



Committed to Excellence in Education

Greg Smith, Ph.D.
Superintendent of Schools

2425 East Main Street
League City, Texas 77573-2799

(281) 284-0002
FAX (281) 284-0005
Email: grsmith@ccisd.net

January, 2014

Dear Students:

A strong academic foundation is perhaps the most important element in a well-rounded education. If you succeed in building this foundation, you will benefit from it the rest of your life.

To recognize students who achieve academic excellence in high school and a commitment to college and workforce readiness, we have developed the Superintendent's Scholars program. This program is designed to recognize the District's top academic achievers. To be eligible, you must have a grade of at least 95 (85 in Advanced Academic, PreAP, AP, and Dual Credit courses) in all courses.

Because this is such an important achievement, there will be an annual special recognition of Superintendent's Scholars.

I hope you will strive to do your best throughout your high school years and that you will work to become a Superintendent's Scholar. Being named a Superintendent's Scholar is an honor in which we all can take great pride.

Sincerely,

Greg Smith, Ph.D.
Superintendent

Clear Creek Independent School District Mission Statement

The mission of the Clear Creek Independent School District, a diverse community unified by a spirit of exploration and excellence, is to develop students who will lead the way to the future by educating and equipping them with the skills necessary to excel in the 21st century through a system characterized by meaningful community relationships and a comprehensive curriculum facilitated by a highly qualified team committed to Courage, Collaboration, Innovation, and Self-Direction.

SUPERINTENDENT'S SCHOLARS

The Clear Creek Independent School District and the Superintendent issue a challenge to all high school students in the District – make the most of your educational opportunity by striving to excel academically.

The Clear Creek Independent School District Superintendent's Scholars program is an opportunity for you, as a high school student, to be recognized for outstanding academic achievement.

There are three criteria for being named a Superintendent's Scholar:

1. The student must be enrolled at Clear Brook High School, Clear Creek High School, Clear Falls High School, Clear Horizons Early College High School (CHECHS), Clear Lake High School, Clear Springs High School, or Clear View Education Center. Qualifying grades must be earned through a CCISD high school during the school day.
2. The student must earn a grade of at least 95 in all courses, each semester, in which the student is enrolled (85 in Advanced Academic, PreAP, AP, Dual Credit and Concurrent Enrollment courses).
3. The student must not have been assigned to In-School Suspension (ISS) or Alternative Education Program (AEP) or removed from school for disciplinary reasons during the period in which the student earned the academic honor.

Each year, Superintendent's Scholars will be recognized in the second semester.

Because this is such an important achievement, Superintendent's Scholars will be honored in several ways:

1. The student will receive a certificate and a writing pen for a one-year scholar, a certificate and a Superintendent's Scholar key chain for a two-year scholar, a certificate and a pad-folio for a three-year scholar, and a certificate and a medallion for a four-year scholar.
2. The student will receive special recognition in newspapers and Clear Creek Independent School District publications.
3. The student who achieves Superintendent's Scholar status will be honored in the spring and invited to a special ceremony with the Superintendent. The following system will be used to determine Superintendent's Scholars: ninth grade, fall semester; tenth grade, prior spring-fall; eleventh grade, prior spring-fall; and twelfth grade, prior spring-fall semester.

Students who achieve Superintendent's Scholar status will be notified as soon as the information becomes available.

**ADVANCED ACADEMIC/PRE-ADVANCED PLACEMENT/
ADVANCED PLACEMENT PROGRAMS**

Benefits of PreAP Coursework

A Different Kind of Class:

- Through increased rigor, PreAP courses can help students acquire the skills and habits needed to be successful in high school and college. Through these courses, students will improve writing skills, time management skills, study habits and sharpen problem-solving abilities.
- A PreAP classroom is different—in the teacher's approach to the subject, student attitudes, and ways of thinking. In the PreAP classroom, the priority lies in intense discussions, rigorous learning with real-world applications, and clear and persuasive writing. Classroom activities are designed to engage students in problem solving, academic discourse and critical analysis.

Considerations for PreAP Coursework

- The ability to prioritize time and interests
- A positive attitude toward challenging coursework
- A strong work ethic
- Encouragement of teacher input
- Independent study habits
- Performance on State assessments
- Course Level Change Procedures (see page 92)

Equity and Access to PreAP and AP Courses

CCISD has a genuine commitment to preparing ALL students for challenging academic work. PreAP and AP courses have open enrollment, and students are encouraged to reap the benefits of rigorous coursework. College Board research clearly shows that students who participate in challenging coursework, including PreAP and AP courses, have considerably higher success in college.

Advanced Placement Courses

Enrollment in Advanced Placement courses should be based on a combination of ability, interest, and a desire to intellectually challenge oneself, since the curriculum requires more advanced and intensive work. Students may enroll in Advanced Placement courses in any subject in which they are offered.

As college level courses, Advanced Placement courses prepare a student for the Advanced Placement Examinations given by the College Board in the spring semester. A successful score, stipulated by each individual university on each Advanced Placement examination, determines the amount of college credit and/or course placement. Students enrolled in Advanced Placement courses are strongly encouraged to take the corresponding examination. Financial aid to defray examination costs is available for eligible students.

CCISD Advanced Placement Offerings

Chinese Language and Culture English Language and Composition English Literature and Composition	French Language German Language Latin–Vergil	Spanish Language Spanish Literature
Calculus AB	Calculus BC	Statistics
European History Gov't and Politics: Comparative Gov't and Politics: United States	Human Geography Macroeconomics Microeconomics	Psychology United States History World History
Biology Chemistry Environmental Science	Physics 1 Physics 2 Physics C: Mechanics, Electricity and Magnetism	
Art History Music Theory	Studio Art: 2-D Studio Art: 3-D	Studio Art: Drawing
Computer Science A		

PROGRAMS DESIGNED FOR GIFTED AND TALENTED STUDENTS

CCISD offers programs for gifted/talented students in grades K-12. Teachers and counselors in each secondary school aid these students in assessing their strengths and in determining their goals as they select their courses each year. At the high school level, the gifted/talented students are served through the Advanced Academic, Pre-Advanced Placement, Advanced Placement Programs and Independent Study Mentorship. Information concerning participation in the gifted/talented program may be obtained from the Gifted & Talented office.

PROBATION/FURLOUGH/EXIT PROCEDURES FOR GIFTED AND TALENTED STUDENTS

See Policy EHBB

Probation is for any GT student receiving below a 70-grade average during a nine week grading period in any core class (English/Language Arts, Science, Math, and/or Social Studies). Notification will be provided to the parent so that collaboration and/or interventions may be provided and the student's progress will be monitored.

Probation Guideline:

One or more of the following may initiate the probation: a classroom teacher, advanced academic specialist, campus GT liaison, counselor, principal, parent(s), or the Coordinator of Gifted and Talented Programs. A probation committee comprised of three professional staff members with GT Awareness Training will determine specific improvements the student must make within the probation period. A GT Probation Committee may be called at any time the student is at risk of academic failure.

At the end of the probationary period, the student's progress will be re-evaluated by a committee. If the student is passing all core courses, the student will be removed from probation; if not, the committee will re-evaluate.

Furlough is defined as a leave of absence from the GT program that may last for up to one year. A furlough may be initiated by a student/ parent/ teacher or for continuous low performance.

