



UNITED INDEPENDENT SCHOOL DISTRICT ACTION ITEM

TOPIC: First Reading of Instructional Policies and Review of Exhibits

SUBMITTED BY: Pamela R. Juarez **OF:** Instruction Department

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: July 25, 2007

Recommendation:

It is recommended that the Board of Trustees approve the following Instructional Policies on First Reading and Review of Exhibits.

- EEJA (LOCAL) – Individualized Learning: Credit by Examination with Prior Instruction
- EEJC (LOCAL) – Individualized Learning: Correspondence Courses
- EFA (LOCAL) – Instructional Resources: Instructional Materials- Selection and Adoption
- EFA (EXHIBIT) - Instructional Resources: Instructional Materials- Selection and Adoption
- EFA (EXHIBIT - C) - Instructional Resources: Gifts/Donation Items
- EFB (LOCAL) - Instructional Resources: Library Media Programs
- EHBB (LOCAL) – Special Programs – Gifted and Talented Students
- EHBC (LOCAL) – Special Programs: Compensatory/Accelerated Services
- EHBD (LOCAL) – Special Programs: Federal Title I
- EHDD (LOCAL) – Extended Instructional Programs: College Course Work/Dual Credit
- EI (LOCAL) – Academic Achievement
- EIA (LOCAL) - Academic Achievement: Grading/Progress Reports to Parents
- EIC (LOCAL) - Academic Achievement: Class Ranking

Rationale:

Budgetary Information:

Board Policy Reference and Compliance:

INDIVIDUALIZED LEARNING
CREDIT BY EXAMINATION WITH PRIOR INSTRUCTION

EEJA
(LOCAL)

CREDIT BY
EXAMINATION

Students in **grades 8-12** may use credit by examination **with prior instruction** to demonstrate mastery ~~in any subject in elementary grades or~~ to earn **or to regain** credit in **any selected** academic courses ~~at the secondary level~~, with the prior approval of the appropriate administrator. Such examinations shall assess the student's mastery of the essential knowledge and skills and shall be approved by the Superintendent or designee.

ELIGIBILITY

~~To be eligible to earn credit by examination, a student shall have had prior instruction in the subject or course, as determined by the District on the basis of a review of the student's educational records. A student must have received a grade of at least 60 in the course failed in order to gain credit by such an examination.~~

To be eligible to earn credit by examination, a student shall:

- 1. Obtain written approval from the principal.**
- 2. Demonstrate that the student has had prior instruction in the course, as determined by the principal.**
- 3. Obtain written approval from the parent or guardian.**
- 4. A student must have received a grade of at least 60 in the course failed in order to gain credit by such examination.**

A student taking the examination to earn credit for English IV shall present evidence of having written a research paper.

A student may attempt to earn credit by examination only one time per course. Credit by examination with prior instruction must be completed within one calendar year from the end of the course in which credit is sought. The student's counselor shall be responsible for verifying that the criteria have been met.

**LIMIT ON NUMBER
OF CREDITS**

Eligible students shall be allowed to obtain a total of the equivalent of two credits through credit by examination with prior instruction.

EXCESSIVE
ABSENCES

On approval of the attendance committee, a student who has excessive absences may be permitted to earn or regain course credit through credit by examination. [See FEC]

EXTRACURRICULAR
ACTIVITIES

Credit by examination shall not be used to gain eligibility for participation in extracurricular activities.

INDIVIDUALIZED LEARNING
CREDIT BY EXAMINATION WITH PRIOR INSTRUCTION

EEJA
(LOCAL)

PASSING SCORE

To receive credit, students shall score a grade of 70 or above on the examination. **Scores earned on credit by examination shall be recorded in the student's academic achievement record. The examination taken will be recorded as a course attempted and will count for grade point average (GPA) purposes.**

COST

The cost of taking credit by examination with prior instruction to earn credit or to regain credit shall be the student's or the parent's responsibility.

PROCEDURES

Tests shall be administered according to procedures approved by the Superintendent or designee.

