

# Florence High School Handbook Supplement

## Table of Contents

Introduction .....	1
Student Information .....	1
Change of Address, Telephone Numbers .....	1
Release of Student Information to Military Recruiters and Institutions of Higher Education .....	1
Permission to Leave Campus .....	1
Checkout Procedures Due to Illness .....	1
Hall Pass .....	1
Fees .....	2
Good Standing.....	2
Prom.....	2
Social Events .....	2
Grade Classification .....	2
Career and Technical Education (CTE) Programs.....	3
Late Work.....	3
General Visitors.....	3
Bus.....	4
Cell Phones.....	4
Cell Phone/Electronic Use Guidelines.....	4
Cell Phone Violation Procedures .....	4
Parking/Student Vehicles.....	5
Parking Lot .....	5
Vehicles on Campus .....	5
Student Traffic & Parking Regulations .....	5
Driving on FHS/FMS Campus .....	6
Parking Pass .....	6
Disciplinary Issues .....	6
Discipline Procedures.....	6
Authority to Investigate and Interview.....	6
Academic Code of Conduct.....	6
Cheating, Plagiarism, or Academic Dishonesty.....	7
Truancy.....	7
Tardiness .....	7
Attendance.....	8
Documentation after an Absence.....	8
Doctor's Note after an Absence for Illness .....	8
State Required Attendance Period .....	8
Driver License Attendance Verification .....	8
Grading Guidelines.....	9
Report Cards and Progress Reports .....	9

Make-up Work .....	9
Scheduling.....	10
Class Schedules .....	10
Schedule Changes .....	10
Testing.....	10
End-of-Course (EOC) Assessments for Students in Grades 9-12 .....	10
SAT/ACT (Scholastic Aptitude Test and American College Test) .....	11
TSI (Texas Success Initiative) Assessment.....	11
Exemption From Semester Exams .....	12
Graduation .....	12
Requirements for a Diploma.....	12
Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs.....	12
Foundation Graduation Programs .....	14
Performance Acknowledgements.....	16
Personal Graduation Plans for Students Under the Foundation Graduation Program.....	19
Students with Disabilities.....	19
Testing Requirements for Graduation .....	20
Certificates of Coursework Completion.....	21
Class Rank/Highest Ranking Student .....	21
Graduation Activities .....	21
Graduation Speakers.....	22
Graduation Expenses .....	22
Scholarships and Grants.....	22
College Preparation .....	22
College Days.....	22
College and University Admissions .....	22
College Credit Courses .....	23
Course Credit .....	23

# FHS HANDBOOK SUPPLEMENT

## INTRODUCTION

The entire Florence High School Handbook may be found on the website: [www.florenceisd.net](http://www.florenceisd.net). It informs parents and their children about school rules and procedures that have been developed to provide the best learning environment for all students. The information included in this supplement is only part of the Florence High School Student Handbook. Please read the Fisd Handbook, the Fisd Student Code of Conduct, and the Acceptable Use of Computers Policy very carefully. Then sign the Fisd Student Registration form acknowledging that you have received these documents and return the form to your child's teacher.

## STUDENT INFORMATION

### Change of Address, Telephone Numbers

Please notify the school promptly of any changes in a student's physical address, as well as home, work, or emergency phone numbers. Proof of residency will be required with all changes of address.

### Release of Student Information to Military Recruiters and Institutions of Higher Education

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings, unless parents have advised the district not to release their child's information without prior written consent. The parent of the student must complete an acknowledgement form indicating if he/she does not want the district to provide this information to military recruiters or institutions of higher education. This information and acknowledgement form is included in the forms packet.

### Permission to Leave Campus

Florence High School is a closed campus. Once students arrive, they are not permitted to leave the school campus during the day. If a student must leave campus before the end of the school day, arrangements must be made through a **written note from the parent** that includes the student's name, grade level, reason for leaving, the date and time the student should be released and a parent signature. The note should be received at the office prior to the beginning of second period. Students are also required to sign out in the office. Failure to follow these guidelines will result in disciplinary consequences.

### Checkout Procedures (for the rest of the day) Due to Illness

Students who are sick and have to leave school **must go through the nurse's office prior to leaving to** contact a parent/guardian or an emergency contact by phone **(in the presence of office personnel by phone)** to seek permission to leave school.

### Hall Passes

Instructional time in the classroom is critical to student academic success. Therefore, it is the policy of Florence High School to limit the number of hall passes allowed for student use during each nine week grading period. Loitering in the hallways or failure to present a pass will result in disciplinary consequences.

## Fees

- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit may apply.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).
- High School class fee/dues of \$20.00 per year.
- Parking fee (\$5.00 and \$5.00 replacement fee).

## Good Standing

A student in “Good Standing” must:

1. Satisfy the attendance requirement for credit (both 1<sup>st</sup> and 2<sup>nd</sup> semester)
2. Owe NO financial, material or service debt to FHS or Fisd (this includes class dues).
3. Have completed all discipline requirements.
4. Not be currently assigned to DAEP or JJAEP.
5. Must be passing all courses

## Prom

Prom is a privilege, not a right, and school rules apply for FHS students and guests/dates. All FHS students attending must be in “Good Standing” (See page 2). Juniors and seniors receive a copy of all prom rules and a contract that requires the student signature, parent signature, guest signature, and the signature of the guests’ school administrator verifying good standing.

