

Academic Planning Guide 2016-2017

General Information

Burleson ISD is a state accredited district that provides broad academic experiences for all students. Students and parents should read thoroughly the information provided in this guide in order to select the best possible courses according to student's needs, abilities, and career plans.

Admissions

A student enrolling in the district for the first time must present a legal document that establishes identity. The minimum student records that must be transferred within thirty (30) days include the following:

1. Student enrollment information--statewide student ID (Social Security number or state-assigned alternative number), local student ID, course credits, promotions, discipline (expelled students), attendance, enrollment and withdrawal dates.
2. Student demographic information--first, middle, and last name; sex, ethnicity, date of birth, special education handicapping condition, special education instructional setting, home language, migrant information.
3. Student achievement information--most recent STAAR scores.
4. Student immunization/health information.
5. Proof of Burleson ISD residence will be required.

Registration

Registration will take place early in the spring semester of each school year. Although students will receive specific instructions during that time from high school graduation personnel, the responsibility for appropriate graduation and career choices rests with the students and parents. The counseling staff is available to assist in making decisions related to course selection.

Transfers from Out-of-State or Non-Public Schools

Out-of-state or out-of country students and transfer students from Texas nonpublic schools are eligible to receive a Texas Diploma but shall complete all high school graduation requirements under 19 TAC 74.11 or 74.41, as applicable, to satisfy state graduation requirements. Any course credits required for graduation that are not completed prior to enrolling in the District may be satisfied by credit by examination or completing the course. Foreign exchange students are not eligible to receive a high school diploma from BISD.

Classification By Credit

Students are classified according to the number of credits they have earned. Required classification credits are listed below. Reclassifications are made annually. For students who have been retained, reclassification may occur at semester depending upon accumulation of credit and course enrollment.

Classification Credit Requirements	
Freshman	0-5.5
Sophomore	6-11.5
Junior	12-17.5
Senior	18+

Graduation Requirements

Graduation Plans				
Students entering high school 2014-2015 and beyond		Students entering high school prior to 2014-2015		
Foundation HSP		*Minimum High School Program	*Recommended High School Program	*Distinguished Achievement Program
English Language Arts	Four credits: <ul style="list-style-type: none"> • English I • English II • English III • An advanced English course 	Four credits: <ul style="list-style-type: none"> • English I • English II • English III • English IV or approved alternate course 	Four credits: <ul style="list-style-type: none"> • English I • English II • English III • English IV 	Four credits: <ul style="list-style-type: none"> • English I • English II • English III • English IV
Mathematics	Three credits: <ul style="list-style-type: none"> • Algebra I • Geometry • An advanced math course 	Three credits: <ul style="list-style-type: none"> • Algebra I • Geometry • SBOE approved math course 	Four credits: <ul style="list-style-type: none"> • Algebra I • Algebra II • Geometry • An additional math credit 	Four credits: <ul style="list-style-type: none"> • Algebra I • Algebra II • Geometry • An additional math credit
Science	Three credits: <ul style="list-style-type: none"> • Biology • IPC or an advanced science course • An advanced science course 	Two credits: <ul style="list-style-type: none"> • Biology • IPC or Chemistry and Physics (one of the two serves as an academic elective) 	Four credits: <ul style="list-style-type: none"> • Biology • Chemistry • Physics • An additional science credit 	Four credits: <ul style="list-style-type: none"> • Biology • Chemistry • Physics • An additional science credit
Social Studies	Three credits <ul style="list-style-type: none"> • U.S. History • U.S. Government (one-half credit) • Economics (one-half credit) • World History or World Geography 	Three credits: <ul style="list-style-type: none"> • U.S. History (one credit) • U.S. Government (one-half credit) • Economics (one-half credit) • World History (one credit) or World Geography (one credit) 	Four credits: <ul style="list-style-type: none"> • U.S. History (one credit) • U.S. Government (one-half credit) • Economics (one-half credit) • World History (one credit) • World Geography (one credit) 	Four credits: <ul style="list-style-type: none"> • U.S. History (one credit) • U.S. Government (one-half credit) • Economics (one-half credit) • World History (one credit) • World Geography (one credit)
Physical Education	One credit	One credit	One credit	One credit
Languages Other Than English	Two credits in the same language Two credits from Computer Science I, II, and III (other substitutions)	NONE	Two credits in the same language	Three credits in the same language
Fine Arts	One credit	One credit	One credit	One credit
Speech	Demonstrated proficiency in speech skills	One-half credit from either of the following: <ul style="list-style-type: none"> • Communication Applications • Professional Communications (CTE) 	One-half credit from either of the following: <ul style="list-style-type: none"> • Communication Applications • Professional Communications (CTE) 	One-half credit from either of the following: <ul style="list-style-type: none"> • Communication Applications • Professional Communications (CTE)
Electives	Five credits	Seven and one half credits (one must be an academic elective)	Five and one-half credits	Four and one-half credits
Total Credits	22	22	26	26

All students entering high school 2014-15 and beyond will be on the Foundation Plan with Endorsements

A student may earn an endorsement by successfully completing

- curriculum requirements for the endorsement
- a total of four credits in mathematics
- a total of four credits in science
- two additional elective credits