Furlough Guideline:

A student may be placed on furlough (leave of absence) from the GT program for up to one year for any of the following reasons:

- If a student fails the state-mandated state assessment, he/she will be placed on furlough for one year until passing the next year's state assessment. The committee may consider extenuating circumstances. If the student fails the state assessment again, he/she will be considered for exit from the GT program.
- If a student fails to meet the terms of his/her probation by failing a core class (English/Language Arts, Science, Math, and/or Social Studies) for the semester or the school year, he/she may be furloughed from the GT program.
- At the elementary or secondary level, if a student chooses not to participate in the levels of service offered to GT students—GT pullout program and/or Pre-AP/AP/GT courses—he or she will be furloughed from the GT Program.

Elementary students who are furloughed from the GT program will not attend GT pullout classes. A WAVE Magnet student who is placed on furlough from the GT program will return to his/her home intermediate campus.

At the end of the furlough period, a student will be re-evaluated by a committee. A decision will be made regarding the reinstatement of the student in the GT program or to initiate exit guidelines.

Exit is defined as the removal of a GT identified student from the GT Program. This removal can be initiated by a student/ parent/ teacher or for other supporting circumstances.

Exit Guideline:

A student may be exited from the GT program when the probation or furlough requirements have not been met. A committee will evaluate and make the final recommendation for the student. In order to re-enter the program, the student must be referred, screened, and tested for re-entry into the GT program.

Please Note: Refer to course level change section, page 92.

SPECIAL EDUCATION/SECTION 504 ACCOMMODATIONS – PREAP/AP

The following guidelines are intended to apply to eligible students who receive special education or Section 504 services who enroll in PreAP courses. While PreAP courses are open to all students, including students who receive Special Education or Section 504 services, counselors, parents, ARD Committees and Section 504 Committees should be aware that these are high-level academic classes. In order to be eligible for accommodations in a PreAP class, the student must be eligible for the same accommodation in a general education classroom. Accommodations may not alter the content or standards of the course. The following guidelines shall be applicable to all special education and Section 504 students who enroll in PreAP courses:

1. Students who receive Special Education or Section 504 services must have equal opportunity to participate in PreAP courses.
2. ARD and Section 504 Committees may wish to consider PreAP courses in connection with transition plans for students who will be attending college. ARD Committees and Section 504 Committees are not required to place students in PreAP classes unless they can be reasonably expected to be successful there with the allowable accommodations described in the guidelines referred below.
3. Accommodations for students who receive Special Education or Section 504 services may not alter the content or academic standards of the PreAP course. Thus, certain accommodations may include, but are not necessarily limited to the following:
 - Extended time for testing
 - Preferred seating
 - Opportunity to repeat and explain instructions
 - Assignment notebook
 - Minimal distractions
 - Large print, Braille/peer to read aloud
 - Behavior intervention plan
 - Assistive technology as defined by the committee
 - Altered format of exams, such as highlighted instructions or alternative spacing of questions
 - Altered assignments as needed for persons with motoric or visual impairment
4. The following are examples of accommodations which may alter the content or the standards of the course, and therefore might not be allowed:
 - Reduced assignments
 - Special projects in lieu of assignments
 - Exams of reduced length
 - Open book exams
 - Peer tutoring/paired work arrangement (is not allowed except when offered to the entire class)
 - Any reduction of content or standards of the course
 - Reduced mastery

While the decision to enroll in a PreAP class is ultimately to be made by the parent or student, the ARD or Section 504 Committees may meet and recommend removal of the student from the classroom if the student is not meeting the standards applicable to students in that program and, as a result, is failing or at risk of failure.

COMPREHENSIVE SPECIAL EDUCATION

Special Education services are available on the campus of each secondary school in CCISD. Students receive services as designed by the Admission, Review, and Dismissal Individual Educational Plan (ARD/IEP).

The following graduation requirements are applicable to students with disabilities receiving special education services who entered grade 9 before the 2011-12 school year:

(<http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089aa.html>)

- (A) Graduation with a regular high school diploma under subsection (B) or (D) of this section terminates a student's eligibility and entitlement for special education services.
- (B) A student receiving special education services may graduate and be awarded a regular high school diploma if:
 - (1) The student has satisfactorily completed the state's or district's (whichever is greater) minimum curriculum and credit requirements for graduation under the recommended or distinguished achievement high school programs applicable to students in general education, including satisfactory performance on the exit level assessment instrument as described below:
 - Students entering grade 9 in 2008-2009 through 2010-2011 must demonstrate satisfactory performance on exit-level TAKS or TAKS Accommodated assessments to graduate under the recommended or distinguished high school requirements.
http://www.tea.state.tx.us/student.assessment/ard/#grad_req
 - (2) The student has satisfactorily completed the state's or district's (whichever is greater) minimum curriculum and credit requirements for graduation under the minimum achievement high school program applicable to students in general education, including participation in required state assessments. The student's Admission, Review and Dismissal (ARD) Committee shall determine whether satisfactory performance on a required state assessment shall also be required for graduation.
- (C) A student receiving special education services may also graduate under the minimum achievement high school program and receive a regular high school diploma when the student's ARD committee has determined that the student has successfully completed:
 - (1) The student's individualized education program (IEP); and
 - (2) One of the following conditions, consistent with the student's IEP:
 - (a) full-time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district; or
 - (b) demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the local school district; or
 - (c) access to services which are not within the legal responsibility of public education, or employment or educational options for which the student has been prepared by the academic program.
 - (3) The state's or district's (whichever is greater) minimum credit requirements for students without disabilities; and

- (4) The state's or district's minimum curriculum requirements to the extent possible with modifications/substitutions only when it is determined necessary by the ARD committee for the student to receive an appropriate education.
- (D) A student receiving special education services may also graduate under the minimum achievement high school program and receive a regular high school diploma upon the ARD committee determining that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.
- (E) All students graduating under this section shall be provided with a summary of academic achievement and functional performance as described in 34 Code of Federal Regulations (CFR), §300.305(e)(3). This summary shall consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals. An evaluation as required by 34 CFR, §300.305(e)(1), shall be included as part of the summary for a student graduating under subsection (c) of this section.
- (F) Students who participate in graduation ceremonies but who are not graduating under subsection (c) of this section and who will remain in school to complete their education do not have to be evaluated in accordance with subsection (e) of this section.
- (G) Employability and self-help skills referenced under subsection (c) of this section are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.
- (H) For students who receive a diploma according to subsection (c) of this section, the ARD committee shall determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

The following graduation requirements are applicable to students with disabilities receiving special education services who entered grade 9 beginning the 2011-2012 school year:
(<http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089aa.html>)

- (A) Graduation with a regular high school diploma under subsection (b)(1), (2), or (4) of this section terminates a student's eligibility for special education services under this subchapter and Part B of the Individuals with Disabilities Education Act (IDEA), 20 United States Code, §§1400 et seq. In addition, as provided in Texas Education Code (TEC), §42.003(a), graduation with a regular high school diploma under subsection (b)(1), (2), or (4) of this section terminates a student's entitlement to the benefits of the Foundation School Program.
- (B) A student receiving special education services may graduate and be awarded a regular high school diploma if the student meets one of the following conditions.
- (1) The student has satisfactorily completed the state's or district's (whichever is greater) required standards in Chapters 110-128 and Chapter 130 of this title and credit requirements for graduation (under the recommended or distinguished achievement high school programs in Chapter 74 of this title (relating to Curriculum Requirements)) applicable to students in general education, including satisfactory performance as established in the TEC, Chapter 39, on the required state assessments.
 - (2) The student has satisfactorily completed the state's or district's (whichever is greater) required standards in Chapters 110-128 and Chapter 130 of this title and credit requirements for graduation (under the minimum high school program in Chapter 74 of this title) applicable to students in general education, including participation in required state assessments. The student's ARD committee will determine whether satisfactory performance on the required state assessments is necessary for graduation.