Each qualifying FHS student may receive a ticket to a dance or to the Prom for themselves and one additional guest.

*Outside Guests Must Meet the Following Qualifications:*

- A student’s guest that is an FHS graduate must be no older than 19 years old.
- All other guests must be attending high school, have prior approval of the principal and be no older than 19 years old.

## Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted.

## Grade Classification

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

<u>Credits Earned</u>	<u>Classification</u>
0-6.5	Grade 9 (Freshman)
7.0 – 13.5	Grade 10 (Sophomore)
14.0-19.5	Grade 11 (Junior)
+20	Grade 12 (Senior)

## Career And Technical Education (CTE) Programs

The district offers career and technical education programs in the following programs of study: Agriculture Food and Natural Resources; Arts, Audio/Video Technology, and Communications; Business Management and Administration; Hospitality and Tourism; Information Technology; Marketing; Science, Technology, Engineering and Mathematics. Admission to these programs is based on students' Four Year/College Readiness Plan and Coherent Sequence Requirements.

In its efforts to promote nondiscrimination, and as required by law, Florence ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law in providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Paul Michalewicz, Superintendent, 306 College Avenue, Florence, TX, 76527, 254-793-2850.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Sabine Monsees, Special Education/Special Programs Director, 306 College Avenue, Florence, TX 254-793-2850.
- All other concerns regarding discrimination: See Paul Michalewicz, Superintendent, 306 College Avenue, Florence, TX, 254-793-2850.

[See policies FB(LOCAL) and FFH(LOCAL).]

## Late Work

Late assignments at the **High School** will have no more than fifteen (15) points deducted per day for the first and second school day the assignment is late. An additional twenty (20) points may be deducted on the third day the assignment is late. On the 4<sup>th</sup> day the assignment is late, the teacher may assign a ZERO for the grade.

However, each teacher has the option of accepting late work with a less stringent penalty, especially when there are unusual circumstances. The student must have been in attendance each day for which points are deducted under this policy. Habitual lateness with assignments and failure due to missing, or poorly completed work resulting in course failure will be subject to disciplinary action. Teachers should communicate with parents concerning such issues; communication should occur so that parents may assist in the correction of such student behaviors.

## General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors (including parents and volunteers) must first report to the principal's office and must comply with all applicable district policies and procedures. Visitors must sign in, present their driver's license or appropriate identification, and wear a visitor's badge while in the building. Parents, visitors, and volunteers are not to go directly to the classroom.

Visits to individual classrooms during instructional time are not permitted. All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

## **Bus**

Students who use school transportation are expected to follow the bus rules outlined in the Student Code of Conduct. The Florence ISD Transportation Department is committed to ensuring the safety of each student. Riding in FISD transportation vehicles is a privilege offered to students who reside within the District. All students being transported are under the authority of the bus driver and must obey his or her requests. Procedures and safety rules help ensure the safety and protection of each student. Failure to meet these standards or follow these safety rules and procedures may result in student conflicts or injuries and may also cause delays or distractions to the driver. Any student failing to follow the rules and procedures will receive a Bus Conduct Report that will be turned in by the bus driver to the Director of Transportation. For a student with severe or repeated violations, the campus administrator will determine the appropriate disciplinary measures that may include temporary or permanent removal of transportation privileges.

## **CELL PHONES**

### **Cell Phone/Electronic Use Guidelines**

Cell phones may be used anywhere on campus prior to the first bell in the morning and after the last bell of the day. Teachers may allow students to use their cell phones or other appropriate electronic devices during instructional time for instructional/academic purposes.

Students may not use cell phones during passing periods, but may use them during lunch.

- No photos, videos, texting or phone calls unless deemed appropriate by the teacher for instructional/academic purposes.
- No electronic devices will be used during testing.
- No photos of instructional materials or tests shall be shared between students unless explicitly authorized by the teacher.

### **Cell Phone Violation Procedures**

Students that violate the cell phone guidelines established by Florence High School administration will be subject to the following consequences.

1<sup>st</sup> Offense – The student's cell phone will be confiscated. The student may pick the cell phone up from the office at the close of their scheduled instructional day. The violation will be recorded and the student will sign the violation note prior to receiving the phone.

2<sup>nd</sup> Offense – The student's cell phone will be confiscated. The student may pick the cell phone up from the office at the close of their scheduled instructional day and pay a \$15 violation fee. The violation will be recorded and the student will sign the violation note prior to receiving the phone.

3<sup>rd</sup> Offense – The student's cell phone will be confiscated. The student may pick the cell phone up from the office at the close of the scheduled instructional day and pay a \$15 violation fee. The violation will be recorded and the student will sign the violation note prior to receiving the phone. Additionally, the student will receive disciplinary consequences for insubordination.