STEM	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> • CTE courses with a final course from the STEM career cluster • Computer science • Mathematics • Science • A combination of no more than two of the categories listed above
Business and Industry	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> • CTE courses with a final course from the Agriculture, Food, & Natural Resources; Architecture & Construction; Arts, Audio/Video, Technology & Communications; Business Management & Administration; Finance; Hospitality & Tourism; Information Technology; Manufacturing, Marketing; Transportation, or Distribution & Logistics CTE career cluster • The following English electives: Public Speaking, Debate, Advanced Broadcast Journalism including Newspaper and Yearbook • Technology applications • A combination of credits from the categories listed above
Public Services	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> • CTE courses with a final course from the Education & Training; Government & Public Administration; Health Science, Human Services; or Law, Public Safety, Corrections, and Security career cluster • JROTC
Arts and Humanities	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> • Social studies • The same language in Languages Other Than English • Two levels in each of two language in Languages Other Than English • American Sign Language (ASL) • Courses from one or two categories (art, dance, music, and theater) in fine arts • English electives that are not part of Business and Industry
Multidisciplinary Studies	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> • Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence • Four credits in each of the four foundation subject areas to include English IV and Chemistry and/or Physics • Four credits in AP, IB, or dual credit selected from English, mathematics, science, social Studies, Economics, Languages other than English, or Fine Arts
Fine Arts	<p>A coherent sequence of 4 credits of the following: music, theater, art, dance</p>
Distinguished Level of Achievement	<ul style="list-style-type: none"> • A total of four credits in math, including credit in Algebra II • A total of four credits in science • Completion of curriculum requirements for at least one endorsement
Performance Acknowledgements	<p>For outstanding performance</p> <ul style="list-style-type: none"> • in a dual credit course • in bilingualism and biliteracy • on an AP test or IB exam • on the PSAT, the ACT-Plan, the SAT, or the ACT <p>For earning a nationally or internationally recognized business or industry certification or license</p>

Benefits of the Recommended and Endorsement Graduation Plans

Choices Determine Options

Most of the very best jobs available now and in the future require education and training beyond a high school diploma. Whether you intend to pursue a high-demand, industry workforce credential from a community or technical college or a traditional four-year degree from a university, the choices made in high school will determine your future options.

To best prepare yourself now for the transition to post-high school education or quality workforce training, choosing and taking the right classes is essential. The Distinguished Level of Achievement will ensure the best preparation for your future.

Why it matters — Benefits

The Distinguished Level of Achievement opens a world of educational and employment opportunities for you beyond high school. The Distinguished Level of Achievement will:

- Allow you to compete for Top 10% automatic admissions eligibility at any Texas public university;
- Position you among those first in line for a TEXAS Grant* to help pay for university tuition and fees; and
- Ensure you are a more competitive applicant at the most selective colleges and universities.

**Must be financially qualified*

What it means

The Distinguished Level of Achievement requires more math and more science than the Foundation High School Program. The Distinguished Level of Achievement requires:

- A total of four credits in math, including Algebra II;
- A total of four credits in science; and
- Successful completion of an endorsement in your area of interest.

Advantages

- Opportunity to earn an endorsement in an area of interest
- More college and university options
- More financial aid options
- Better preparation for college-level coursework at community/technical colleges and universities
- Opportunity for immediate enrollment in classes related to your chosen field of study
- Strong foundation to successfully complete an industry workforce credential or college degree

State Testing Requirements for Graduation

In addition to successfully completing all course requirements, students must meet certain state testing requirements for graduation which are determined by the year in which a student begins high school. Students entering grade 9 in 2011-2012 and later must meet STAAR requirements for graduation by meeting the standard on End-Of-Course (EOC) exams in English I, English II, Algebra I, Biology, and U.S. History. Retest opportunities for students who fail to meet the Level II standard are provided additional times during the year.

Students identified with a disability or limited English proficiency and served through Special Education, 504 or Bilingual/ESL education may meet the state's eligibility criteria for specially designed STAAR exams. For details please see your school counselor.

Crossroads High School and Right Turn Discipline Center

Crossroads High School houses an alternative high school and the District Alternative Education Placement (DAEP) center known as Right Turn Discipline Center. Crossroads High School is a fully TEA accredited high school "School of Choice" serving students in Burleson ISD who are at-risk of not graduating from high school. Students who attend Crossroads High School have the opportunity to move towards graduation in an accelerated manner through non-traditional instructional methods. Students are required to submit an application and participate in an interview process to attend. Once accepted, students are expected to graduate from Crossroads or find another avenue outside of BISD to complete their graduation.

Guidance Counselors

The Guidance Service Department is an integral part of the overall school program. Counselors communicate with parents, teachers, administrators, and other appropriate school personnel and contribute to the overall development of each individual student. Counselors are available school days to assist students in the following areas:

1. To increase self-esteem and personal satisfaction through individual or group counseling;
2. To focus on self-development, decision making and career guidance;
3. To reach full academic potential;
4. To determine course selections based on individual strengths and weaknesses; and
5. To develop post-secondary plans (i.e. college, work, military, etc.)

Alternate Methods of Earning Credit

High School Credit Earned in Middle School

Students in grade 7 or 8 are encouraged to consider a more rigorous curriculum that might include a class receiving high school credit. All high school credit courses satisfactorily completed at the middle school will be represented on the high school transcript as a credit towards graduation and shall be computed in the Grade Point Average (GPA) calculation. Credit may be earned only once for a class.

Retrieving Credit with Prior Instruction

One type of Credit by Exam is designed as an option to earn credit for those students who have previously failed a course. Students who have lost credit due to excessive absences in the class are not eligible for Credit by Exam unless with the approval of an Attendance Review Committee. Fees are established by the universities and remain the responsibility of the student. Credit will not satisfy extracurricular eligibility. Students must score at least 70% on these exams to earn credit. Credit Recovery Labs provide online course opportunities for recovery of credit. Applications can be obtained and approved in the Counseling Office.

Accelerated Credit

The second type of Credit by Exam is an exam for acceleration. In this case, the student must not have had prior instruction in the course but wants to obtain credit without instruction. The opportunity to take this Credit by Exam will be provided in multiple times each school year. Students will be assessed no fees for these exams. Students must score at least 80% on these exams to earn credit.

The application packets can be obtained in the Counseling Center.

Correspondence Courses

Students are eligible to earn a maximum of two (2) credits toward graduation through correspondence courses. State approved courses are offered by Texas Tech and UT Austin. Students may apply through the Counseling Office. Fees and textbooks are the responsibility of the students. Self-discipline to complete the lessons and take the final exam within a time frame is important when considering this option.