(3) The student has satisfactorily completed the state's or district's (whichever is greater) required standards in Chapters 110-128 and Chapter 130 of this title through courses, one or more of which contain modified content that is aligned to the standards required under the minimum high school program in Chapter 74 of this title as well as the credit requirements under the minimum high school program, including participation in required state assessments. The student's ARD committee will determine whether satisfactory performance on the required state assessments is necessary for graduation. The student graduating under this subsection must also successfully complete the student's individualized education program (IEP) and meet one of the following conditions, consistent with the IEP:

- (a) full-time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district;
- (b) demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the local school district; or
- (c) access to services which are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program.

(4) The student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.

- (C) All students graduating under this section shall be provided with a summary of academic achievement and functional performance as described in 34 Code of Federal Regulations (CFR), §300.305(e)(3). This summary shall consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals. An evaluation as required by 34 CFR, §300.305(e)(1), shall be included as part of the summary for a student graduating under subsection (b)(3) of this section.
- (D) Students who participate in graduation ceremonies but who are not graduating under subsection (b)(3) of this section and who will remain in school to complete their education do not have to be evaluated in accordance with subsection (c) of this section.
- (E) Employability and self-help skills referenced under subsection (b)(3) of this section are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.
- (F) For students who receive a diploma according to subsection (b)(3) of this section, the ARD committee shall determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

Graduation Requirements:

Students with disabilities graduating under the **recommended or distinguished plan**:

Students with disabilities who entered grade 9 in 2008-2009, and subsequently thereafter, must satisfy all of the state-mandated courses without any curriculum modifications and pass all exit level state assessments (the state assessment and classes may include accommodations or adaptations) for graduation under the recommended and distinguished plans.

Students with disabilities graduating under the **minimum plan** without modifications:

Students with disabilities must satisfy all of the state-mandated courses without any curriculum modifications and **participate** in all exit level state assessments (the state assessment and classes may include accommodations or adaptations) for graduation under the minimum plan.

Students with disabilities graduating under the **minimum plan** with modifications:

Students with disabilities that receive credits for courses with curriculum modifications must also satisfy all state-mandated courses and participate in state assessments for graduation under the minimum plan. Students with disabilities who receive modified curriculum take TAKS M, STAAR M or STAAR Alternate to satisfy state assessment requirements due to the modified curriculum. These tests are considered grade level tests which require participation only and are not considered exit level tests.

Students with disabilities desiring to move from modified **minimum plan** to a **recommended plan**:

ARD committee members should consider the least restrictive environment (LRE) for a student to succeed in his/her educational placement. Discussions should include mastering state-mandated courses in the general education setting without modifications. If the ARD committee recommends a resource class placement with curriculum modifications, individualized education plan (IEP) or a modified curriculum in the general education setting, the student must graduate under the minimum plan, unless the student repeats and passes every state-mandated class in the general education setting without curriculum modifications and passes all applicable End of Course (EOC) assessments for students entering high school 2011-12. Students in grade 9 in 2008-2009 through 2010-2011 must demonstrate satisfactory performance on exit-level TAKS or TAKS Accommodated assessments to graduate under the recommended or distinguished high school requirements. Students entering grade 9 prior to 2008-2009, ARD committees should not apply the exit-level assessment requirements to students graduating under the recommended or distinguished high school program requirements.

A student with disabilities who has completed four years of high school can participate in a graduation ceremony and obtain a certificate of attendance. A student may participate in only one graduation ceremony. Upon meeting IEP requirements or meeting IEP requirements and aging out, the student with disabilities shall be granted the regular high school diploma.

TESTING FOR STUDENTS WITH DISABILITIES

Students with disabilities should contact their campus diagnostician, special education department or campus 504 coordinator at least 12 weeks prior to registering for any higher education assessment (i.e. CollegeBoard - PSAT/SAT/AP and ACT) to discuss possible accommodations which may be available based on documented ARD or 504 recommendations. School documentation may or may *not meet required eligibility criteria and is determined by the appropriate testing organization.*

ALTERNATIVE OPTIONS FOR EARNING HIGH SCHOOL CREDIT

Students who choose to fulfill course requirements through alternative options for the core content courses must meet the Level II Satisfactory scale score on the corresponding STAAR EOCs. All course and graduation requirements pertaining to STAAR EOCs are applicable to course credits attempted through alternative options with the exception of Credit-by-Exam for Acceleration. If credits are earned through alternative options, the student must register for the corresponding STAAR EOC with their counselor. Confirmation of the final course grade must be received prior to taking the STAAR EOC. The following courses will have STAAR EOC assessments:

- English I
- English II
- Algebra I
- Biology
- U.S. History

CLEAR ACCESS: CCISD'S VIRTUAL HIGH SCHOOL

CCISD has established Clear Access as an option for acceleration of credit through fee-based online coursework. Beginning the summer after 8th grade, students are allowed to take course work outside of the traditional school day from CCISD teachers. Please visit the Clear Access website at <http://www.ccisd.net/ClearAccess> or your school counselor for more information on current and future course offerings.

1. Fees for each course (*not credit*) will apply. Computer and internet access is required for participation.
2. Students may withdraw or cancel enrollment through the Clear Access office with no reimbursement of tuition up to two weeks prior to the final exam of the course as set by the course calendar. The withdrawn course or cancelled course will not be reflected on the student's transcript (AAR).
3. Before a student begins a course, he/she is required to read and understand the Clear Access handbook, calendar, guidelines and policies found online at <http://www.ccisd.net/ClearAccess>.
4. Students must have counselor approval to be enrolled into Clear Access courses.

Students may be required to attend the last class meeting to take the final exam. All other class work will occur online. An initial class meeting is optional. These courses may be self-paced.

Clear Access courses taken as a graduation requirement will count toward academic UIL "No Pass/No Play" and maintain the same eligibility calendar provided by CCISD. All courses in progress are considered passing until notification is received from the provider.

(Note: Clear Access courses will appear on the transcript, but will not be included in the GPA.)

Check with your campus counselor or contact the Clear Access office at clearaccess@ccisd.net or 281-284-0517 for more details.

Student athletes who take online coursework may not meet core course requirements for NCAA eligibility. An audit of the course modules and the amount of time spent on each module may be subject for review by the NCAA Eligibility Center.

College Transition, 0.5 credit (state)

GPA Level N/A

Grade Level(s): 11-12

Prerequisite(s): None

Notes: Course fee applicable with enrollment through Clear Access.

College Transition is designed to equip students with the knowledge, skills, and abilities necessary to be active and successful learners both in high school and in college. By utilizing Naviance and other online tools, students will examine numerous research-based learning strategies that are proven to lead to academic success such as goal-setting, effective time management, handling stress, note-taking, active reading, test-taking strategies, and conducting research. This course provides the means and training for students to research financial scholarships and grant opportunities, complete applications, and to explore technical schools, colleges and universities.

CLEAR ACCESS: CCISD'S CYBER CAFE

CCISD has established Cyber Café as an option for acceleration of credit through online course work during the school day from CCISD teachers. Enrollment in a Cyber Café course is no cost to the student. Students enrolled in Cyber Café should be able to work independently without face-to-face interaction with their instructor. All coursework will be online. Please visit your school counselor for more information for options available within your schedule.