4<sup>th</sup> + Offense – The student's cell phone will be confiscated. The student's parent/guardian may pick the cell phone up from the office at the close of the student's scheduled instructional day and pay a \$15 violation fee. The violation will be recorded and the student will sign the violation note prior to

receiving the phone. Additionally, the student will receive disciplinary consequences for insubordination. For the 4<sup>th</sup> and subsequent offenses a parent conference will be scheduled.

## **PARKING / STUDENT VEHICLES**

### **Parking Lot**

Students are not permitted in any parking lot during the school day without permission from the office. Students found in the parking lot during the instructional day without an office approved parking lot pass will be in violation of a truancy infraction.

### **Vehicles on Campus**

A student has full responsibility for the security and content of his or her vehicle parked on district property and must make certain that it is locked and that the keys are not given to others. [See also the Student Code of Conduct.]

Vehicles parked on district property are under the jurisdiction of the district. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of the student. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the student's parent will be contacted. If a search is also refused by the student's parent, the district will turn the matter over to law enforcement. The district may, in certain circumstances, contact law enforcement even if permission to search is granted.

### **Student Traffic & Parking Regulations**

The operation of a motor vehicle on the campus is a privilege. Students and employees must park in a designated parking lot. Vehicles, under jurisdiction of the school, are subject to tow and/or permanent removal from campus parking. A student should be sure his/her vehicle is locked and that the keys are not given to others. A student will be held responsible for any prohibited objects or substances found in his/her car. The student will be subject to disciplinary action, as well as referral for criminal prosecution. Here are the requirements for vehicle parking:

- A valid driver's license
- Proof of liability insurance and compliance with House Bill 197
- Parking permit purchased in high school office (\$5.00 each; \$5.00 replacement fee)
- Motor vehicle form on file in office

Here are the regulations for drivers:

- Park in assigned space only; park between the lines.
- Upon arrival, lock vehicle and go to assigned area in the school building. Do not loiter in the parking lot.
- Take all school related materials with you as you leave the parking lot. If you must return to your vehicle for a forgotten item, obtain a pass from an adult in the office, then return the pass as you return with the forgotten item.
- If you drive more than one vehicle to school, notify the office.
- If you change/trade/sell your vehicle, notify the office immediately (prior to parking on school property).
- Do not travel through the Middle School parking lot or bus parking area. When leaving High School, exit onto FM 970. Stay out of bus lanes, the road that runs parallel with and south of the Middle School gym, and the road beside the bus/maintenance area near the tennis courts.
- Do not drive over 20 mph on campus.

- Do not overload vehicle with excessive passengers.
- Do not allow students to ride in the back of pickups.

### **Driving on FHS/FMS Campus**

Students are not allowed to drive a vehicle once it is parked on campus during the school day. Failure to comply with this expectation will result in disciplinary consequences and possible loss of parking privileges on school grounds.

### **Parking Passes**

The Florence ISD Board of Trustees has a policy that any student driving a motor vehicle to school must have a valid driver's license and proof of liability insurance before a vehicle may be driven on school grounds. Students that meet these requirements and wish to park their vehicle on school grounds must complete a Motor Vehicle Permit form and display the issued parking permit on the rearview mirror throughout the school year. If the student uses a vehicle other than the one the permit is registered to, they must secure permission to transfer the permit to the new vehicle from the front office. Failure to display accurate permit information and other parking permit-related violations may result in loss of parking privileges and/or the vehicle being towed.

## **DISCIPLINARY ISSUES**

### **Discipline Procedures**

Conduct and discipline are based on the precepts of common sense and courtesy. It is important that the students form positive attitudes toward discipline. For school to be an effective place to learn, a teacher cannot spend a large part of his/her time handling discipline problems. No student will be allowed to disrupt the learning of others. Each teacher has a classroom management plan to insure classrooms are orderly. The primary goal of discipline is to teach the child the proper way to behave in a school setting. Please read the Student Code of Conduct that outlines the behavior expectations and consequences for disciplinary infractions. Florence I.S.D. takes a position of zero tolerance on certain activities including taunting, teasing, bullying, and harassment, whether verbal, physical, or emotional. Such behavior may constitute interference with an educational institution, and is strictly prohibited. Parents are responsible for reading and explaining the expected behaviors to their students.

### **Authority to Investigate and Interview**

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with classes and school-sponsored activities. Investigatory proceedings of misconduct will be conducted thoroughly and in a timely manner.

### **Academic Code of Conduct**

The staff of Florence High School expects the highest standards of honesty and fairness from all students and staff members. To promote these ideals of education, responsibility and self-discipline are essential. Therefore, to protect everyone's right to a fair and meaningful evaluation, this academic code of conduct has been adopted.



**Code I**

A student who exhibits any behavior that in the judgment of the teacher indicates dishonesty while taking an examination or quiz will receive a "zero" for that exercise. A second violation of this code may, at the discretion of the teacher and the principal, result in the possible dismissal from the course with a loss of credit and a grade of failing for the semester in which the infraction takes place.

**Code II**

A student who copies an assignment from another student will receive a zero for that assignment, and the student who allowed an assignment to be copied will also receive a zero for that assignment. Continued violation of this code will result in possible loss of credit for the semester.