Online Courses

Online courses are available for students. This includes the opportunity to enroll in courses through the TxVSN (Texas Virtual School Network). Students may be responsible for some fees. Each course is less than \$400. Please contact the counseling department for additional information.

Program Information

Gifted and Talented Program

Federal Definition of Gifted and Talented

U.S. Department of Education. (1993).

Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment. These children and youth exhibit high performance capacity in intellectual, creative, and/or artistic areas, and unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools. Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor.

Texas Definition of Gifted and Talented

Texas Education Code, Subchapter D. Educational Programs for Gifted and Talented Students (1995).

. . . “gifted and talented students” means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- exhibits high performance capability in an intellectual, creative, or artistic area;
- possesses an unusual capacity for leadership; or
- excels in a specific academic field.

The Texas State Plan for the Education of Gifted/Talented Students indicates five categories of giftedness: general intellectual ability, specific academic aptitude, creativity, leadership, and visual/performing arts. Currently Burleson ISD serves students who are identified as advanced intellectually and academically. Their giftedness may surface as an outstanding aptitude in one or more of the areas of language arts, math, science and social studies or in their ability to process information more rapidly with greater depth and complexity.

Pre-Advanced Placement/Advanced Placement Program

Pre-Advanced Placement (Pre-AP) is a concerted effort to fulfill the College Board’s mission to champion educational excellence for all students. Pre-AP is a set of content specific strategies to introduce skills, concepts, and assessment methods to prepare students for success when they take Advanced Placement (AP) courses; strengthen the curriculum and increase the academic challenge for all students.

For students the Advanced Placement (AP) Program can: Provide an opportunity to take a college-level course in an area of their special interest; Provide college credits and/or placement at many colleges and universities for successfully completing an AP exam; Develop the analytical and study skills and habits they will need in college; Bolster their academic self-confidence that they can

meet college requirements; Motivate them to attempt more challenging courses; and Reduce college costs and time to obtain a degree.

Advanced Placement Examinations

Students may earn AP Scholar Awards, academic distinctions that recognize students who demonstrate college-level achievement through AP courses and exams. Additionally, scores of 3 or above on AP exams fulfill advanced measure requirements under the state’s Distinguished Achievement Graduation Plan (DAP).

According to the National Center for Educational Accountability, an AP Exam grade, and a grade of 3 or higher in particular, is a strong predictor of a student’s ability to persist in college and earn a bachelor’s degree.

AP Examination Grades are equivalent to grades in the comparable college course as follows:

- Exam Score of 5/Extremely Well Qualified – A grades in the comparable college course
- Exam Score of 4/Well Qualified – Grades of A-, B in the comparable college course
- Exam Score of 3/Qualified – Grades of B-, C+, and C in the comparable college course
- Exam Score of 2/Possibly Qualified
- Exam Score of 1/No Recommendation

College credit and/or advanced placement can be a big reward for all the hard work you put into your AP courses and exams. Also, when you enter college with credit you've already earned through AP, you can save time and money. With a head start on your degree, you may have the flexibility to move into upper-level courses sooner, pursue a double major or study abroad.

ALL STUDENTS WHO ELECT TO TAKE AN AP COURSE ARE EXPECTED TO TAKE THE NATIONAL AP EXAM ADMINISTERED BY THE COLLEGE BOARD IN MAY.

AP Courses Offered

★ Chemistry	★ Music Theory
★ Biology	★ Studio Art: Drawing
★ Physics I	★ Studio Art: 2D
★ Physics II	★ US History
★ Calculus AB	★ World History
★ Calculus BC	★ Government
★ English Language & Composition (English III)	★ Macroeconomics
★ English Literature & Composition (English IV)	★ Statistics
	★ Environmental Systems
	★ Spanish Language (Spanish IV)
	★ AP Human Geography

College Board

Each AP course’s contents are delineated within an official Course Description booklet, developed by AP Development Committees composed of college faculty from a wide range of institutions, including Duke, Harvard, Michigan State University, Middlebury College, Princeton, Stanford, Tufts, University

of California-Berkeley, University of Maryland, University of North Carolina, University of Virginia, Washington University, and Yale. The excerpted portions of the course descriptions and sample AP exam questions on the following pages are representative of AP courses in the core academic areas of science, history, English, and math. This information can also be found at www.apcentral.collegeboard.com.

Any student that takes the PSAT has access from College Board to online test preparation through a partnership between College Board and Khan Academy. An additional tool available is the AP Potential Indicator. The AP Potential Indicator recommends AP subjects for which a given student has a high likelihood of scoring a 3 or better on an exam in a given course. These recommendations are formulated from the PSAT score the student receives. All stakeholders should examine a student's AP Potential when guiding students on best course options. In order to take advantage of all the tools College Board has to offer, students should register at <http://student.collegeboard.org/>

Each college and university makes its own decisions about awarding credit and placement. Most have a written policy spelling out things like the minimum required score to earn credit for a given AP Exam, the amount of credit awarded and how credits are applied. The College Board website www.apstudent.collegeboard.org - allows you to search for credit policies at colleges and universities you are interested in attending.

Dual Credit Course Enrollment

Dual Credit Courses (Dual Credit) afford students an additional opportunity to engage in college-level work. These courses are offered through an agreement with a local college, university or community college where a high school junior or senior can simultaneously earn high school and college credit. They also provide students with a smoother transition to college once they graduate. Given the rigorous and demanding nature of Pre-AP and AP and the commitment required for dual credit for both students and teachers, a strong administrative, parental, and community support is essential. Therefore, our focus is to provide a sense of shared purpose, a clear sense of long-term commitment, and a community-wide desire to achieve these goals.

What are the benefits?