Revised June 19, 2007

INDIVIDUALIZED LEARNING
CORRESPONDENCE COURSES

EEJC
(LOCAL)

PRIOR APPROVAL

The Superintendent or designee shall establish and publish in the student handbook guidelines governing the use of correspondence courses as a means of earning graduation credit. Prior to enrollment in correspondence courses, students shall make written request to the principal or designee for approval to enroll in the course. If approval is not granted prior to enrollment, the student shall not be awarded credit toward graduation.

A student may earn a maximum of 2 state-required credits through correspondence courses and may be enrolled in only one correspondence course at a time. Grades earned in correspondence courses shall be recorded on the student's academic achievement record and shall be used for the computation of the student's grade point average.

ELIGIBILITY

All high school students shall be eligible to take correspondence courses and earn credit toward graduation.

HARDSHIP CASES

The Superintendent or designee may exercise discretion in approving correspondence course credit or waiving provisions stated above for hardship cases on an individual basis.

Revised June 19, 2007

INSTRUCTIONAL RESOURCES INSTRUCTIONAL MATERIALS
SELECTION AND ADOPTION

EFA (LOCAL)

The District shall provide a wide range of instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although trained professional staff is afforded the freedom to select instructional resources for their use in accordance with this policy and the state-mandated curriculum, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

OBJECTIVES

In this policy, "instructional resources" refers to textbooks, library acquisitions, supplemental materials for classroom use, and any other materials, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to deliver, support, enrich, and assist in implementing the District's educational program. [See EFAA for selection and adoption of state-adopted textbooks]

The Board shall rely on District professional staff to select and acquire instructional resources that:

1. Enrich and support the curriculum, taking into consideration students' varied interests, abilities, learning styles, and maturity levels.
2. Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, **cultural, ethical** and societal standards.
3. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.
4. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.
5. Provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.
6. **Place principle above personal opinions and reason above prejudice in the selection of materials of the highest quality.**

CRITERIA

In the selection of instructional resources other than textbooks, especially library acquisitions and supplemental materials for classroom use, professional staff shall ensure that materials:

1. Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.

INSTRUCTIONAL RESOURCES INSTRUCTIONAL MATERIALS
SELECTION AND ADOPTION

EFA (LOCAL)

2. Meet high standards in presentation, format, readability, content, accuracy, artistic or literary quality, **factual content** and educational significance.
3. Are appropriate for the subject and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.
4. Are designed to provide information that will motivate students to examine their own attitudes and behavior, to understand their rights, duties, and responsibilities as citizens, and to make informed judgments in their daily lives.

A “library material” is any item purchased under the selection policy for the exclusive use of its library users. This may include print, non-print, and electronic media such as books, magazines, digital cameras, laptops, etc

Recommendations for library acquisitions shall involve administrators, teachers, other District personnel, and community representatives, as appropriate. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected accordingly. **(Exhibit C Gift/ Donation Items)**

Selection of materials is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of materials still of educational value.

Controversial Issues

The selection of library acquisitions on controversial issues shall endeavor to maintain a balanced collection representing various views. Library materials shall be chosen to clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems. [See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]

Challenged Materials

A parent of a District student, any employee, or any District resident may formally challenge an instructional resource used in the District's educational program on the basis of appropriateness.

Informal Reconsideration

The school receiving a complaint about the appropriateness of an instructional resource shall try to resolve the matter informally using the following procedure:

1. The principal or other knowledgeable professional staff shall explain the school's selection process, the criteria for selection, and the qualifications of the professional staff who selected the questioned material.
2. The principal or other knowledgeable professional staff shall explain the role the questioned material plays in the educational program, its intended educational usefulness, and any additional information regarding its use.
3. If appropriate, the principal may offer a concerned parent another resource to be used by that parent's child in place of the challenged material.
4. If the complainant wishes to make a formal challenge, the principal shall provide the complainant a copy of this policy and a Request for Reconsideration of Instructional Materials form [see EFA (EXHIBIT)].

INSTRUCTIONAL RESOURCES INSTRUCTIONAL MATERIALS
SELECTION AND ADOPTION

EFA (LOCAL)

Formal Reconsideration

All formal objections to instructional resources shall be made on the Request for Reconsideration of Instructional Materials form. The form shall be completed and signed by the complainant and submitted to the principal or designee. Upon receipt of the request, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who either has experience teaching the challenged material or is familiar with the challenged material. Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and others deemed appropriate by the principal.