**Code III**

A student who, for the purpose of cheating on an examination, enters a classroom carrying evidence of premeditation-such as aids or notes not allowed will be given a grade of a zero for the assignment and will face possible dismissal from that course with loss of credit and a failing grade for that semester.

**Code IV**

A student who is responsible for taking, without permission, another student's written assignment or project for personal use or academic credit will face possible dismissal from that course with loss of credit and a failing grade for the semester in which the infraction takes place.

**Code V**

A student, who displays unethical behavior and/or is involved in any other activity for the purpose of cheating, plagiarizing, altering, or falsifying records, removing or copying any materials (student, teacher, or other), etc., will be disciplined as follows:

- a. The principal or designee will discipline a student not enrolled in the course but who is involved in such an infraction.
- b. Any student who is member of the National Honor Society found guilty of this infraction will face possible removal as a member.
- c. Any student who is an officer in a school organization will face possible removal as a member and club officer position.
- d. Transfer students may not be approved to return to FISD.

**Cheating, Plagiarism, or Academic Dishonesty**

Plagiarism is the use of another person's original ideas or writing as one's own without giving credit to the original author. Plagiarism will be considered cheating and the student will be subject to academic penalties and disciplinary action that shall include loss of credit for the work in question and assignment to ISS. Teachers who have reason to believe that a student has cheated on or has prepared to cheat (e.g. student prior to testing is in possession of a "crib sheet", answers to the test, or a copy of the test itself) shall administer the academic consequence of a zero for that assignment, test, or other teacher assigned material.

**Truancy**

Truancy is defined as being in an unauthorized location during the school day. Students will receive disciplinary consequences for truancy infractions.

**Tardiness**

A student is tardy if not in the classroom and seated when the bell rings. Repeated instances of tardiness will result in disciplinary action, in accordance with the *Student Code of Conduct*.

## **ATTENDANCE**

### **Documentation after an Absence**

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

Unexcused absences include but are not limited to family trips and vacations during school days and non-school sponsored activities and events. Family trips, vacations, and non-school sponsored activities should not be scheduled when school is in session.

Parents are asked to call the school on the day(s) their child is absent and give the reason the child is absent. Any child returning to school after a communicable illness must be seen by the school nurse before being admitted to the classroom. Certain communicable illnesses will require a doctor’s release to return to school.

### **Doctor’s Note after an Absence for Illness**

Upon return to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school. Otherwise, the student’s absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student’s absence from school in order to determine whether the absence or absences will be excused or unexcused.

See policy FEC [(LOCAL).]

For further information on attendance and absences, see the Fisd District Handbook on pages 15-18.

### **State Required Attendance Period**

The district must submit attendance of its students to Texas Education Agency (TEA) reflecting attendance at a specific time each day. Official ADA attendance for Florence ISD will be taken every day 15 minutes into the second instructional hour. A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures to provide documentation of the absence. A student absent for any portion of the day, including at the official attendance time, should follow the procedures for attendance outlined in this handbook addendum.

### **Driver License Attendance Verification**

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student’s records and, in certain circumstances, for a school administrator to provide the student’s attendance information to DPS. A verification of enrollment (VOE form) may be obtained from the high school office, which the student will

need to submit to DPS upon application for a driver's license. The student or student's parent should contact the school office at least one week prior to the date that the VOE form is needed.

### **Grading Guidelines**

Students receive report cards at each nine-week grading period. 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 TEKS objectives. The student's mastery level shall be a major factor in determining the grade for a subject or course. FISD grading regulations provide guidelines in determining grades for students. These regulations shall ensure that grading reflects student achievement and that a sufficient number of grades are taken to support the grade average assigned.

Each teacher should record a minimum of twelve (12) grades in the gradebook during a 9-week grading period. At least three (3) of these grades should be summative assessments, such as tests or special projects. The remaining grades will be formative assessments, such as homework, daily work, or quizzes.

**Note: In dual credit courses taught by college personnel, the number of grades per grading period does not adhere to local policy.**

Grades should be spread evenly over the grading period. The 9-weeks average is weighted, with summative assessments counting 50%, quizzes and classwork counting 40% and homework counting 10%. Semester exam grades will count 15% of the semester grade average.

Students in FISD are permitted a reasonable opportunity to redo an assignment or test on which the student received a grade lower than 70. Retesting will not be available for semester exams. Due to grade submission deadlines, the opportunity to redo an assignment or retest is not permitted beyond the end of the nine week grading period.

The maximum grade a student can earn on a retest is 70%. A student will keep his or her original grade if the retest grade is not an improvement.

After a student receives notice of a failing test grade, the student must attend at least one scheduled tutorial session with the teacher prior to retesting. It is the responsibility of the student to schedule a retest time with the teacher.

### **Report Cards and Progress Reports**

Report cards will be issued once every nine weeks. The report card is one form of communication between parents and teachers. Evaluation of student work on the report card is an indication of progress. Parents are encouraged to schedule appointments with teachers to discuss student progress. Progress reports are issued every three weeks.

### **Make-up Work**

In order to be successful in school, students are expected to turn in work on time. Absentee make-up work guidelines are as follows:

- It is the student's responsibility to ask the teachers what assignments were missed.
- Students will be given 1 day for each day absent to complete and turn in make-up work.