- Building a college transcript while still in high school
- Experiencing college curriculum and exposure to rigorous classes
- Earn credits towards an Associate or Baccalaureate degree or technical certificate May shorten the time to attain a college degree

Who is eligible for dual credit?

Students who:

- Meet the entrance requirements of the institution of higher learning.
- Have the approval of the high school principal or designee.
- Demonstrate college readiness through meeting TSI requirements.
- Have completed prerequisite courses.

How many dual credit courses is a student allowed to take?

- Please speak to your counselor regarding the appropriate course load and requirements for your graduation plan.

What is the cost for dual enrollment courses?

- The cost of courses is determined by Hill College.
- Current courses are approximately \$309 for 3 credit hours.

- Students are also responsible for the cost of textbooks.

Approved Dual Credit Courses

BISD Course Title	College Course Number	College Course Title
English 4	ENGL 1301 AND ENGL 1302	English Composition I AND English Composition II
Government	GOVT 2305	United States Government
English 3	ENGL 1301 AND ENGL 1302	English Composition I AND English Composition II
Economics	ECON 2301	Macroeconomics
Psychology	PSYC 2301	General Psychology
Sociology	SOCI 1301	Introduction to Sociology
Special Topics in Social Studies	GOVT 2306	Texas State & Local Government
US History	HIST 1301 AND HIST 1302	US History I AND US History II
Communication Applications	SPCH 1315	Public Speaking
Pre-Calculus	MATH 1314 AND Math 1316	College Algebra AND Plane Trigonometry
Biology 2	BIOL 1408 AND BIOL 1409	Biology I for Non- Majors AND Biology II for Non-Majors

AVID Advancement Via Individual Determination

AVID is a college readiness system for elementary through higher education that is designed to increase schoolwide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change. AVID students are more likely than their peers to successfully complete rigorous academic courses, with more than 73 percent of the 2012 AVID seniors reporting taking at least one higher-level course, such as AP®, IB® or Cambridge®, and 61 percent taking the corresponding exam. AVID also significantly closes the achievement gaps between groups of students. Regardless of ethnicity or economic background, AVID students complete courses required for admission into four-year colleges or universities at a rate consistently higher than their peers.

National Honor Society

Membership in Chapters of National Honor Society (NHS) at Burleson High School and Centennial High Schools is an honor bestowed upon individual students by the faculty council on behalf of the faculty and administration. Selection is based on four criteria: scholarship, leadership, character and service. Qualified students in residence all of the semester preceding the selection process shall be considered for membership. For more detailed information please see www.nhs.us.

1. Student academic records shall be reviewed to determine scholastic eligibility. A list of eligible students shall be posted for one designated week. Students (both juniors and seniors) will be invited to become members of the NHS during the fall.
2. A student must have an accumulative weighted numerical grade average of ninety-two beginning with the ninth grade to be eligible scholastically.
3. Scholastically eligible students may obtain and complete a Student Activity Information Form as the next step in the selection process. All students desiring consideration for membership shall return the information by the designated deadline.
4. All faculty members shall be offered the opportunity to give input on eligible candidates in the areas of service, character and leadership and shall be on a yes/no basis in these areas. The majority vote of the faculty council shall represent the ultimate selection for chapter membership as required by the National Constitution.
5. The five members of the faculty council, appointed by the principal, shall make final selections after Student Activity Information Forms (in #3 above) and the faculty recommendations.
6. Students selected for membership shall be notified by written invitation.
7. Students who question their non-selection shall request and receive an opportunity to present their opinions to a committee consisting of the principal, advisor and five member faculty council and may be accompanied by their parent(s).

Career and Technical Education

Career and Technical Education courses allow students to use academic knowledge and problem solving skills while acquiring occupationally specific skills as part of their high school curriculum. As technology has enhanced access, variety and exchange of information, completion of high school may not follow the traditional route to postsecondary institutions. The state of Texas implemented career and technology education as a means to expand and achieve competency-based learning. Various types of programs are offered: laboratory program classes, practicums, internships and a variety of courses centered on technology.

CTE Public Notice

Public Notification of Nondiscrimination in Career and Technical Education Programs

1. Burleson Independent School District offers career and technical education programs in Agricultural, Food, and Natural Resources, Architecture and Construction, Arts, A/V Technology and Communications, Business, Management and Administration, Education and Training, Finance, Health Science, Hospitality and Tourism, Human Services, Information Technology, Law, Public Safety, Corrections, and Security, Manufacturing, Marketing, Science, Technology, Engineering, and Mathematics, Transportation, Distribution and Logistics.
2. It is policy of Burleson Independent School District not to discriminate on basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by

Title VI of The Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

3. It is the policy of the Burleson Independent School District not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment; practices are required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of the Age Discrimination Act of 1975,, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.
4. Burleson Independent School District will take steps to assure that lack of English Language skills will not be a barrier to admission and participation in all educational and vocational programs.
5. For information about your rights or grievance procedures, contact the Title IX AND Section 504 Coordinator, Lucretia Gattrell at 1160 SW Wilshire Blvd., Burleson, Texas 76028, 817-245-1000.