All members of the committee shall review the challenged material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy. The committee shall then prepare a written report. Copies of the report shall be provided to the principal, the Superintendent or designee, and the complainant.

Appeal

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at Level Two. The appeal shall contain a copy of the original complaint, the reconsideration committee's report, and dates of conferences with the principal or designee.

Guiding Principles

The following principles shall guide the Board and staff in responding to challenges of instructional resources:

1. A parent of a District student, any employee, or any District resident may raise an objection to an instructional resource used in a school's educational program, despite the fact that the professional staff selecting the resources were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for instructional resources set out in this policy.
2. A parent's ability to exercise control over reading, listening, or viewing matter extends only to his or her own children.

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UPDATE 68
EFA(LOCAL)-A

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240903

INSTRUCTIONAL RESOURCES INSTRUCTIONAL MATERIALS
SELECTION AND ADOPTION

EFA (LOCAL)

3. When instructional resources are challenged, the principles of the freedom to read, listen, and view must be defended as well.
4. Access to challenged material shall not be restricted during the reconsideration process.

The major criterion for the final decision on challenged materials is the appropriateness of the material for its intended educational use. No challenged library material shall be removed solely because of the ideas expressed therein.

DATE ISSUED: 7/1/2002
(LOCAL)-A

ADOPTED:

UPDATE 68 EFA

INSTRUCTIONAL RESOURCES
INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION

EFA
(EXHIBIT)

See the following pages for forms relating to ~~reconsideration~~ of instructional resources:

Exhibit A: Request for Reconsideration of Instructional Materials — 1 page

Exhibit B: Checklist for Reconsideration of Instructional Materials — 2 pages

Exhibit C: Gift / Donation Items – 2 pages

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Instructional Resources
Gifts / Donation Items

EFA
(EXHIBIT)

Exhibit C

Gifts/Donation Items

Gifts and donations are accepted with the understanding that these items will adhere to the same principles and criteria used to select and supplement our collection. In addition the following standards will apply:

- **books, videos, and DVDs relevant to our schoolchildren's age/reading levels are accepted if in good condition**
- **no comic books nor paperbacks are accepted**
- **the library reserves the right to decline any gift if it does not uphold our library selection policy**
- **all gifts and donations are final**
- **reference materials such as encyclopedias, almanacs, dictionaries, etc. will be accepted if not more than 5 years old**
- **gifts accepted will supplement our collection, be donated to classroom teachers, included in library book sales, sent to our city public library, or sent for disposal following district guidelines**
- **individual and/or corporate monetary donations for birthday book clubs and memorials will be accepted to supplement materials specified in our selection policy following district guidelines**
- **gift/donation acknowledgments shall be recognized through the use of bookplates**
- **school library staff will not act as appraisers nor specify monetary value for gifts/donated items**
- **a letter of acknowledgement specifying only quantity of items may be requested by donor**
- **donated items may be exchanged within school libraries of this school district based on need/demand**

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Instructional Resources
Gifts / Donation Items

EFA
(EXHIBIT)

Exhibit C

DONOR CONTRACT

Upon receipt of the stipulations set in EFB, Local, the donor will sign a donor contract signifying acceptance of terms in the gift/exchange policy of the Laredo United Independent School District.

I, _____, have donated the attached itemized list of materials to the United Independent School District. I understand that I give up all rights/privileges to items donated, and that it adheres to the guidelines stipulated in the aforementioned gift policy of the United Independent School District.

Signature of Donor

Signature of Librarian

Signature of School Administrator

Date

XC: Donor

Original kept on file with librarian.

INSTRUCTIONAL RESOURCES LIBRARY MEDIA PROGRAMS

EFB
(LOCAL)

Library System

The District shall provide and maintain library media programs as integral parts of the District's instructional resources, in compliance with State ~~Board~~ **Library Standards**. Materials shall be selected from all forms of media in accordance with EFA (LOCAL), taking into consideration the interests, vocabulary, maturity, and ability levels of all students within the school served.