- Students shall receive a zero for any assignment or test not made up within the allotted time. Within this framework, the maximum time allowed shall be determined at the discretion of the teacher according to the individual circumstances.
- If a student needs his/her assignments before returning to school, call the office before 9:00 a.m. to request make-up work. Assignments will then be ready to be picked up in the school office by 3:00 p.m.
- Make-up work for a scheduled absence should be requested from the classroom teacher before the absence.

## **SCHEDULING**

### **Class Schedules**

All students are expected to attend school for the entire school day and maintain a full class/course schedule each day.

### **Schedule Changes**

Students may not make schedule changes without a parent signature on the schedule change request form. Changes will be made only if (1) the student is a senior and does not have a course required for graduation; (2) the student does not have the prerequisites for a course; (3) course credit was previously received; (4) a data entry error was made by the school; (5) student has been dismissed from a program that requires approval for placement; (6) any requests to change a schedule for reasons other than those listed will be considered only for a compelling educational circumstance.

## **TESTING**

### **End-of-Course (EOC) Assessments for Students in Grades 9–12**

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I (includes 8<sup>th</sup> grade Algebra I students)
- English I and English II,
- Biology
- United States History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

STAAR Alternate 2, for students receiving special education services who meet certain criteria established by the state, will be available for eligible students, as determined by the student's ARD committee.

A student's ARD committee for students receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan.

STAAR-L, which is a linguistically accommodated assessment, will be available for students who have been determined to be limited English proficient (LEP) and who are eligible to receive this type of testing accommodation.

### **SAT/ACT (Scholastic Aptitude Test and American College Test)**

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

Note that participation in these assessments may qualify a student to receive a performance acknowledgement on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas institution of higher education.

In addition to taking rigorous courses in high school, students should prepare themselves for these college entrance exams. Preparation for the SAT begins with the PSAT or Preliminary SAT. In October, Florence High School administers the PSAT during the school day to 9th, 10th and 11th grade students. By taking the PSAT in 9th, 10th and 11th grades, students have three opportunities to practice for the SAT. Students may receive information from potential colleges through the Student Search Service if indicated by the student on the PSAT answer document. In addition, the 11th grade PSAT is used for qualification for the National Merit Scholarship Competition. Students receive feedback on their PSAT results that can help them identify strengths and weaknesses in preparing for the SAT.

Information about the PSAT and the SAT can be found on the College Board's website, [www.collegeboard.org](http://www.collegeboard.org).

Another college entrance exam, the ACT, assesses high school students' general educational development and their ability to complete college-level work. More information about ACT can be found at their website, [www.act.org](http://www.act.org).

### **TSI (Texas Success Initiative) Assessment**

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances. Beginning in fall 2013, all Texas public colleges and universities began administering a new TSI assessment, which assists as one of several factors in determining whether the student is considered ready to enroll in college-level courses or whether the student

needs to enroll in what is termed developmental education courses prior to enrollment in college level courses.

### **Exemption From Semester Exams (Florence High School Only)**

Students may be exempt from all courses if they meet the requirements listed below. All students must be present at school on each exam day for ADA purposes (per state requirements). The following guidelines will be used in determining exemptions for semester exams.

- The student must have no more than 4 excused absences in the class they wish to exempt.
- The student must maintain an average of 80 or above in the class they wish to exempt.
- Co-curricular or UIL events are not absences.

**Students assigned to DAEP lose the right to exemptions during a semester.**

## **GRADUATION**

### **Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014-15 School Year**

To receive a high school diploma from the district, a student who was enrolled in high school prior to the 2014-15 school year must successfully:

- Complete the required number of credits established by the state and any additional credits required by the district; and
- Complete any locally required courses in addition to the courses mandated by the state; and
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law.

### **Requirements for a Diploma Beginning with the 2014-15 School Year**

Beginning with students who entered grade 9 in the 2014-15 school year, as well as any currently enrolled high school student who decides to graduate under the foundation graduation program, a student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district; and
- Complete any locally required courses in addition to the courses mandated by the state; and
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law.
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education.

### **Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs**

For students who were in enrolled in high school prior to the 2014-15 school year, the district offers the graduation programs in this section below. Students enrolled in high school prior to the 2014–15 school year also have the option to pursue the foundation graduation program as described below. Note that permission to enroll in the Minimum Program as described in this section will be granted only if a written agreement is reached among the student, the student’s parent or person standing in parental relation, and the school counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student

must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. [See policy EIF (LEGAL).]