1. A course application must be submitted for enrollment. Discipline and academic performance will be considered for approval.
2. Enrollment in Cyber Café courses requires access to a computer and internet outside of the school day.
3. Cyber Café courses will be a part of the student's schedule.
4. Course grades will count toward the GPA and UIL eligibility. Clear Access courses taken as a graduation requirement will count toward academic UIL "No Pass/No Play" and maintain the same eligibility calendar provided by CCISD. All courses in progress are considered passing until notification is received from the provider.
5. Course progress will be communicated on a progress scale for eligibility but will not be a true reflection of the final grade. Final grades will be given at the completion of the course.
6. Courses may be eligible for Superintendent's Scholars.

Student athletes who take online coursework may not meet core course requirements for NCAA eligibility. An audit of the course modules and the amount of time spent on each module may be a subject for review by the NCAA Eligibility Center.

TEXAS VIRTUAL SCHOOL NETWORK (TxVSN)

See Policy EHDE (Local)

The TxVSN provides high school courses to supplement regular instructional programs. Students may identify themselves with academic needs and learning styles appropriate for online learning by taking a pre-assessment for readiness of online learning (<http://cluein.txvsn.org/>). In addition, the high school counselor will register and approve all student course enrollments. Fees may vary by the course and the providing district. The calendar for TxVSN classes is set by the providing district. Students must follow the schedule and guidelines set in each course. TxVSN courses taken as a graduation requirement will count toward academic UIL "No Pass/No Play" and maintain the same eligibility calendar provided by CCISD. All courses in progress are considered passing until notification is received from the provider. (Note: These courses will appear on the transcript, but will not be included in the GPA, unless taken during the 7-period school day).

Student athletes who take online coursework may not meet core course requirements for NCAA eligibility. An audit of the course modules and the amount of time spent on each module may be a subject for review by the NCAA Eligibility Center.

Enrollment in courses through the TxVSN shall not be subject to limitations the District may impose for other distance learning courses.

COURSES TAKEN OUTSIDE OF CCISD OFFERINGS

All students who wish to take courses to satisfy graduation requirements must receive district written approval prior to enrolling in the course to assure that credit will be granted. Students must submit to their counselor a detailed description of the course to enable the district to evaluate and approve the desired class. All expenses related to outside courses are the responsibility of the student. Outside courses taken as a graduation requirement will count toward academic UIL “No Pass/No Play” and maintain the same eligibility calendar provided by CCISD. All courses in progress are considered passing until notification is received from the provider. (Note: These courses will appear on the transcript, but will not be included in the GPA.

CORRESPONDENCE COURSES

See Policy EHDE (Legal) and (Local)

Students may earn high school credits by correspondence. The courses must be taken from Texas Tech University or The University of Texas at Austin. These credits may be applied toward State graduation requirements. **In order to be an honor graduate, a senior must have completed all outside course work before the end of the first nine weeks of the spring semester with the exception of dual credit courses in progress.** Students must make a written request to the principal or counselor prior to enrollment. If prior approval is not granted, a student shall not be awarded credit toward graduation or promotion. Correspondence courses taken as a graduation requirement will count toward academic UIL “No Pass/No Play” and maintain the same eligibility calendar provided by CCISD. All courses in progress are considered passing until notification is received from the provider. Note: These courses will appear on the transcript but will not be included in GPA calculation.

Student athletes who take Texas Tech University correspondence coursework will not meet core course requirements for NCAA eligibility.

CREDIT BY EXAMINATION FOR RECOVERY (WITH PRIOR INSTRUCTION)

See Policy EHDB (Local)

Students who have failed a course may recover credit for the course by passing a Credit by Examination, which assesses the Texas Essential Knowledge and Skills of the course. The failed course must be documented on the student’s transcript prior to taking the examination for recovery credit. Students must make a written request to the principal or counselor prior to enrollment in a Credit by Examination for credit recovery. Students must receive a 70 or above on the examination to receive credit for the course. Note: These courses will appear on the transcript but will not be included in the GPA calculation.

NOTE: The Guide for the College-Bound Student-Athlete published by the NCAA states that "Courses completed through credit-by-exam may not be used" to meet core-course requirements. Please refer to the NCAA website for further information at:
<http://www.ncaapublications.com/productdownloads/CBSA.pdf>

CREDIT BY EXAMINATION FOR ACCELERATION (WITHOUT PRIOR INSTRUCTION)

See Policy EHDC (Local)

Students have the opportunity to take an examination to earn credit for an academic course (provided an examination is available for the course) for which students have not had prior instruction. These exams will cover the regular curriculum and not the advanced-level curriculum. Students must receive an 80 or above on the examination to receive credit for the course. Year-long courses have two (2) examinations and shall not be averaged together. Note: If the student passes a Credit by Examination for acceleration, per policy EHDC (Local), the course(s) will appear on the transcript but will not be included in the GPA calculation.

District-wide testing:

Examinations are administered three days in June and three days in July each summer at no cost to the student. Registration for June testing is in April. Registration for July testing is in May. Students must contact their campus counselor to register and/or to obtain more information regarding credit by examination for acceleration. Dates are subject to change.

Individual testing:

Students may have the opportunity throughout the year to take a Credit by Examination without prior instruction at their own expense. A student may not take a Credit by Examination for a course in which he/she is currently enrolled or has received instruction. The results of the Credit by Examination must be received by the student's counselor prior to the deadline for schedule change procedures, as outlined on page 92.

Study guides are available at <http://www.depts.ttu.edu/uc/cbereview/HSCBE.php>.

NOTE: The Guide for the College-Bound Student-Athlete published by the NCAA states that "Courses completed through credit-by-exam may not be used" to meet core-course requirements. Please refer to the NCAA website for further information at:
<http://www.ncaapublications.com/productdownloads/CBSA.pdf>

CREDIT RECOVERY PROGRAM

Clear Creek ISD offers a computer-assisted credit recovery program. Through this program, high school students may earn credits in classes that they have taken and failed. Students who are interested in utilizing this option to recover credit should speak with their counselor. Not all subjects are available in this computer-assisted format.

Credit Recovery courses taken as a graduation requirement will count toward academic UIL "No Pass/No Play" and maintain the same eligibility calendar provided by CCISD. All courses in progress are considered passing until notification is received from the provider/teacher.

Student athletes who take Credit Recovery will not meet core course requirements for NCAA eligibility. For more information regarding student athletes and NCAA eligibility, please visit <http://www.ncaapublications.com/productdownloads/CBSA.pdf>.

CLEAR VIEW HIGH SCHOOL

Clear View High School Program Design: Clear View High School is a district charter high school designed to meet the needs of the at-risk student. Academic success is achieved through small class sizes, additional academic electives, lessons designed to meet student's learning styles, options for tutoring and effective use of technology. The smaller size of this learning community allows students to thrive and receive the academic and emotional supports they need to be successful in high school. Students are held to high standards and all district curriculum and testing requirements still apply. Clear View offers courses to help students achieve distinguished, recommended, minimum, or a foundation program diploma. Clear View is also the home of the district's Certified Nursing Assistant and Cosmetology certification programs. Students who wish to come to Clear View must start the process by filling out the application which can be found on the school's website:

<http://www.ccisd.net/schools/high-schools/clear-view-high-school/enrollment-process>

Clear View Eligibility: Students are required to fill out an application, attend an interview and be willing to follow the student enrollment contract if they wish to be considered. Applications, student attendance and student discipline are reviewed by Clear View staff. If it is determined that Clear View can meet the educational needs of the student, students are accepted as space allows.