Notificación Pública de Anti-Discriminación en Programas Educativos de Vocación y Técnica

1. El Distrito Independiente Escolar de Burleson ofrece programas educativos en Vocación y técnica en Agricultura, Comida, Recursos Naturales, Arquitectura y Construcción, Artes, Tecnología y Comunicación Audiovisuales, Empresas, Dirección y Administración, Educación y Entrenamiento, Finanzas, Ciencia de Salud, Hospitalidad y Turismo, Servicios Humanos, Tecnología Informacional, Ley, Seguridad Pública, Corrección Penal y Seguridad, Manufactura, Mercadotecnia, Ciencia, Tecnología, Ingeniería, Matemáticas, Transportes, Distribución y Logística.
2. Es el reglamento del Distrito Independiente Escolar de Burleson no discriminar a base de raza, color, origen nacional, sexo o impedimento (hándicap) en sus programas vocacionales, servicios o actividades, tal como es requerido en el Título VI del Acto de Derechos Civiles de 1964, como enmendado.
3. Es el reglamento del Distrito Independiente Escolar de Burleson no discriminar a base de raza, color, origen nacional, sexo, impedimento (hándicap) o edad en sus prácticas de empleo como requerido por Título VI del Acto de Derechos Civiles de 1964, como enmendado; Título IX de la Enmienda Educativa del Acto de Rehabilitación de 1973, como enmendado.
4. El Distrito Independiente Escolar de Burleson hará todo lo posible para asegurarse que la falta de habilidad en el idioma de Inglés no será una barrera para admisión y participación en todos sus programas educativos y vocacionales.
5. Para más informes sobre sus derechos o los procedimientos de queja, póngase en contacto con el del Título IX y Sección 504: Lucretia Gattrell, en 1160 S.W. Wilshire Blvd., Burleson, Texas 76028, o hable al 817-245-1000

Certifications and Licensures

Students have the opportunity to earn industry-recognized certifications and licensures, leading to either more specialized instruction in a given field, or a leap forward on the path of postsecondary education. Industry certifications are gaining importance in the business world as evidence of skill attainment. Earning a certification gives students a sense of accomplishment, a highly valued professional credential, and helps make them more employable with higher starting salaries. Industry certifications have been aligned with the Career Pathways. Certification opportunities are one avenue through which Career and Technology Education fulfills its goals under state law. The Texas Education Agency is trying to provide as many opportunities as possible for students' professional growth and development. CTE continues consultations with local business and industry to determine which certifications or licenses would be most sought after by area employees.

Advanced Technical Credit through Career & Technical Education Courses

Burleson ISD students can earn postsecondary technical credit through participation in designated Career and Technical Education (CTE) Advanced Technical Credit (ATC) courses. The ATC Program

gives Burleson ISD students a chance to receive credit at participating community colleges across Texas for taking certain enhanced technical courses during high school. Burleson ISD currently offers the following statewide articulated CTE courses:

Agricultural Mechanics & Metal Technology
Business Information Management I
Business Information Management II
Culinary Arts
Law Enforcement I
Court Systems & Practices
Health Science Technology I
Medical Terminology

Participating community colleges have agreed to offer students technical postsecondary credit for these courses provided the college offers the course and the student meets certain criteria. The teachers of the courses listed above have all attended ATC teacher certification training and teach the high school course so that it is enhanced to meet the content of the equivalent college course

Project Lead the Way

Project Lead The Way's comprehensive curriculum for engineering sciences promotes critical thinking, creativity, innovation and real-world problem solving skills in students. Many universities provide the opportunity to receive college credit for PLTW courses, when two or more courses are completed at the high school level. Credit earned can increase the student's registration priority for collegiate level courses.

Extra Curricular Eligibility

Eligibility Criteria for Extracurricular Activities

Extracurricular activities are school-sponsored activities designed to achieve specific goals that contribute to a student's personal, physical and social development. They encourage cooperative attitudes, acceptance of responsibility, increased student involvement, the development of specific interests and skills, and a carry-over of these attributes into post-high school life. It is important to realize that participation in extracurricular activities is a **privilege and not a right**, and students must see specific requirements of the state law in order to participate.

A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any academic class (below 65 for any advanced class), or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility when the principal and teacher determine that he or she has: (1) earned a passing grade (70 or above) in all academic classes or 65 or above in advanced classes and (2) completed the three school weeks of ineligibility.

The sole purpose of eligibility rules and contest regulations is to keep competition equitable and to maintain activities in proper perspective. It is the responsibility of each school to see that students do not compete unless they comply with all eligibility rules. It is also the responsibility of the student to observe and obey these standards. According to UIL standards, students are eligible to represent their school in interscholastic activities if they:

- have not graduated from high school,
- are full-time, day students in the school, and have been in regular attendance at the school since the 6th class day of the present school year, or have been in regular attendance for 15 or more calendar days before the contest or competition,

- are in compliance with state law and rules of the Commissioner of Education, (see [TEA-UIL Side By Side](#))
- are enrolled in a four year, normal program of high school courses, and initially enrolled in the 9th grade not more than 4 years ago nor in the 10th grade not more than 3 years ago,
- were not recruited,
- are not in violation of the awards rule, and
- meet the specific eligibility requirements for academic, music and/or athletic competition.

The UIL defines advanced courses for the purpose of eligibility as AP and Dual Credit courses in the areas of English Language Arts, Mathematics, Science, Social Studies and Languages other than English (LOTE). In addition, courses designated as Pre-AP in the areas of English Language Arts, Mathematics, Science, Social Studies and Languages other than English (LOTE) qualify as advanced for the purposes of eligibility.

**Additional guidelines may apply to specific categories, for more information consult www.uil.utexas.edu.*

High School Grading Guidelines

Assignment and Calculation of Grades

The assigning of a grade in a particular course should reflect a student's mastery of the skills and content of the course.

Six-Week grades shall be assigned according to the following:

1. 60% of a grade shall be based on summative exams or other summative assessments . Summative exams or other summative assessments may include, but are not limited to, tests, projects, long term assignments, presentations, papers and/or reports.
2. 40% of a grade shall be based on formative assessments and assignments. Formative assessments and assignments may include, but are not limited to, class discussion, daily practice, checkups, periodic quizzes, homework, classwork, and/or teacher observation. These grades should be a balanced representation of the types of work completed during the course of the grading period.
3. Exceptions to these percentages shall be based on specific rationale agreed upon by the principal and the teacher.
4. Grades shall be based on mastery of the curriculum. Grades shall not be awarded for any non-academic activities such as a compliance grade for returning a report card.
5. A grade of 69 for the six-week grading period is discouraged as it is difficult to justify.
6. An Incomplete (I) will be issued based upon the following criteria: enrolling the last five days of the grading period without receipt of grades from the previous school. Extension of the five days must be with approval from the principal or principal's designee. Teachers are required to clear Incompletes prior to the end of the next three-week grading period within a semester.