All students who were enrolled in high school prior to the 2014–15 school year must meet the following credit and course requirements for graduation under the programs listed or may choose to pursue the foundation graduation program as described on pages 14-15:

**Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014-15 School Year**

<b>Courses</b>	<b>Number of credits Minimum Program</b>	<b>Number of credits Recommended Program</b>	<b>Number of credits Advanced/ Distinguished Achievement Program</b>
English/Language Arts	4	4	4
Mathematics	3	4	4
Science	2	4	4
Social Studies	3	4	4
Physical Education*	1	1	1
Speech	.5	.5	.5
Language other than English	0	2	3
Fine Arts	1 (effective for grade 9 in 2010-2011 school year and thereafter)	1	1
Locally required courses	.5 credit – Health .5 credit - Technology	.5 credit – Health .5 credit - Technology	.5 credit – Health .5 credit - Technology
Electives**	5.5 credits (prior to 2010-2011); 5.5 credits (2010-2011 and thereafter)	4.5 credits	3.5 credits
Miscellaneous	1 Academic Elective Science or Soc. Studies		***Completion of 4 Advanced Measures
<b>TOTAL</b>	<b>22 Credits</b>	<b>26 Credits</b>	<b>26 Credits</b>

\*A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, or social studies for the required credit of physical education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee, as applicable.

\*\*State rules prohibit a student from combining a half-credit course for which there is an EOC assessment with another half-credit of an elective course to satisfy an elective credit requirement. However, the district will allow a student to satisfy a graduation requirement for which there are multiple options with one-half credit of another allowable option, if neither course has an EOC assessment.

\*\*\*A student graduating under the Distinguished Level of Achievement Program must also achieve a combination of four of the following advanced measures:

1. An original research project or other project that is related to the required curriculum. These projects must be judged by a panel of professionals or conducted under the direction of a mentor and reported to an appropriate audience. Please note that no more than two of the four advanced measures may be received from this option.
2. Test data where a student receives:
  - a. A score of three or above on an Advanced Placement (AP) exam;
  - b. A score of four or above on an International Baccalaureate (IB) exam; or
  - c. A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score will count as only one advanced measure regardless of the number of honors received by the student.
3. College academic courses, including those taken for dual credit, and advanced technical courses, including locally articulated courses, provided the student scores the equivalent of a 3.0 or higher.

Information regarding specific courses required or offered in each curriculum area, along with a description of advanced measures available to students in the Advanced/Distinguished Level of Achievement Program from the options listed above, will be distributed to students each spring in order to enroll in courses for the upcoming school year.

Please be aware that not all courses are offered at every secondary campus every year. A student who wants to take a course not offered at his or her campus should contact the counselor about other alternatives.

### **Foundation Graduation Programs**

Every student in a Texas public school who enters grade 9 in the 2014-15 school year and thereafter will graduate under a new program called the "Foundation Graduation Program." Within the Foundation Graduation Program are "endorsements," which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student's transcript.

The Foundation Graduation Program also involves the term "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student.

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student's desired college or university.



A student enrolled in high school prior to the 2014-15 school year has the option of graduating under the foundation graduation program rather than the programs identified above that would otherwise be applicable to that student. See the school counselor for additional information.

## Ninth Grade Student Entering High School in 2014-2015/Graduating Class of 2018 and Beyond

### Requirements for a Diploma for a Student Enrolling in High School in the 2014-15 School Year and Beyond

Foundation High School Program (26 Credits)	Foundation + Endorsements (28 Credits)	Distinguished Level of Achievement* (28 Credits)
<ul style="list-style-type: none"> <li>• <b>4 credits English:</b> ELA I, II, III, IV</li> <li>• <b>3 credits Mathematics:</b> Algebra I, Geometry, one credit in any advanced math course</li> <li>• <b>3 credits Science:</b> Biology, one credit in IPC or in any advanced science course, any advanced science course</li> <li>• <b>4 credits Social Studies:</b> World Geography (1 credit), World History (1 credit), U.S. History (1 credit), Government (0.5 credit), Economics (0.5 credit)</li> <li>• <b>2 credits World Languages or Computer Programming Language**</b></li> <li>• <b>1 credit Physical Education*</b></li> <li>• <b>1 credit Fine Arts</b></li> <li>• <b>0.5 credit Health</b></li> <li>• <b>0.5 credit Professional Communications</b></li> <li>• <b>7 credits Elective Courses</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>4 credits English:</b> ELA I, II, III, IV</li> <li>• <b>4 credits Mathematics:</b> Algebra I, Geometry, two credits in any advanced math course except STEM</li> <li>• <b>4 credits Science:</b> Biology, one credit in IPC or in any advanced science course, any two advanced science courses</li> <li>• <b>4 credits Social Studies:</b> World Geography (1 credit), World History (1 credit), U.S. History (1 credit), Government (0.5 credit), Economics (0.5 credit)</li> <li>• <b>2 credits World Languages or Computer Programming Language**</b></li> <li>• <b>1 credit Physical Education*</b></li> <li>• <b>1 credit Fine Arts</b></li> <li>• <b>0.5 credit Health</b></li> <li>• <b>0.5 credit Professional Communications</b></li> <li>• <b>7 credits Elective Courses</b></li> </ul> <p style="text-align: center;"><b>Meet curriculum requirements for at least 1 endorsement</b></p>	<ul style="list-style-type: none"> <li>• <b>4 credits English:</b> ELA I, II, III, IV</li> <li>• <b>4 credits Mathematics:</b> Algebra I, Geometry, two credits in any advanced math course (must include credit in Algebra II)</li> <li>• <b>4 credits Science:</b> Biology, one credit in IPC or in any advanced science course, any two advanced science courses</li> <li>• <b>4 credits Social Studies:</b> World Geography (1 credit), World History (1 credit), U.S. History (1 credit), Government (0.5 credit), Economics (0.5 credit)</li> <li>• <b>2 credits World Languages or Computer Programming Language**</b></li> <li>• <b>1 credit Physical Education*</b></li> <li>• <b>1 credit Fine Arts</b></li> <li>• <b>0.5 credit Health</b></li> <li>• <b>0.5 credit Professional Communications</b></li> <li>• <b>7 credits Elective Courses</b></li> </ul> <p style="text-align: center;"><b>Meet curriculum requirements for at least 1 endorsement</b></p>