CLEAR STARS EVENING EDUCATION PROGRAM

Clear Stars Evening Education gives high school students who have not completed their high school education an opportunity to earn additional credits in preparation to receive a high school diploma. Courses are open to students who need to make-up deficiencies of high school credits and to students wishing to earn additional high school credits. **Students must be enrolled in a CCISD high school before approval is granted from their principal or counselor for Clear Stars Evening Education.**

General Equivalency Diploma (GED) Course

Students wishing to attain a General Equivalency Diploma (GED) will have the ability to use a CCISD computer lab to take an online preparation course. The cost to take the exam is not included in the cost for the course.

Location/Times

Clear Stars Evening Education classes and GED preparation classes meet two nights each week (Monday/Wednesday or Tuesday/Thursday) from 6:00 - 8:45 p.m. All classes are held at the Clear View Education Center, 400 South Walnut, Webster, TX 77598.

ALTERNATIVE OPTIONS FOR EARNING HIGH SCHOOL AND COLLEGE CREDITS

TEXAS SUCCESS INITIATIVE ASSESSMENT (TSIA)

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.

Which students must take a TSIA?

Unless exempt, students who are entering a Texas college or university must take a TSIA exam and receive a passing score in order to enroll in credit bearing courses. Students may be exempt from taking a TSIA exam by achieving any of the requirements included on the right.

When do students take a TSIA?

Students must take a TSIA and have scores on file before they can enroll in college-level classes. Each college and university offers a different exam. A student must take the exam required by the college or university he/she will be attending. Students are notified of their scores and eligibility to enroll in credit bearing courses immediately upon completing an exam.

What happens if a student does not pass all parts of a TSIA?

Students who do not pass one or all parts (English, mathematics, and writing) of a TSIA must enroll in an appropriate developmental education course before the student may enroll in a credit bearing course for the subject in which he/she did not meet state standards. A student may retake an exam instrument at any time, subject to availability, to determine the student's readiness to perform freshman-level academic coursework.

TSIA Exemptions

A student may be exempt from meeting Texas Success Initiative standards by meeting one of the following standards:

TSIA Exemptions Based on ACT or SAT	
Reading and Writing	Mathematics
ACT Composite 23+ and ACT English 19+	ACT Composite 23+ and ACT Mathematics 19+ (21+ required for College Algebra)
SAT Composite 1070+ and Critical Reading 500+	SAT Composite 1070+ and Mathematics 500+ (550+ required for College Algebra)

Students who do not meet all-area exemption standards on one of the above tests are considered to be exempt in the individual areas where the composite and area standard is met. Students who are partially exempt based on the ACT or SAT must test for TSI purposes in the areas where they are not exempt prior to enrolling for any course(s).

CONCURRENT ENROLLMENT

Students can be concurrently enrolled in both a CCISD high school and a college. Students must meet college entry requirements to obtain credit and enroll in courses. Some college courses have been identified to provide both high school and college credit as defined by Dual Credit beginning on page 81. Students are encouraged to discuss concurrent enrollment options with their counselor.

ONLINE DUAL CREDIT

Online dual credit courses are available to juniors and seniors. Partners currently include San Jacinto College, College of the Mainland, Howard College, Lamar University, The University of Texas at Arlington, and The University of Texas at Permian Basin. This dual credit program allows students to enroll in a university and earn both high school and college credit. Online programs provide a stimulating and challenging learning experience that transcends scheduling, teacher availability and geography. More information is available in the counseling office.

CLEAR HORIZONS EARLY COLLEGE HIGH SCHOOL

Clear Horizons Early College High School was established in 2007 on the campus of San Jacinto College South on Beamer Road and has earned a TEA Exemplary rating in 2008, 2009, 2010, and 2011. Students graduate each year with an Associate's degree from San Jacinto College three weeks before walking across the stage and receiving a high school diploma from CCISD.

Since 2002, the partner organizations of the Early College High School Initiative have started or redesigned 255 schools in 29 states and the District of Columbia. There are more than 45 early college high schools in Texas. The schools are designed so that low-income youth, first-generation college goers, English language learners, students of color, and other young people who are traditionally underrepresented in higher education can simultaneously earn a high school diploma and an Associate's degree or up to two years of credit toward a Bachelor's degree—tuition free.

Early college high school is a bold approach, based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges. Early college high schools blend high school and college in a rigorous yet supportive program, compressing the time it takes to complete a high school diploma and the first two years of college.

Clear Horizons Early College High School is a CCISD charter school serving approximately 400 students, 100 per grade level. Eighth grade students in CCISD may apply each spring to participate in the lottery selection for 125 seats in the freshman class. All coursework is at the Pre-Advanced Placement and Advanced Placement levels. In addition to regular degree coursework, service learning hours and internships are required of all students.

COLLEGE OF THE MAINLAND COLLEGIATE HIGH SCHOOL

Collegiate High School (CHS) is an Advanced Academic Middle College Program for high school students in grades 9-12 who seek an academically challenging, mature educational environment. CHS offers rigorous academic instruction, career guidance, academic counseling, and work-based learning opportunities. By optimizing dual credit opportunities, students may complete high school graduation and associate degree requirements simultaneously. Limited space is available for students in CCISD. Students interested in applying should complete an application and turn it in to their high school counselor. The District will review all applications prior to final decisions made by CHS. For more information and a copy of the application, visit www.com.edu/chs.

Through specially designed Transitions classes and activities, CHS students are allowed to enroll as full-time college students at College of the Mainland. With the support of their local high school, students may remain enrolled in their local high school, but complete their school day on the college campus. Students may continue their participation in extracurricular and UIL activities, while enjoying the rigors of college academics.

Students and parents should strongly consider that students entering this program will be considered college students and expected to perform accordingly. High school procedures will not be followed in the college classes and college instructors follow their own grading and attendance procedures. Progress reports and other parent notifications will not be sent home from college classes. Students must be mature enough to motivate themselves to be successful in an adult environment.

Students enrolled in CHS will be required to take the STAAR EOC assessments at their zoned high school campus.

DUAL CREDIT

See Policy EHDD (Local)

CCISD, in conjunction with College of the Mainland (COM) and San Jacinto College, offers some Dual Credit course selections during the school day. Juniors and seniors are eligible to participate in this program. Some courses are held on the high school campus, while others meet at San Jacinto College South, COM League City Annex, or San Jacinto College Central at the University of Houston – Clear Lake. CCISD provides bus service for Dual Credit students who meet classes at the San Jacinto College and COM League City Annex. College of the Mainland and San Jacinto College have different guidelines and criteria for admission. Admission is contingent upon the student meeting these requirements. Dual credit courses offered during the normal school day may include, but are not limited to: English IV, U.S. History, U.S. Government, Economics, Sociology, Psychology, College Algebra and Precalculus.

CCISD has determined the courses for which Dual Credit is awarded. These courses provide advanced academic instruction beyond or in greater depth than the Texas Essential Knowledge and Skills (TEKS). In order to receive the high school credit portion of Dual Credit, the course grade must be at least a 70 on the college grading scale. Although a grade of 60 is considered “passing” on the college level, high school Dual Credit is not awarded. If a student earns a college grade of 69 or below, he/she must recover the high school credit if the course or credit is required for high school graduation.

The Dual Credit course, numeric grade, and high school credit earned are posted on the high school transcript. With the exception of courses taken through Clear Horizons Early College High School, courses taken by Dual Credit do not earn grade points and are not considered in the grade point average at the high school per Policy EIC (Local). The course does have a letter grade and grade point posted on the **college** transcript.