The Superintendent may contract with the Regional Educational Service Center or other agencies offering similar services for the provision of media services and supplies.

The Superintendent or designee shall develop rules, regulations, and procedures to ensure the systematic maintenance of libraries as current resources for teachers and students. Principals shall ensure the effective use of the libraries within schools and shall establish library hours and procedures that best serve the needs of the students.

Budget

Adequate funding for library media programs shall be made through the annual budget. Funds for the purchase of library materials shall be allocated on an equitable basis to the various schools **in support of the State Library Standards**.

Circulation

The primary goal of the circulation system is to make access to materials easy through convenient and simple lending procedures which encourages rather than restricts use of all type of library materials.

- **Students, Staff and Community**
Check outs will be based on item request, type of media and title availability. The number of items and fines for lost/damaged materials shall be a campus decision.
- **Interlibrary loans**
Interlibrary loans are available. After meeting the informational needs of our students and staff, community interlibrary loans can also be arranged. Check outs will be subject to the lending campus' library procedures.

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

| | |
|-------------------------|---|
| NOMINATION | <p>General screening of students is initiated in the fall and completed in the spring of each year to identify students for the following school year. Students may be nominated for the gifted and talented program at any time by administrators, teachers, counselors, parents, the students themselves, their peers, or other interested persons. The District shall establish a timeline for the screening process; however, Nominations shall be considered on an individual basis throughout the year as outlined in the district GT identification timeline.</p> |
| IDENTIFICATION CRITERIA | <p>Criteria to identify gifted and talented students shall be established in the Board-approved program for the gifted and talented. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.</p> |
| PARENTAL CONSENT | <p>Written parental consent shall be obtained before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.</p> |
| SELECTION | <p>A selection committee shall evaluate each nominated student according to the established criteria and shall select those students for whom gifted program placement is the most appropriate educational setting. The committee shall be composed of at least three professional educators, teachers and/or administrators, who have received training in the nature and needs of gifted students and shall be established for the District.</p> |
| ASSESSMENTS | <p>Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include but not be limited to the following: achievement tests, aptitude/intelligence tests, parent/teacher jot downs, behavioral checklists, grade averages, and academic student portfolios.</p> |
| NOTIFICATION | <p>Parents and students shall be notified in writing upon selection of the student for the gifted program. Participation in any program or services provided for gifted students is voluntary. The District shall obtain written permission of the students and the parents before a student is placed in a gifted program.</p> |
| REASSESSMENTS | <p>The District shall not perform routine inventory reassessments in transition grades between elementary school and middle school and between middle school and high school.</p> |

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

TRANSFER STUDENTS

When a student identified as gifted by a previous school district transfers into the District, the student's records shall be reviewed by the selection committee to determine if placement in the District's program for gifted and talented students is appropriate.

The committee shall make its determination within 30 **school/business** days of the student's enrollment in the District and shall base its decision on the transferred records, observation reports of District teachers who instruct the student, and student and parent conferences.

FURLOUGH

Students who are unable to maintain satisfactory performance within the structure of the gifted and talented program may be placed on furlough by the selection committee. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the selection committee. A furlough also may be granted at the request of the student and/or parent.

~~The student's furlough status shall be reviewed on an annual basis to determine appropriate placement.~~ **A student may be furloughed for a period of time deemed appropriate by the selection committee for a period of six weeks to one semester.** At the end of the furlough, the student's progress shall be reassessed, and the student may reenter the gifted program, be removed from the program, or be placed on another furlough. **A student is not eligible for more than two furloughs throughout his/her academic career. A student will automatically be removed/exited from the Gifted and Talented Program after two furloughs.**

EXIT PROVISIONS

Student performance in the program shall be monitored. A student shall be removed from the program at any time the selection committee determines it is in the student's best interest. If a student or parent requests removal from the program, the selection committee shall meet with the parent and student before honoring the request.