### GRADUATION REQUIREMENTS

- I. All graduation credits must be completed in grades 9-12, except high school courses satisfactorily completed in grade 8. All courses used to meet State graduation requirements must be selected from the State Board of Education (SBOE) approved courses, with the exception of some elective credits which may be locally approved.
- II. All courses in the FISD Course Catalog are State Board approved unless noted as Local Credit Only. Locally developed electives (Local Credit Only) have been designed to meet an identified FISD need or interest. In grades 9-12, a student must complete all graduation requirements and pass the State required exit level exams/assessment requirements before he/she is awarded a diploma.
- III. Since entrance requirements vary greatly from college to college, students who are college-bound should carefully consider high school course selections and investigate college entrance requirements prior to selecting their graduation plan.
- IV. Since employers have varying needs and requirements, students who are career-bound should carefully consider high school course selections and strive to meet future employment requirements by selecting an appropriate graduation plan.

- V. If you have any questions about courses, registration, State-required exit level exams or other graduation requirements, contact the high school counselor or high school principal.

\*In order to obtain the distinguished level of achievement under the foundation graduation program, which will be denoted on a student's transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the four mathematics credits.

\*\*A student who is unable to participate in physical activity due to disability or illness may be able to substitute a course in English language arts, mathematics, science, or social studies or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

\*\*\*Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by district committee authorized by law to make these decisions for the student.

A student must specify upon entering grade 9 the endorsement he or she wishes to pursue.

The endorsements offered at FHS include:

- Arts and Humanities
- Business and Industry
- Multidisciplinary
- STEM (Science, Technology, Engineering and Mathematics)

### **Performance Acknowledgments**

Graduating under the foundation graduation program will also provide opportunities to earn "performance acknowledgments" that will be acknowledged on a student's transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy; in a dual credit course; on an AP or IB exam; on certain national college preparatory and readiness or college entrance exams; or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

A student enrolled in high school prior to the 2014-15 school year has the option of graduating under the foundation graduation program rather than the programs identified above that would otherwise be applicable to that student. See the school counselor for additional information.

### Dual Credit

A student may earn a performance acknowledgment on the student's transcript for outstanding performance in a dual credit course by successfully completing:

- At least 12 hours of college academic courses with a grade of the equivalent of 3.0 or higher on a scale of 4.0 or
- An associate degree while in high school.

### Bilingualism and Biliteracy

A student may earn a performance acknowledgement in bilingualism and biliteracy by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:

- Completing all English language arts requirements and maintaining a minimum GPA of an 80 on a scale of 100; and
- Satisfying one of the following:
  - Completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
  - Demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
  - Completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or
  - Demonstrated proficiency in one or more languages other than English through one of the following methods:
    - A score of 3 or higher on a College Board AP exam for a language other than English; or
    - A score of 4 or higher on an IB exam for a higher-level languages other than English course; or
    - Performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent.

In addition to meeting the requirements to earn a performance acknowledgement in bilingualism and biliteracy, an English language learner must also have:

- A. Participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and
- B. Scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

#### AP Test or IB Exam

A student may earn a performance acknowledgment by earning a score of:

- 3 or above on a College Board advanced placement examination; or
- A score of 4 or above on an International Baccalaureate examination.

#### The PSAT, the ACT-Plan, the SAT, or the ACT

A student may earn a performance acknowledgment by:

- Earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation; or
- Achieving the college readiness benchmark score on at least two of the four subject tests on the ACT-PLAN® examination; or
- Earning a combined critical reading and mathematics score of at least 1250 on the SAT®; or
- Earning a composite score on the ACT® examination of 28 (excluding the writing subscore)

#### Nationally or internationally recognized business or industry certification or license

A student may earn a performance acknowledgment for:

- Performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or
- Performance on an examination sufficient to obtain a government-required credential to practice a profession

Nationally or internationally recognized business or industry certification shall be defined as an industry validated credential that complies with knowledge and skills standards promulgated by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by:

- A national or international business, industry, or professional organization
- A state agency or other government entity or
- A state-based industry association

Certifications or licensures for performance acknowledgements shall:

- Be age appropriate for high school students
- Represent a student's substantial course of study and/or end-of-program knowledge and skills
- Include an industry recognized examination or series of examinations, and industry validated skill test, or demonstrated proficiency through documented, supervised field experience and
- Represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation

### **Personal Graduation Plans for Students Under the Foundation Graduation Program**

A personal graduation plan will be developed for each high school student who is subject to the requirements of the foundation graduation program. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Please also review TEA's Graduation Toolkit, available at:

<http://tea.texas.gov/communications/brochures.aspx>.