Dual Credit courses taken as a graduation requirement will count toward academic UIL “No Pass/No Play” and maintain the same eligibility calendar provided by CCISD. All courses in progress are considered passing until notification is received from the provider. Students must also take any corresponding STAAR EOCs and meet State assessment graduation requirements (see page 37).

As with all Dual Credit offerings, students must complete the **CCISD Dual Credit/Concurrent Enrollment Endorsement** form and get approval before registering for the college courses. Students must be in good standing at the high school in order to be approved for Dual Credit courses. The student is responsible for costs associated with taking college courses, including the purchase of the college-level text, ancillary materials, and parking (if applicable). Students enrolled in Dual Credit courses are eligible for student services, including tutoring and library access, on the respective college campus.

Students participating in Dual Credit during the school day will have college-level classes at either the beginning or the end of the school day. College-level classes meet either on Monday and Wednesday or on Tuesday and Thursday. Juniors and seniors in Dual Credit do not attend any college classes on Friday. Since college classes meet twice weekly, students taking Dual Credit will be placed in two (2) periods, (college class will show on student schedule). Juniors must enroll in six (6) hours of college credit (2 classes per semester) and seniors are encouraged to enroll in six (6) hours of college credit (however, seniors may enroll in three (3) hours or six (6) hours). Even if a senior chooses to take only three (3) college hours it will still be necessary to block out two (2) periods in order to be available for the college class schedule. No additional release periods are available for Dual Credit students.

Prior to withdrawing from a college course, it is the **student's responsibility** to first discuss this matter with his/her high school counselor to determine if space is available in the comparable high school course. Should the student withdraw from a one-semester college level course (i.e. Government) that is a requirement for graduation, the campus will accept the withdrawal grade and place the student in the comparable high school course.

Because Dual Credit courses are college level and are taught by college-employed instructors, any disputes regarding grades, course content, schedules, calendar, attendance or other issues are to be addressed to the respective college. Students with disabilities will need to visit with the Special Populations Department at the college for needed accommodations.

Bacterial Meningitis Vaccination Requirement

The 82nd Texas Legislature requires that all incoming Texas college students must receive a vaccination or booster against bacterial meningitis.

What to do: The student or parent or guardian of the student must provide evidence showing the student has received the bacterial meningitis vaccination or booster during the five-year period prior to enrollment, and not less than 10 days before the first day of classes. If you need the immunization, please follow the steps below. These steps must be completed before you will be allowed to register for classes.

- Obtain the vaccination from one of the sources through:
 - a private physician's office, clinic, or pharmacy, or
 - a public clinic, such as County Health Department clinics.
- Bring your immunization record to the Office of Enrollment Services.

You can receive the meningitis vaccination in one of the following ways:

Evidence/Documentation: Acceptable evidence of vaccination or receiving a booster dose includes:

- The signature or stamp of a physician or his/her designee, or public health personnel on a form that shows the month, day, and year the vaccination dose or booster was administered
- An official immunization record generated from a state or local health authority
- An official record received from school officials, including a record from another state

Exceptions:

- Students enrolled only in distance learning classes that are 100 percent online;
- Students who present affidavits signed by licensed physicians stating that the vaccination would be injurious to the health of the students;
- Students who present conscientious exemption forms from the Texas Department of State and Health Services stating the students decline the vaccination for reasons of conscience, including religious belief.

COURSES FOR WHICH DUAL CREDIT IS AVAILABLE

Note: Offerings vary by campus and semester. It is the student's responsibility to validate Dual Credit offerings with the *high school counselor*. Each institution grants its own credit.

High School	Credit	Community College
Precalculus	1 credit for 1 semester	MATH 2412 Precalculus (COM & SJC)
Independent Study Math	½ credit for 1 semester	MATH 1314 College Algebra (COM & SJC) MATH 1324 Finite Math (COM & SJC)
English IV	1 credit for 2 semesters	ENGL 1301 & 1302 Composition I & II (COM & SJC)
Communication Applications	½ credit for 1 semester	SPCH 1315 or 1318 (COM & SJC) SPCH 1321 (SJC)
*Spanish I	1 credit for 2 semesters	SPAN 1411 & 1412 Beginning Spanish I & II (COM & SJC)
**Spanish II	1 credit for 2 semesters	SPAN 2311 & 2312 Intermediate Spanish I & II (COM & SJC)
*French I	1 credit for 2 semesters	FREN 1411 & 1412 Beginning French I & II (SJC)
**French II	1 credit for 2 semesters	FREN 2311 & 2312 Intermediate French I & II (SJC)
*German I	1 credit for 2 semesters	GERM 1411 & 1412 Beginning German I & II (SJC)
** German II	1 credit for 2 semesters	GERM 2311 & 2312 Intermediate German I & II (SJC)
*Chinese I	1 credit for 2 semesters	CHIN 1411 & 1412 Beginning Chinese I & II (SJC)
**Chinese II	1 credit for 2 semesters	CHIN 2311 & 2312 Intermediate Chinese I & II (SJC)
U.S. Government	½ credit for 1 semester	GOVT 2305 Federal Government (COM & SJC)
Special Topics in Social Studies	½ credit for 1 semester	GOVT 2306 Texas Government (COM & SJC)
Economics	½ credit for 1 semester	ECON 2301 Principles of Macroeconomics
Psychology	½ credit for 1 semester	PSYC 2301 General Psychology (COM & SJC)
Geography	1 credit for 2 semesters	GEOG 1301 Physical & 1302 Cultural Geo. (SJC)
US History	1 credit for 2 semesters	HIST 1301 & 1302 U.S. History (COM & SJC)
Sociology	½ credit for 1 semester	SOCI 1301 Introduction to Sociology (COM & SJC)
Biology	1 credit for 2 semesters	BIOL 1406 & 1407 General Biology I & II (COM & SJC)
Physics	1 credit for 2 semesters	PHYS 1401 & 1402 College Physics I & II (COM & SJC)
Chemistry	1 credit for 2 semesters	CHEM 1411 & 1412 General Inorganic Chemistry I & II (COM & SJC)
Sculpture IV	1 credit for 2 semesters	ARTS 2326 & 2327 Sculpture I & II (COM & SJC)
Drawing IV	1 credit for 2 semesters	ARTS 1316 & 1317 Drawing I & II (COM & SJC)
Theatre Tech IV	1 credit for 2 semesters	DRAM 1330 Stagecraft I (COM & SJC) DRAM 2331 Stagecraft II (SJC)
Theatre IV	1 credit for 2 semesters	DRAM 1120 Rehearsal & Performances (COM) DRAM 1120 Theatre Practicum I (SJC) DRAM 1310 Theatre (COM & SJC)
Instrumental Music	1 credit for 2	MUEN 1121 Instrumental Ensemble (COM)