APPEALS

Parents or students may appeal any final decision of the selection committee regarding selection for or removal from the gifted program. **Appeals will only be considered when parents or students appeal the decision within 10 school/business days from the date of notification.** ~~The selection committee~~ parents should direct appeals to the ~~TEAM~~ Executive Director of **Gifted and Talented/Advanced Academics** or designee for consideration.

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

PROGRAM
EVALUATION

The Superintendent or designee shall ensure that the gifted program shall be evaluated periodically, and evaluation information shall be shared with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.

COMMUNITY
AWARENESS

The Superintendent or designee shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

~~Students at all grade levels who have been identified as being at risk of dropping out of school, who are not performing at grade level, or who did not perform satisfactorily on a state-administered assessment instrument, shall be provided accelerated and/or compensatory educational services based on needs assessment. The principal shall ensure that each identified student is receiving services.~~

SCE funds, other than the indirect cost allotment that may not exceed 15 percent, will be used to meet the costs of providing (1) a supplemental compensatory, intensive, or accelerated instruction program under Section 29.081, or (2) an alternative education program established under Section 37.008; or (3) support to a program eligible under Title I, Part A and by federal regulations implementing that program, at a campus at which at least 40% of the students are educationally disadvantaged (a SCE Program implemented under the flexibility of a Title I, Part A Schoolwide program will follow the same rules and regulations that govern the Title I, Part A program; or (4) a program specifically designed to serve students at risk of dropping out of school, as defined by TEC Section 29.081. Districts are prohibited from using FSP compensatory education resource allocations for students at risk of dropping out of school to supplant resource allocations for the regular education program.

The services provided each student shall be consistent with the goals and strategies established in the District and campus improvement plans. **Law requires the district/campus improvement plans be the primary record supporting expenditures attributed to the state compensatory education program. and Services shall be reviewed for effectiveness at the close of each grading period. annually and state compensatory resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.**

Parents shall be encouraged to participate in the planning of educational services for their child and shall be kept informed regarding the child's progress toward educational goals.

Parents of students who are not successful in meeting requirements for promotion shall be informed of any available options, such as an extended year program or summer school.

~~[See policies at EHBC, EHBD, EIE, and FB]~~

SCE costs may supplement the costs of the regular education program and may be used for costs of programs and/or services that are supplemental to the regular education program.

United ISD shall outline, on an annual basis, all of the AT-Risk students' needs and prioritize the services and distribute the funds on an equitable basis, so that educational opportunities are made available at each of the campuses (high, middle, and elementary). The SCE Handbook shall outline the eligibility requirements for participation in the various programs and provide a brief description of programs and services. The SCE handbook shall also provide information on how State Compensatory Education funds are coordinated with other funds in providing a comprehensive compensatory education program.

SPECIAL PROGRAMS
FEDERAL TITLE I

EHBD
(LOCAL)

~~COMPARABILITY OF
SERVICES~~

The Board shall ensure equity in services among campus programs and shall maintain appropriate records reflecting equity.

assurances that:

~~As reflected in District records, equity shall be maintained District-wide in one of the following areas:~~

- ~~1. Expenditures of money per student from state and local funds;~~
- ~~2. Instructional salaries per student from state and local funds;
or~~
- ~~3. Instructional staff/student ratios.~~

~~In special programs, such as special education and bilingual education, a lower ratio may be maintained and more money may be spent as necessary to fulfill other legal requirements. [See DEA]~~

Title I, Part A funds are used only to supplement the funds that would, in the absence of Title I, Part A funds, be made available from non-federal sources for the education of students participating in programs and projects assisted under Title I, Part A and in no case may Title I, Part A funds be used to supplant funds from non-federal sources. [P.L.107-110, Section 1120A]

COMPARABILITY OF
SERVICES

1. State and local funds will be used in Title I, Part A schools to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I, Part A funds. Where all school attendance areas in the District are designated as project areas, the District assures it will utilize State and local funds to provide services which, taken as a whole, are substantially comparable in each project area.

2. The District has established and implemented the following written policies:

(a) a district wide salary schedule

(b) a written policy to ensure equivalence among schools in teachers, administrators, and other staff, and

(c) a written policy to ensure equivalence among schools in the provision of curriculum and instructional materials

3. The District has developed procedures for compliance with these provisions and will maintain records, such as, but not

limited to, a comparability report, which documents compliance. [P.L. 107-110, Section 1120A].