### **Students with Disabilities**

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her IEP and in accordance with state rules.

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL).]

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, if that program is applicable based on the school year in which the student entered high school, in accordance with state rules.

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. STAAR Alternate 2 is the alternative assessment currently allowed by the state.

ARD committees for students with disabilities who receive special education services and who are subject to the foundation graduation program will make instructional and assessment decisions for these students in accordance with state law and rules. In order to earn an endorsement under the foundation program, a student must perform satisfactorily on the EOC assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

### **Testing Requirements for Graduation**

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment, should a student choose this option. See the school counselor for more information on the state testing requirements for graduation.

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

## **Certificates of Coursework Completion**

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

## **Class Rank / Highest Ranking Student**

The final grade average of a graduating senior is computed by averaging grades beginning with grade nine and ending second semester, third 9 weeks grading period. Failing and passing grades in all classes are counted, except correspondence courses (including online, self-paced courses and off-campus college courses), credits by exam, concurrent enrollment in outside college courses, and middle school courses taken for high school credit.

For class rank, the grade point average for seniors will be determined at the end of the 3<sup>rd</sup> 9 weeks grading period of the semester prior to graduation. Grades earned by students while attending other accredited schools will be included in the grade point average. Weighted points will be assigned based on the level of the classes (i.e., Dual Credit, honors classes, AP classes, resource classes, etc.).

The Board-approved conversion charts for students graduating in 2015, 2016, 2017 (students entering high school in 2011, 2012, 2013) and graduating in 2018 and beyond (students entering high school in 2014) are located in Board policy EIC (LOCAL) and are also available for review in the high school counselor's office.

Valedictorian and Salutatorian are named from the graduating class each year. These represent the two highest grade point averages in the class. To be eligible for Valedictorian or Salutatorian, a student must have been continuously enrolled in Florence High School for the two consecutive years immediately prior to Graduation. The selection of these top positions will be determined by computing all applicable grades of the senior's spring semester. In case of a tie, the ranking student shall be chosen according to the following criteria: (1) The student with the highest numerical grade average of all the core subjects (English, mathematics, Science, and Social Studies) shall be recognized. (2) However, if a tie still exists, co-representatives shall be named.

Students and parents should contact the counselor regarding questions about class rank [For further information, see policies at EIC.]

## **Graduation Activities**

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on exit-level tests or end-of-course assessments will be allowed to participate in graduation activities. However, please keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final

awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

### **Graduation Speakers**

The six (6) top ranking graduates will have the option, to speak during graduation; however, if the student was assigned to disciplinary placement at any time during the spring semester, he or she loses the eligibility to speak at graduation. The next top ranking student will be given the opportunity to speak during graduation. Students will be notified by the principal and given an opportunity to volunteer.

### **Graduation Expenses**

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year.

### **Scholarships and Grants**

Students who have a financial need according to federal criteria and who complete the Recommend Program or Advanced/Distinguished Level Program or complete the Foundation Graduation may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technological schools, as well as to private institutions. [For further information, see the principal or counselor and policy EJ (LEGAL).]

## **COLLEGE PREPARATION**

### **College Days**

Junior and senior students are allotted two opportunities to take college days during the school year. Students must use the College Day Permit form during the visit to collect the necessary signatures and complete other guidelines listed on the form in order to avoid an absence being recorded for test exemption purposes. Additionally, the student requesting the college day must be passing all classes for the visit to be used to avoid the absence. **In order for a student to miss school for a college visit, the principal/designee must give prior approval.**

### **College and University Admissions**

For two school years following his or her graduation, a district student who graduates in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:



- Completes the Recommended or Advanced/Distinguished Achievement Program\*;  
or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

Beginning with ninth graders in the 2014–15 school year, to be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the distinguished level of achievement under the foundation graduation program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2016 term, the University will be admitting the top eight percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

For further information, see policies at EIC and Florence High School Course Guide at [www.florenceisd.net](http://www.florenceisd.net).

Additional Resources: For the complete text of the statute, please refer to Texas Education Code (TEC), §51.803, available online at <http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm#51.803>.

For questions related to the Automatic Admission policy, please visit the Texas Education Agency webpage at:

[http://tea.texas.gov/Curriculum\\_and\\_Instructional\\_Programs/Graduation\\_Information/Automatic\\_College\\_Admission/](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Graduation_Information/Automatic_College_Admission/)

Students and parents should contact the counselor for further information.

## **College Credit Courses**

Students in grades 11–12 have opportunities to earn college credit through the following methods:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or International Baccalaureate (IB);
- Enrollment in an AP or dual credit course through the Texas Virtual School Network;
- Enrollment in courses taught in conjunction and in partnership with Austin Community College; Central Texas College; University of Texas of the Permian Basin.
- Certain CTE courses.

All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the counselor for more information. Depending on the student's grade level and the course, an end-of-course assessment may be required for graduation.

It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

## **Course Credit**

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.