High School	Credit	Community College
IV/Orchestra IV	semesters	
Band IV	1 credit for 2 semesters	MUEN 1122 Concert Band (SJC)
Vocal Music IV	1 credit for 2 semesters	MUEN 1141 College Choir (SJC)
Dance IV	1 credit for 2 semesters	DANC 1151 & 1152 Dance Performance I & II (SJC)
Accounting I	½ credit for 1 semester	ACNT 1303 Intro to Accounting (COM & SJC)
Accounting II	½ credit for 1 semester	ACCT 2301 Accounting Principles I (COM & SJC)
Welding	1.5 HS credit for 1 semester	WLDG 1421 Intro to Welding Fundamentals (COM) WLDG 1425 Intro to Oxy-Fuel Welding & Cutting (COM) WLDG 1457 Intro to Shielded Metal Arc Welding (COM) WLDG 1528 Intro to Shielded Metal Arc Welding (SJC)
Child Development	½ HS credit for 1 semester	CDEC 1354 Child Growth & Development (SJC)
Cosmetology I	1.5 HS credits for 1 semester	CSME 1451 Artistry of Hair Design I (COM) CSME 1354 Artistry of Hair Design I (SJC)
Business Information Management I	½ HS credit for 1 semester	ITSC 1309 Integrated Software App I (COM & SJC) BCIS 1305 Business Computer Applications (COM & SJC)
Engineering Design and Presentation	1 credit for 1 semester	DFTG 1405 Technical Drafting (COM & SJC)
Architectural Design	1 credit for 1 semester	DFTG 1409 Basic Computer-Aided Drafting (COM & SJC)
HVAC and Refrigeration Technology	1.5 HS credits for 1 semester	HART 1401 Basic Electricity for HVAC (SJC) HART 1407 Refrigeration Principles (SJC)
Touch System Data Entry	½ HS credit for 1 semester	POFT 1329 Touch System Data Entry (COM) POFT 1329 Keyboarding and Document Formatting (SJC)
Manufacturing and Engineering	½ HS credit for 1 semester	PTAC 1302 Introduction to Process Technology (COM & SJC)
Principles of Business, Marketing, and Finance	½ HS credit for 1 semester	MRKG 1311 Principles of Marketing (COM & SJC)
Interior Design	½ HS credit for 1 semester	INDS 1411 Fundamentals of Interior Design (SJC)

*Upon successful completion of Beginning Dual Credit LOTE courses 1411 & 1412, students may take a Credit By Examination (CBE) for LOTE Level II (semesters A & B) in order to validate the LOTE Level II high school credit of the respective language. The CBE score must be a 70 or better on each exam for successful validation.

**Students who take both semesters of Beginning Dual Credit LOTE and successfully validate high school credit LOTE Level II (see above) will receive LOTE Level III high school credit of the respective language upon successful completion of the Dual Credit Intermediate Level LOTE courses 2311 & 2312.

CAREER AND TECHNICAL EDUCATION – ARTICULATED COLLEGE CREDIT

Clear Creek ISD has agreements in place with select colleges and universities to offer college credit for courses that meet the same knowledge and skills as the college level course. Students may earn college credit while in high school by taking and passing specified Career and Technical Education courses with a grade of 80 or higher. These Articulated courses will also count as Advanced Measures for the Distinguished Achievement Plan (DAP). Each articulated course will be denoted with the letter “A” on student transcripts.

Students and parents may access a list of courses at:

http://www.ccisd.net/docs/student-personnel-services-documents/cte_college_credit_courses_2013-14.pdf?sfvrsn=0

CLEAR CREEK ISD – DUAL CREDIT/CONCURRENT ENROLLMENT ENDORSEMENT FORM

Student Name: _____

Date: _____

Student Address: _____

Email Address: _____

High School: _____

College: SJCD COM

CCISD Student ID _____ **DOB:** _____

College ID _____

The student named above has our permission to seek admission for enrollment in college-level courses at San Jacinto College/College of the Mainland. A completed college application for admission has been submitted. This enrollment form must be signed by the high school designee, the student, and the parent/guardian and submitted to the Dual Credit/Early Admission Office prior to or at the time of registration. Students must request that their official high school transcript, including test scores, be sent to San Jacinto College/College of the Mainland for admission purposes. *This signed form authorizes the automatic release of the student's educational records, including grades, to the high school and parents/guardians.*

High school students are limited to two Dual Credit courses per term. Exceptions to this limitation may be approved by the high school principal or designee and the chief academic officer of the college for students with demonstrated outstanding academic performance and capability (as evidenced by grade point average, ACT or SAT scores, or other assessment indicators).

COLLEGE COURSE NAME <i>List each college course to be taken.</i> <i>Complete the checklist to the right for each course.</i>	TERM ENROLLED			TYPE OF CREDIT		ONLINE	
	FALL	SPRING	SUMMER	DUAL	EARLY	NO	YES
<i>Example: ENGL 1301</i>	X			X		X	
1.							
2.							
3.							
4.							

- Student and parent's responsibilities:
- Financial obligation to pay for (reduced) tuition and fees for Dual Credit course(s) and/or Early Admission course(s), as well as textbooks for these courses. (Financial Aid may be available to qualified students. It is the student and parent's responsibility to complete necessary documentation and contact the financial aid department at the college campus to determine eligibility).
 - Research transferability of Dual Credit course(s) and/or Early Admission course(s) to other institutions of higher education.
 - In order to withdraw from a college course, the student must submit the required withdrawal request to the Dual Credit/Early Admission Office by the published deadline in the Schedule of Classes. Prior to withdrawing from a college course, the student must first discuss this matter with his/her high school counselor. The grade at the time of the withdrawal will transfer to the high school campus and will be calculated as a "grade in progress".

A letter grade will be recorded on the permanent college transcript. A numeric grade assigned from the college will be recorded on the permanent high school transcript for each college credit course in which the student is enrolled.

Academic Freedom is practiced at San Jacinto College and College of the Mainland. Academic Freedom allows faculty and students to pursue inquiry they feel is important and to speak about it in the classroom. Students may encounter adult language and images, different philosophical viewpoints, and belief systems. Appropriate and essential discipline-specific terminology, concepts, and principles are utilized as needed in the classroom setting. All students are held accountable to the policies, rules and regulations published in the San Jacinto College/College of the Mainland Catalog and Student Handbook.

HS Designee Signature: _____ **Title:** _____

Student Signature: _____ **Phone #:** _____

Parent/Guardian Signature: _____

Students needing additional information may call the Dual Credit office for the college in which he/she is enrolling.

SJC Central 281-478-3628

SJC South 281-929-4653

COM 1-888-258-8859 x534

ACCEPTANCE OF HIGH SCHOOL TRANSFER CREDIT(S)

CREDIT VALIDATION FROM NON-ACCREDITED SCHOOLS

High School students who transfer from a non-accredited public, private, or parochial school, including home school and foreign schools, may validate credits, which apply toward graduation. Note: These courses will appear on the transcript but will not be included in GPA calculation. A grade of “P” (passing) will be awarded for each non-accredited semester course upon validation. Students may not receive credit for home school courses taken concurrently while enrolled at a Clear Creek ISD school. **CCISD will not provide alternative methods for students to earn credit for foreign languages not taught in CCISD.**

In order to validate the credits, the student must choose one of the two options below and provide a transcript, as well as a course syllabus, for each course completed:

1. Pass exams selected by taking Credit by Examination through Texas Tech University or The University of Texas at Austin with a score of at least 70.

Credit by Examination will be awarded in each individual subject area per semester (1/2) credit. The cost of the examination(s) is the student/parent’s responsibility. All Credit by Examination courses must be approved by a school administrator or counselor. A secondary student assessed by Credit by Examination will be given adequate time to prepare for the test, particularly if multiple subject examinations are required. Students should consult their counselor for more information regarding credit by examination for credit validation.