**PARENTAL
INVOLVEMENT**

Programs, activities and procedures being implemented by the District, for the involvement of parents in programs assisted under Title I, Part A should be consistent with the provisions of Section 1118 [Parental Involvement]. [P.L.107-110, Section 1118,(a)(1)].

The parental involvement program shall be set up in accordance with applicable law. Parental Involvement is encouraged and required in the planning and decision-making process for the District and for the campus. Parent involvement programs should be planned and implemented with meaningful consultation with parents of participating children.

PRIVATE SCHOOLS

To the extent consistent with the number of eligible children identified under section 1115(b) and enrolled in private elementary and secondary schools, after timely, ongoing, and meaningful consultation with appropriate private school officials, the District provides such children, on an equitable basis, special educational services or other benefits under Title I, Part A, that address their needs and teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to sections 1118 and 1119 [P.L.107-110, Section 1120(a)(3)].

HOMELESS CHILDREN

A complete review of the Homeless Education Plan, students' needs, and the estimated number of homeless students in the district will provide guidance for the district's determination of the Title I, Part A, set-aside amount.

The district's homeless liaison shall inform school personnel, service providers, and advocates who work with families in homeless situations of the duties of the district's homeless liaison. The district must immediately enroll students in homeless situations, even if they do not have required documents. The district must keep homeless students in their schools of origin, to the extent feasible and the district must provide transportation to the school of origin, at the request of

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240903

SPECIAL PROGRAMS
FEDERAL TITLE I

EHBD
(LOCAL)

the parent or guardian, or in the case of an unaccompanied youth, at the request of the district's homeless liaison.

(Title I funds may NOT be used for transportation purposes.)

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240903

EXTENDED INSTRUCTIONAL PROGRAMS
COLLEGE COURSE WORK/DUAL CREDIT

EHDD
(LOCAL)

PARTNERSHIP
PROGRAMS

Eligible students may enroll in partnership programs with Texas colleges or universities in accordance with the agreement between the District and the college or university. These partnership programs may include:

1. Award of high school credit only.
2. Award of concurrent course credit at community colleges.
3. Award of dual credit at universities.
4. ~~Remedial or developmental instruction to pass TAAS or TASP.~~ Tech Prep Program
5. **Remedial or developmental instruction to pass state mandated assessments or higher education entrance exams.**

Credit toward high school graduation for completed courses shall be earned in accordance with District regulations and guidelines.

OTHER
COLLEGE-LEVEL
COURSES

According to District criteria and guidelines, students may be awarded credit toward high school graduation for completing a college-level course in an accredited college or university that is not in a partnership program with the District.

REVISED June 2007

DATE ISSUED: 8/5/2002
LDU-31-02
EHDD (LOCAL)-X

ADOPTED:

1 of 1

ACADEMIC ACHIEVEMENT

EI
(LOCAL)

| | |
|---------------------------------------|--|
| CERTIFICATES OF COURSEWORK COMPLETION | The District shall not issue certificates of coursework completion to students who fail to meet all state and local requirements for graduation. [See EIF, FMH] |
| CREDIT AVERAGING | If a student fails the first semester of a two-semester course but earns a passing grade in the second semester that is high enough that when averaged with the first semester is a grade of 70 or above, the student shall earn credit for the course. |
| CREDIT VALIDATION | If a student transferring to a District high school from an accredited school has successfully completed the second and/or third year of a foreign language course that is in a sequence of courses, but there is no record of completion of the first course in the sequence, credit shall be awarded for the first and/or second based on the successful completion of the second and/or third course in the sequence. Credit shall be awarded but no grade posted. |
| AWARD OF CREDIT | <p>Students who, through no fault of their own, are not enrolled for an entire grading period, semester, or course, shall be provided opportunities to earn credit for the semester or course or a grade for the grading period. Teachers and counselors shall take into consideration each student's particular circumstances, including those of a migrant student or homeless student, in determining appropriate opportunities, which may include, but shall not be limited to:</p> <ol style="list-style-type: none">1. Individualized work for students who must withdraw early, to ensure exposure to and mastery of the essential knowledge and skills.2. Tutorial sessions for students who enroll late, to provide instruction addressing essential knowledge and skills already covered in the class.3. Testing to verify mastery of the essential knowledge and skills.4. Early final examinations. |

Revised June 2007

ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

EIA
(LOCAL)

RELATION TO
ESSENTIAL
KNOWLEDGE AND
SKILLS

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated District objectives. The student's mastery level shall be a major factor in determining the grade for a subject or course.

