6	4.6
95	3.5	4.5
94	3.4	4.4
93	3.3	4.3
92	3.2	4.2
91	3.1	4.1
90	3.0	4.0
89	2.9	3.9
88	2.8	3.8
87	2.7	3.7
86	2.6	3.6
85	2.5	3.5
84	2.4	3.4
83	2.3	3.3
82	2.2	3.2
81	2.1	3.1
80	2.0	3.0
79	1.9	2.9
78	1.8	2.8
77	1.7	2.7
76	1.6	2.6
75	1.5	2.5
74	1.4	2.4
73	1.3	2.3
72	1.2	2.2
71	1.1	2.1
70	1.0	2.0
Below 70	0	0

TRANSFERRED GRADES

When a student transfers grades for properly documented courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District.

LOCAL GRADUATION HONORS

For the purpose of determining honors to be conferred during graduation activities of all high schools other than the Early College High School at Midland College, the District shall calculate class rank at the end of the fifth six-week grading period of the senior year. The average of the fourth and fifth six-week grades shall be used as the semester grade for this purpose.

For the purpose of determining honors to be conferred during graduation activities at the Early College High School at Midland College, the District shall calculate class rank at the end of the fall semester of the senior year. No grades from the spring semester shall be used in the calculation.

For the purpose of applications to institutions of higher education, the District shall also calculate class ranking as required by state law. The District's eligibility criteria for local

graduation honors shall apply only for local recognitions and shall not restrict class ranking for the purpose of automatic admission under state law. [See EIC(LEGAL)]

VALEDICTORIAN AND SALUTATORIAN
The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must:

1. Have been continuously enrolled in the same high school in the District for the two school years immediately preceding graduation; and
2. Be graduating after exactly eight semesters of enrollment in high school.

HONOR
The District shall recognize as an honor graduate each student who has earned a cumulative weighted GPA of at least 3.5.

ACADEMIC AWARDS REQUIREMENTS:
GRADES 9-12

Students must achieve a 4.5 overall grade point average during two consecutive semesters in secondary school. For determining awards for 9th grade, students in the Freshman class of 2012-2013 and beyond must achieve a 90 or above overall average in the spring semester of their 8th grade year in the core subjects of English, Math, Science, Social Studies, and Foreign Language, and a 3.5 overall grade point average the fall semester of their 9th grade year. The entering Freshman class of 2012-2013 would then be required to achieve a 3.5 overall grade point average during two consecutive semesters in secondary school. For consideration for an academic award, students new to MISD must present verifiable documentation that they have met all requirements.

Revised April 2013

ACADEMIC ACHIEVEMENT:
PROMOTION, RETENTION, AND PLACEMENT
EIE (REGULATION)

RETENTION OF STUDENTS PROCEDURES

The administrative procedures for retention of students are as follows:

1. The decision making process for possible retention of a student should begin when it becomes apparent that the student is consistently experiencing academic difficulty.
2. Conferences and communication with parents relative to the school's concerns over the lack of progress of a student should begin immediately. The following steps will be followed:
    a. The parents or guardians will be called to a conference to inform them of the fact that their child is not progressing satisfactorily. The principal, teachers, and parents should be involved in this conference.
    b. Each six weeks following the initial conference, the teacher will contact the parent concerning the child's progress and a written documentation of the contact will be provided to the principal by the teacher. This will be in addition to the report card. Any documentation should be filed in the student's cumulative folder.
    c. In cases of questionable progress, a conference to recommend the grade placement of the student for the next school year will be called by the principal as soon as test data reflecting the student's progress is available in May. Included in the conference will be the principal and the student's teachers.
    d. A follow-up conference with the parent, to determine proper student placement, will then be conducted by the principal before a final decision is made.
    e. Students not passing TAKS reading and/or math in grades three and five (and eight beginning in 2008) will be subject to the ruling of the grade placement committee.

CLASSIFICATION AND ASSIGNMENT OF PUPILS

The principal of each school shall be responsible for the classification and assignment to classes of all pupils enrolled. In instances in which there is a question about the classification of pupils, an evaluation may be completed to determine proper classification.

REPETITION OF COURSES

Once credit has been granted for a course (e.g., Algebra I), a student may not repeat that course during a regular school term.