Semester grades shall be assigned according to the following:

1. Each six-week grade comprises 28.33% of the semester grade
2. The semester exam comprises 15% of the semester grade
3. A grade of 69 for the semester is discouraged as it is difficult to justify.
4. An Incomplete (I) will be issued based upon the following criteria: (1) missing assignments due to absence (2) enrolling the last 15 days of the grading period without receipt of grades from the previous school.

5. Incompletes (I) may be recorded for a period not to exceed five days after each semester including semester exams, so students will be allowed five school days to complete assignments/assessments. Extension of the five days must be with approval from the principal or principal's designee. A zero will be recorded for Incompletes after the five-day grace period.
6. All courses receiving a numeric grade are calculated in the Grade Point Average (GPA).
7. Grades for dual credit courses will be assigned based upon the approved college syllabus for the course.

Promotion, Retention, and Award of Credit

Mastery of at least 70 percent shall be required. Grade-level advancement for students in grades 9-12 shall be earned by course credits.

1. If a student earns a grade of 70 or above in a one-semester course, full credit for the course shall be awarded.
2. If a student earns a grade of 70 or above both semesters of a full year course, full credit for the course shall be awarded.
3. If a student's fall and spring average is equal to or greater than 70, full credit for the course shall be awarded.
4. Credit shall be awarded for a failed semester when it is repeated and the student earns a grade of 70 or above.

Classification Credit Requirements	
Freshman	0-5.5
Sophomore	6-11.5
Junior	12-17.5
Senior	18+

Reclassification of grade levels will be made annually. For students who have been retained, reclassification may occur at semester depending upon accumulation of credit and course enrollment.

Assessments, Reassessment, and Late Work

Summative Exams

Students will be given a reasonable opportunity to improve the grade on any summative assessment in which a grade below 70% was earned. The format of a reassessment may be modified, but will cover the same information. Reassessments must be completed within three school days of student notification of the failing grade. Reassessments shall be graded on a 100-point scale with a maximum grade of 70%.

Other Summative Assessments

Projects, papers, and other assignments that are considered summative and not submitted by the assigned due date will receive a grade of zero and are subject to the requirement of reassessment. The format of a reassessment may be modified, but will cover the same information. Reassessments must be completed within three school days of student notification of the failing grade. Reassessments shall be graded on a 100-point scale with a maximum grade of 70%. No other late penalty shall be assessed.

Formative Assessments and Assignments Not Completed or Turned in Late

Students will have a two-day window to complete assignments. Teachers are responsible for implementing a process to assist students in completing missing work within a two-day window. The penalty for late work is a 10-point reduction for the first day the assignment is late. Assignments turned in the second day late will have a 30-point reduction. After the second day, a score of zero will be assigned. Extension of the two days and penalties for late work must be with approval from the teacher and the principal.

Grade Posting, Progress Reports, and Parent Communication

Grade Posting

Parents and students may view grades in Family Access. Upon request, printed copies of grades shall be provided. Teachers are required to keep grades up to date and post formative assessments and assignments and summative exams and other summative assessments within five school days of the due date. Exceptions to the grade-posting timeline may occur only with principal approval.

Progress Reports and Parent Communication

Teachers will provide a progress report at the designated progress report date for any student who has an average below 75. Students are to return the progress report signed by a parent if the performance level is below a 75. This allows failing students or students at risk of failing sufficient time to improve their grades and provides parents information to help their children address their grades(s).

After the progress report period, if any student's average falls below passing or drops significantly, the teacher will initiate parent communication.

Minimum Number of Grades

During each grading period, at least eight separate grades shall be assigned. Of the eight grades, at least two grades shall be summative. Three of the formative grades and one of the two summative grades shall be reported prior to the three-week grading period. Grades should be based on mastery of the curriculum. Modifications to this shall be based on mutual agreement between the principal or principal's designee and the teacher.

Make-up Work

All students shall be allowed to make up work assigned during absences. For each day absent, students will have two school days to complete missed assignments. Under extenuating circumstances, such as long-term illness or family emergencies, teachers may give students more time to make-up assignments. When an "other summative assessment" was given prior to the student's absence, a shorter time frame may be required.

Modifications of this procedure requires approval of the principal or principal's designee-

Academic Dishonesty

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 other supervising professional employee after consideration of written materials, observation or information from students. Students found to have engaged in academic dishonesty may be assigned a consequence up to and including the receipt of a zero on the assignment in question. Such action shall be determined jointly by the teacher and campus administrator.

Semester Exams

Semester exams will be independent and objective assessments to certify mastery of course content by students. All high school credit course semester exams may be comprehensive and must measure the mastery of the Texas Essential Knowledge and Skills. Semester exams shall count 15% of the grade. Semester exams are final and are not subject to retesting.

A student may earn exemptions based on his or her grade classification by having a semester average of 80 or higher in the class for which the student is seeking an exam exemption, and two or fewer absences in the class for which the student is seeking an exam exemption prior to the day of the semester exam. All absences are counted per class period whether excused or unexcused with the following documented exceptions: participation in school-sponsored activities, religious holy days, and pre-approved college visits.

- Freshmen - 1 exam exemption per semester
- Sophomores - 2 exam exemptions per semester
- Juniors - 3 exam exemptions per semester
- Seniors - 4 exam exemptions per semester

Students who have a DAEP placement, JJAEP placement, or in-school or out-of-school suspension are not eligible for exemption. If a student does not meet standard on an EOC in the previous year, he/she is not eligible for exemption in the corresponding course.