GUIDELINES FOR
GRADING

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects student achievement and that a sufficient number of grades are taken to support the grade average assigned. **Grades shall reflect academic performance and achievement related to the instructional objectives of the course. Grades shall not be reduced for disciplinary reasons except in case of late assignments or academic dishonesty.** Guidelines for grading shall be clearly communicated to students and parents.

PROGRESS
REPORTING

Grade reports shall be issued every six weeks for elementary and middle schools and every nine weeks for the high school on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

INTERIM REPORTS

Interim progress reports shall be issued for all students after the third week of each grading period. Supplemental progress reports may be issued at the teacher's discretion.

ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

EIA
(LOCAL)

CONFERENCES ~~In addition to conferences scheduled on the campus calendar teachers shall confer with parents every 12 weeks. Communication may be in the form of:~~

~~1. Parent conferences.~~

~~2. Open houses.~~

~~3. Telephone calls.~~

~~4. Teacher notes.~~

In addition, to conferences recommended on report cards, conferences may be requested by a teacher or parent as needed.

ACADEMIC DISHONESTY Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

RECORDING FAILING GRADES ~~The District shall record a 50 in the permanent cumulative record for any average numerical grade that is lower than 50. For any average numerical grade lower than a 50, the teacher shall record a 50 on the student's report card.~~

LETTER GRADE CONVERSION Letter grade conversions for class rank and honors on transcripts of students transferring to the District are calculated by using the following values for letter grade and numerical score:

A+ = 98

A = 95

A- = 92

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ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

EIA
(LOCAL)

| | | |
|----|---|----|
| B+ | = | 87 |
| B | = | 84 |
| B- | = | 81 |
| C+ | = | 79 |
| C | = | 77 |
| C- | = | 75 |
| D+ | = | 74 |
| D | = | 72 |
| D- | = | 70 |
| F | = | 69 |

Grades reflected on a transcript from Mexico will be multiplied by 10 to convert to a scale of 100.

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SELECTION OF
VALEDICTORIAN AND
SALUTATORIAN

Effective with the incoming freshmen in the 1999–2000 school year, the valedictorian and salutatorian shall be selected at the end of the third quarter by averaging all four years up to the third quarter of the senior year. The following criteria must be met to qualify:

1. The senior with the highest grade point average, carried out to the fifth decimal, shall be valedictorian.
2. The senior with the second-highest grade point average, carried out to the fifth decimal, shall be salutatorian.
3. All three-year graduates shall be considered equal with four-year graduates since they have met all requirements for graduation.
4. A student must have attended the same high school and received all grades during the last year there to be eligible for this honor.
5. A three-year student must be enrolled full time to be considered a candidate for this honor also.

GRADES TRANSFERRED
FROM OTHER DISTRICTS

Grades transferred from other districts shall be counted for class honors, subject to residency requirements for valedictorian and salutatorian. Grades transferred as numerical averages shall be accepted at face value. Grades transferred merely as passing or failing shall be accepted for credit, or none, as indicated on the transcript, but shall not be calculated into class ranking, unless there is some accompanying explanatory information on the transcript.

Beginning with the 1999–2000 school year, all high school courses listed in the State Board rules for curriculum shall receive grades according to the table below. Resource classes and courses approved for local credit only (except college prep classes) shall not be included for ranking purposes.

Beginning with the class of 2008-2009, all courses, including college prep courses, shall be used for class ranking with the exception of courses approved for local credit.

WEIGHTED GRADING
SYSTEM

Beginning with the 1999–2000 school year, all high school courses listed in the state Board rules for curriculum shall receive grades according to the table below. Resource classes and courses approved or local credit only (except college prep classes) shall not be included for ranking purposes.