If a parent feels that a student's level of knowledge is insufficient to proceed to the next level, the parent may pay tuition for the student to repeat the course in summer school in an audit capacity or the parent may enroll the student in Midland College or in a correspondence course from Texas Tech or contact the campus administrator for further options. In any of these circumstances, the course will not be reflected in any way on the AAR nor will the grade be substituted for the original grade earned.

Under state law, a student may not receive state graduation credit twice in the same course unless indicated in Chapter 75. Band, choir, and debate are such classes. All others may be taken for credit only once.

Students who have failed a course must repeat that course or a comparable course which meets the graduation requirement. The repetition of a failed course may be done during the regular school year or by alternative methods noted above. However, in the case of a failed class, both grades are recorded on the AAR, and both are factored into the GPA.

The GPA is a grade point average. That means it is derived by adding the total number of grade points earned and dividing that total by the total number of grade point courses attempted. Thus, if a student takes five classes and fails one, the total number of grade points earned is divided by five rather than four. As a consequence, when the course is recorded on the academic record with a grade below 70 and no credit is noted, that course continues to be used as a part of the total courses attempted in determining student's GPA.

Approved – October 2006

ACADEMIC ACHIEVEMENT:
EARLY HIGH SCHOOL GRADUATION
EIF (REGULATION)

EARLY HIGH SCHOOL GRADUATION

Students who decide to graduate at the end of their junior year, and desire to participate in their graduation ceremony must, with their parents, indicate in writing the intention to graduate early no later than October 1st of the graduation year. This must be approved by the school principal.

All credits earned by alternate methods (such as credit by exam and correspondence courses) must be completed two weeks prior to end of semester.

Honors and elections, such as valedictorian and salutatorian, class favorite, and court, will not be open to early graduates; however, they may apply for scholarships for which they meet the qualifications.

For students who graduate on or after 9/1/2005:

- If graduated in 36 months or less with the recommended curriculum, students may receive $2000. If he/she also graduated with at least 15 hours of college credit, he/she may receive an additional $1000.
- If graduated in 36 months or less without the recommended or advanced curriculum, student may receive $1000. There is no college hour bonus.
- If graduated in more than 36 months, but less than 42 months, student may receive $500. If he/she also graduated with at least 30 hours of college credit, he/she may receive an additional $1000.
- If graduated in more than 41 months but less than 46 months, the student receives no "early graduation" award, but if he/she also graduated with at least 30 hours of college credit, he/she may receive an additional $1000.
- Students graduating on or after 9/1/2005 have six years of eligibility in which to use their award.

Approved – October 2006

ACADEMIC GUIDANCE PROGRAM
EJ (REGULATION)

GUIDANCE SERVICES

Guidance and counseling services shall be provided at all levels to assist pupils and their parents in becoming informed of the educational opportunities available in the Midland Public Schools. Course description booklets which include course offerings, graduation requirements, and a description of the high school program will be made available annually to all secondary students and parents.

In scheduled conferences, teachers, counselors, and/or administrators shall advise all eighth grade pupils and their parents concerning choices of programs and courses and the completion of a four-year plan for high school graduation which defines the student's education plan. Staff members at freshman and senior high schools shall be available to confer with pupils and their parents concerning adjustments in the four-year plan for high school graduation.

Guidance counselors shall provide counseling to pupils and their parents regarding the pupil's performance in course work and shall offer assistance regarding future educational and vocational plans, testing for admissions to postgraduate institutions, and available financial assistance.

Approved – October 2006

TESTING PROGRAMS:
STATE ASSESSMENT PROGRAM
EKB (REGULATION)

The campus principal of each MISD campus has been designated as the "Campus Test Coordinator" for all state-mandated testing. On campuses where other full-time administrative personnel are available, the principal of that campus may designate another administrator, such as an assistant principal, to serve as the "Campus Test Coordinator". This person will be the "Campus Test Coordinator" for all state-mandated tests given on the campus.

The administration of state-mandated testing in MISD is considered to be an administrative activity. It is the sole responsibility of the principal or another administrator designated by the principal to perform these duties. Principals (K-12) should not assign classroom teachers, interns, and counselors, reading recovery teachers, librarians or other teaching or guidance personnel to the duties of "Campus Test Coordinator."

As a matter of procedure in MISD, all materials relating to state-mandated testing will be sent directly to the campus principal. All questions from each campus relating to state-mandated testing should be directed to the district test coordinator by the principal or the designated campus test coordinator.

Approved – October 2006