Students are required to attend classes in which they are exempt on examination days. An exemption is an exam exemption and not an attendance exemption. Students receiving exemptions are encouraged to take the examination and have it scored. If the examination score will improve a student's grade average, it will be calculated as part of the semester average. Otherwise, the examination grade will not be counted.

Recovery of Credit

A student who does not receive a passing grade of 70 or does not receive credit may recover that credit through various options such as summer school, college-approved credit by exam with prior instruction, credit recovery lab, or other district-approved options.

Grade Point Average (Refer to Policy EIC (Local))

Summer School Grades

A student failing the regular semester and attending summer school for that respective semester shall receive a passing grade for that course when the curriculum is mastered.

Advanced Placement and Dual Credit Grades

It is encouraged that students challenge themselves with college level courses. Advanced Placement classes may earn college credit for students scoring a three or higher on an Advanced Placement examination and provide weighted credit toward a student's grade point average. Dual credit courses may earn college credit for students. Beginning with the graduating class of 2018-2019, dual credit courses may also provide weighted credit toward a student's grade point average.

Grading for Students with Disabilities

All grades will be based upon work completed with accommodations provided as agreed upon by a student's 504 or Admission, Review and Dismissal (ARD) committees.

An " " will be utilized to indicate a grade received based upon work completed on a modified content standard as agreed upon by a student's ARD committee.

Summer Enrichment

Summer enrichment must be coordinated and consistent between the high schools and approved through district administration.

Policy and Procedures

Calculating GPA

For students on the Recommended and DAP Graduation Plan, the following guidelines govern the calculation of grade point averages (GPA):

1. All numerical grades shall be used to compute a student's GPA.
2. Credit for a course shall be awarded only once, but when retaking a course, each average shall be used in the computation of the student's GPA.

For students on the Foundation High School Plans (FHP) the following guidelines govern the calculation of grade point averages (GPA) :

1. All course numerical grades shall be used to compute a student's GPA.
2. Credit for a course shall be awarded only once, but when retaking a course, each average shall be used in the computation of the student's GPA.

Rank in Class

Senior class honor students shall be designated at the end of the fifth six-week period of the senior year. Rank-in-class shall be determined in accordance with the following provisions:

1. All courses shall be included in computing class rank. This includes: high school credit courses taken in middle school, dual enrollment courses, virtual school courses, summer school courses, and distance learning under the supervision of district personnel.
2. Course grades receiving more than one credit shall be included that number of times in the averaging.
3. Students shall be preliminarily ranked at the end of the seventh semester for college admission purposes.
4. All students eligible for graduation shall be included in computing class rank.
5. Students who complete the Distinguished Achievement Program or meet the requirements for Distinguished Achievement on the Foundation High School Plan shall be recognized as Distinguished Scholars at graduation.
6. For local honors only, the top ten percent of the graduating class shall be determined by the grade point average (GPA) of students who graduate under the Advanced/Distinguished Achievement Program or the Recommended Program for students entering high school prior to 2014-2015. Students entering high school in 2014-2015 and beyond must complete the Foundation High School Plan with Endorsement and meet the requirements of Distinguished Achievement for top ten percent honors.

Weighted Courses

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

Weighted Grade Points for Students Entering Ninth Grade Prior to 2015-2016

Grade	Advanced Placement/Pre-Advanced Placement Courses	On-Level Courses
100	5.00	4.00
99	4.90	3.90
98	4.80	3.80
97	4.70	3.70
96	4.60	3.60
95	4.50	3.50
94	4.40	3.40
93	4.30	3.30
92	4.20	3.20
91	4.10	3.10
90	4.00	3.00
89	3.90	2.90
88	3.80	2.80
87	3.70	2.70
86	3.60	2.60
85	3.50	2.50
84	3.40	2.40
83	3.30	2.30
82	3.20	2.20
81	3.10	2.10
80	3.00	2.00
79	2.90	1.90
78	2.80	1.80
77	2.70	1.70
76	2.60	1.60
75	2.50	1.50
74	2.40	1.40
73	2.30	1.30
72	2.20	1.20
71	2.10	1.10
70	2.00	1.00

Any grade below 70 earns 0 grade points.

For students entering ninth grade 2015-2016 and beyond, use the following weighted grade scale:

Weighted Grade Points for Students Entering Ninth Grade 2015-2016 and Beyond			
Grade	Advanced Placement	Pre-Advanced Placement/Dual Credit Courses	On-Level Courses
97-100	5.0	4.5	4.0
94-96	4.8	4.3	3.8
90-93	4.6	4.1	3.6
87-89	4.4	3.9	3.4
84-86	4.2	3.7	3.2
80-83	4.0	3.5	3.0
77-79	3.8	3.3	2.8
74-76	3.6	3.1	2.6
71-73	3.4	2.9	2.4
70	3.2	2.7	2.2
No weighted credit points shall be added for grades lower than 70.			

Selection of Honor Graduates

The following honor graduate categories and requirements represent the high achievement targets for all students:

- **Summa Cum Laude** - graduation under the Distinguished Achievement Program with a 3.5 GPA or higher on a 4-point scale.
- **Magna Cum Laude** - graduation under the Distinguished Achievement Program with a 3.0 GPA or graduation under the Recommended Program with 3.5 GPA or higher on a 4-point scale.
- **Cum Laude** - graduation under the Recommended Program with a 3.25 GPA to a 3.49 GPA on a 4-point scale.

To qualify as an honor graduate, a student shall not have engaged in any serious misconduct violation of the Student Code of Conduct, including removal to a disciplinary alternative education program (DAEP), a three-day suspension, or expulsion during the student's last two semesters. Should the conduct standard not be met, the student may appeal this restriction to the principal for reconsideration.

Beginning with the graduating class of 2010, the highest ranking students (summa cum laude) shall determine who speaks at graduation (EIC (LOCAL)). In addition to the students giving the opening and closing remarks, summa candidates may have speaking roles at graduation ceremonies.