Weighted courses shall be the following:

All Pre-Advanced Placement

All Advanced Placement[See EIA]

All IB

All Gifted and Talented

College Prep (local)

Others could be “selected” for weight by the faculty and administration with final approval by the Board.

All teachers shall be informed of the weighted policy to ensure accurate reporting for honor roll purposes.

| <u>Nonweighted</u> | <u>Weighted</u> |
|--------------------|-----------------|
| 100 | 110 |
| 99 | 109 |
| 98 | 108 |
| 97 | 107 |
| 96 | 106 |
| 95 | 105 |
| 94 | 104 |
| 93 | 103 |
| 92 | 102 |
| 91 | 101 |
| 90 | 100 |
| 89 | 99 |
| 88 | 98 |
| 87 | 97 |
| 86 | 96 |
| 85 | 95 |
| 84 | 94 |
| 83 | 93 |
| 82 | 92 |
| 81 | 91 |
| 80 | 90 |

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 ACADEMIC ACHIEVEMENT
 CLASS RANKING

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| | |
|----|----|
| 79 | 89 |
| 78 | 88 |
| 77 | 87 |
| 76 | 86 |
| 75 | 85 |
| 74 | 84 |
| 73 | 83 |
| 72 | 82 |
| 71 | 81 |
| 70 | 80 |

Minimum class grade must be a 70 to receive a weight of +10 points.

Beginning with the eighth grade class of 2008-2009 and for the purposes of class ranking, all Pre-Advanced Placement courses, dual college credit courses, and approved weighted courses that are not Advanced Placement shall receive weighted grades according to the table below.

| Nonweighted | Weighted |
|-------------|----------|
| 100 | 105 |
| 99 | 104 |
| 98 | 103 |
| 97 | 102 |
| 96 | 101 |
| 95 | 100 |
| 94 | 99 |
| 93 | 98 |
| 92 | 97 |
| 91 | 96 |
| 90 | 95 |
| 89 | 94 |
| 88 | 93 |
| 87 | 92 |
| 86 | 91 |
| 85 | 90 |
| 84 | 89 |

| | |
|----|----|
| 83 | 88 |
| 82 | 87 |
| 81 | 86 |
| 80 | 85 |
| 79 | 84 |
| 78 | 83 |
| 77 | 82 |
| 76 | 81 |
| 75 | 80 |
| 74 | 79 |
| 73 | 78 |
| 72 | 77 |
| 71 | 76 |
| 70 | 75 |

Minimum class grade must be a 70 to receive a weight of +5 points.

Beginning with the eighth grade class of 2008-2009 and for the purposes of class ranking, all approved Advanced Placement courses shall receive weighted grades according to the table below.

| Nonweighted | Weighted for enrollment in an AP course | Weighted for enrollment in an AP course with a qualifying score of 3, 4, or 5 on AP Exam |
|--------------------|--|---|
| 100 | 105 | 110 |
| 99 | 104 | 109 |
| 98 | 103 | 108 |
| 97 | 102 | 107 |
| 96 | 101 | 106 |
| 95 | 100 | 105 |
| 94 | 99 | 104 |

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| | | |
|----|----|-----|
| 93 | 98 | 103 |
| 92 | 97 | 102 |
| 91 | 96 | 101 |
| 90 | 95 | 100 |
| 89 | 94 | 99 |
| 88 | 93 | 98 |
| 87 | 92 | 97 |
| 86 | 91 | 96 |
| 85 | 90 | 95 |
| 84 | 89 | 94 |
| 83 | 88 | 93 |
| 82 | 87 | 92 |
| 81 | 86 | 91 |
| 80 | 85 | 90 |
| 79 | 84 | 89 |
| 78 | 83 | 88 |
| 77 | 82 | 87 |
| 76 | 81 | 86 |
| 75 | 80 | 85 |
| 74 | 79 | 84 |
| 73 | 78 | 83 |
| 72 | 77 | 82 |
| 71 | 76 | 81 |
| 70 | 75 | 80 |

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