All honor graduates of the District shall be selected using the following method:

1. The weighted grade point average shall be used to determine each of the above selections. The weighted grade point average shall include all courses taken in grades 9-12 except correspondence courses and pass/fail courses.
2. Any valedictorian scholarship shall be given to the student who meets all the following criteria: attainment of the highest GPA, completion of the Distinguished Achievement Program, enrollment in the District from the start date of the District Calendar for the senior year, and qualification for the honor graduate status described above. In the event of a tie for the highest GPA, the following procedures shall be used, in order, until a selection is made:
 - a. The highest grade average obtained to the seventh decimal point when all common courses taken by the students who are tied are averaged. Common courses shall include only those courses in mathematics, science, language arts, social studies, and foreign language.
 - b. If, after the tie-breaker procedure has been followed, there are still ties, a numerical average to the seventh decimal of all AP courses in the core curriculum including foreign language on the transcript shall be used to determine the selection. This average shall include only those courses that have been taken on the District campus.
 - c. Should the tie-breaker procedures fail to rank those tied, all will receive local honor graduate status and shall cast lots to receive the state scholarship.
3. If the student believes that he or she should have been considered as an honor graduate and has not been contacted, it is his or her responsibility to request a transcript plan check and a grade point average check.

Pass/Fail Courses

For classes graduating prior to 2018-2019, students shall be encouraged to take advanced courses and develop talents in skills classes. As an incentive, students may elect to take advanced or skill courses on a pass/fail basis, so long as the courses are not being used as credits for graduation and the student has already completed 15 hours of coursework. Courses taken on a pass/fail basis shall not be included in class rank or GPA.

Beginning with the graduating class of 2018–2019, high school seniors shall be encouraged to take advanced courses and develop talents in extracurricular courses. As an incentive, a senior may elect to take one advanced course and one extracurricular course on a pass/fail basis, so long as the courses are not being used as credits for graduation.

Intent to take a course pass/fail must be declared within the first three weeks of the semester and approved by the school principal or designee. Students should consult his/her counselor to determine the appropriateness of a pass/fail course and complete the required application.

Any change to the requirements or deadline for application must be made by the principal or principal's designee.

Dropping Courses

Students wishing to drop a course must contact their assigned counselor for necessary procedures.

Summer School

The primary purpose of summer school is to offer the student an opportunity to remediate academic deficiencies and to earn credit for subjects failed. Recognizing the particular need for some students to graduate at an earlier date, online courses are available during summer school. All phases of summer school work comply with Texas Education Agency regulations. The course and programs meet the same standards as the regular term.

Transcripts and STAAR Scores

Students may request transcripts through the Registrar's Office. A transcript will be sent to colleges, schools, and universities at the appropriate time and designated as an "Official Copy" only at the time of its authorized release to another institution of higher learning. Each student will be provided with one transcript after the fall semester and one final transcript free of charge. There will be a \$2 charge for each additional transcript.

Students will be provided with a Confidential Student Report (CSR) for STAAR in May of each school year. Students may request additional copies through the Registrar's Office. There will be a \$2 charge for each additional copy.

BISD does not provide or send copies of college entrance exam scores --SAT, ACT, PSAT, Advanced Placement--to institutions. Students should contact the testing agency to request copies of those scores.

College and Career Readiness

Four Year Plan

All high school students will create a four year plan with counselors and will monitor and adjust their plan each year. Through this process, students will plan out courses to take in order to (a) complete high school graduation requirements (b) gain perspective on post-secondary opportunities. The benefits to four-year-planning include awareness of your progress regarding general requirements and gaining a sense of direction.

Career and Technical Education courses allow students to use academic knowledge and problem solving skills while acquiring occupationally specific skills as part of their high school curriculum. As technology has enhanced access, variety and exchange of information, completion of high school may not follow the traditional route to postsecondary institutions. The state of Texas implemented career and technical education as a means to expand and achieve competency-based learning. Various types of programs are offered: laboratory program classes, practicums, internships and a variety of courses centered on technology.

Explanation of Eligibility for Automatic College Admission Under the Automatic Admission Policy

Texas students may be eligible for automatic admission to a state college or university as an undergraduate student if they meet certain criteria. To qualify for automatic admission, a student must: (1) earn a grade point average in the top 10 percent* of his/her high school graduating class, (2) graduate from a Texas public or private high school (or, if the student is a Texas resident, from a high school operated by the U.S. Department of Defense), (3) successfully complete the requirements for the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP) (or the equivalent if enrolled in private school) or satisfy ACT's College Readiness Benchmarks on the ACT college entrance exam or earn a score of at least 1,500 out of 2,400 on the SAT college entrance exam, and (4) apply for admission to a state college or university within the first two school years after graduation from high school.

Beginning with admissions for the 2011-2012 school year, The University of Texas at Austin (UT) is no longer required to automatically admit applicants in excess of 75% of its enrollment capacity for first-time resident undergraduate students. Should the number of applicants who qualify for automatic admission exceed 75% of enrollment capacity, UT shall provide notice of the percentage of qualified applicants that are anticipated to be offered admission.

For the complete text of this statute, please refer to the 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's Automatic College Admission webpage at <http://www.tea.state.tx.us/index2.aspx?id=2147485632>.

A list of state colleges and universities appears in TEC §61.003(3), general academic teaching institutions, available online at <http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.61.htm#61.003>.

Texas Success Initiative

Students attending Texas public institutions of higher education must be in compliance with the Texas Success Initiative (TSI), as of fall 2003 (Texas Education Code §51.3062) in order to enroll in public institutions of higher education. The law requires all entering college students to be assessed for college readiness in reading, mathematics and writing unless the student qualifies for an exemption. Each student who fails to meet the minimum passing standard of the exam offered by the institution must be placed in a developmental education program designed to help the student achieve college readiness. Please contact your college of choice for additional information on TSI requirements and exemptions.