2. Meet District and State curriculum requirements by successfully completing two (2) semesters of coursework according to the chart and requirements below:

<i>Non-Accredited School Courses</i>	<i>District Sequential Course</i>
English I	English II
English I & II	English III
English I, II, & III	English IV
Reading I	Reading II
Reading I & II	Reading III
Algebra I	Algebra II
Geometry	Pre-Calculus
Algebra I, Geometry, and Algebra II	Pre-Calculus or AP Statistics
Algebra I, Geometry, Algebra II, and Pre-Cal	Calculus or AP Statistics
Biology	AP Biology
IPC	Chemistry & Physics
Chemistry	AP Chemistry
Physics	AP Physics
Other Language I	Other Language II
Other Language I & II	Other Language III
Other Language I, II, & III	Other Language IV
Social Studies courses	No Sequence Available

- (a) Credit will be awarded upon validation of successful completion of the district sequential course with a grade of 70 or better.
- (b) The sequential course is taken in a district school. Courses that are not offered by a district school will not be considered for validation purposes.

For courses which do not appear on the chart, students must use option one above. If a student chooses option two above and is not successful, he/she may still choose option one.

Exception: Successful completion of the second semester of a district, full-year course can be used to validate the first semester of the same full-year course.

NOTE: The *Guide for the College-Bound Student-Athlete* published by the NCAA states that "Courses completed through credit-by-exam may not be used" to meet core-course requirements.

Please refer to the NCAA website for further information at:

<http://www.ncaapublications.com/popup.aspx?src=images/Product/large/4236.jpg>

GRADE POINT AVERAGE, RANK, AND CLASSIFICATION

GRADE POINT AVERAGE

Each semester course has a designated grade point level (GPA Level) used to determine rank in class and grade point average (EIC Local). Courses designated as Level 1 courses include: Advanced Academic (Adv Acad), Pre-advanced Placement (PreAP), Advanced Placement (AP), and Gifted and Talented (GT) courses. Level 2 courses include all general education courses. Level 3 courses are courses which are modified in content by the Special Education ARD committee. In order to achieve a maximum GPA of 6.0, grade points will be weighted as follows:

ACTUAL GRADE	GRADE POINTS		
	Level 1	Level 2	Level 3
100	6.0	5.0	4.0
99	5.9	4.9	3.9
98	5.8	4.8	3.8
97	5.7	4.7	3.7
96	5.6	4.6	3.6
95	5.5	4.5	3.5
94	5.4	4.4	3.4
93	5.3	4.3	3.3
92	5.2	4.2	3.2
91	5.1	4.1	3.1
90	5.0	4.0	3.0
89	4.9	3.9	2.9
88	4.8	3.8	2.8
87	4.7	3.7	2.7
86	4.6	3.6	2.6
85	4.5	3.5	2.5
84	4.4	3.4	2.4
83	4.3	3.3	2.3
82	4.2	3.2	2.2
81	4.1	3.1	2.1
80	4.0	3.0	2.0
79	3.9	2.9	1.9
78	3.8	2.8	1.8
77	3.7	2.7	1.7
76	3.6	2.6	1.6
75	3.5	2.5	1.5
74	3.4	2.4	1.4
73	3.3	2.3	1.3
72	3.2	2.2	1.2
71	3.1	2.1	1.1
70	3.0	2.0	1.0
Below 70	0	0	0

The semester grade is used to determine the number of grade points awarded for each course when calculating the student's grade point average. Grade points earned in courses taken in grades 9-12 are used to determine rank in the graduating class.

The following WILL NOT be calculated in the GPA:

- courses taken prior to grade nine
- correspondence courses
- credit by examination
- summer school courses
- online courses taken outside of the regular school day
- dual credit, with the exception of Clear Horizons Early College High School students
- credit recovery
- credits from non-accredited or foreign institutions
- alternative Physical Education credits
- any other means beyond the regular school day

RANK IN CLASS

See Policy EIC (Local)

Class rank shall be based upon the grade point average. It is determined by dividing the total number of grade points earned by the total number of semester units attempted, resulting in a maximum grade point average of 6.0. In case of ties in rank, "Those students who are tied should be given the same rank, one position below the next highest student. The student next below those tied should be given a rank determined by the total number of students whose average exceeds this." (From Rank in Class by the Joint Committee on School-College Relations of AACRAO and NASSP.)

For Seniors Only: Class Rank will be calculated only after the END of each semester. In order to be considered for honors, a student must have completed all outside course work before the end of the first nine weeks of the spring semester with the exception of dual credit courses in progress. This includes DAP Scholar Honor Graduates. After graduation, final class rank is determined and recorded on the academic achievement record.

HONOR GRADUATES

See Policy EIC (Local)

District honor graduates shall be determined after the completion of the first semester of the senior year to include students with the following cumulative grade point averages, truncated at the thousandths place: Summa Cum Laude: 6.00-5.00, Magna Cum Laude: 4.99-4.75, Cum Laude: 4.74-4.50.

In order to be considered for honors, a student must have completed all outside course work before the end of the first nine weeks of the spring semester (3rd nine weeks) with the exception of dual credit courses in progress.

To be eligible for valedictorian or salutatorian honors, a student shall graduate in four years or less, be enrolled in the District for the entire last two years of high school, and be enrolled in the same high school their entire senior year. There shall be one valedictorian and one salutatorian for each graduating class. The valedictorian shall be the student with the highest grade point average and the salutatorian shall be the student with the second-highest grade point average. The tie-breaker system for valedictorian and salutatorian is listed in CCISD Policy EIC (Local) Regulation.

TOP 10 PERCENT RULE FOR COLLEGE ADMISSIONS

Students who are in the top 10 percent of their graduating class are eligible for automatic admission to any public university in Texas*.

To be eligible for automatic admission, a student must:

- Graduate in the top 10 percent of his or her class at a public or private high school in Texas, or
- Graduate in the top 10 percent of his or her class from a high school operated by the U.S. Department of Defense and be a Texas resident or eligible to pay resident tuition;
- Enroll in college no more than two years after graduating from high school; and
- Submit an application to a Texas public university for admission before the institution's application deadline (check with the university regarding specific deadlines).
- Students admitted through this route may still be required to provide SAT or ACT scores, although these scores are not used for admissions purposes. Students must also take the TSI assessment, unless exempted from the test requirement. Check with the admissions office regarding the TSI assessment, SAT, and ACT requirements);
- Students graduating under HB5 Foundation High School Program must earn an Endorsement and the Distinguished Level of Achievement in order to be eligible for the top 10% designation, pending final SBOE decisions.

After a student is admitted, the university may review the student's high school records to determine if the student is prepared for college-level work. A student who needs additional preparation may be required to take a developmental, enrichment, or orientation course during the semester prior to the first semester of college.

Admission to a university does not guarantee acceptance into a particular college of study or department. Regardless of class ranking, all students are encouraged to apply to the college of their choice.

- * SB 175, passed by the 81st Legislature, modifies the top 10 percent admissions program for The University of Texas at Austin. Automatic admit criteria will vary year-by-year, with remaining spaces to be filled through holistic review.

CLASSIFICATION BY CREDITS

Classifications are made at the beginning of each school year with reclassification at mid-year for students who were retained, enabling students to be promoted to the next grade level. Students may not replace a lunch period with a credit class.

Students are classified according to the number of state credits they have earned. Required state credits are listed below:

Classification	Grade	Credits
Sophomore	(10th)	6
Junior	(11th)	12
Senior	(12th)	18

COURSE REGISTRATION

INFORMATION ABOUT COURSES

In the course description section you will find a brief description of every course offered in Clear Creek Independent School District (CCISD) high schools, as well as the grade level requirements for specific courses and any possible prerequisites. Elective courses are offered as a result of student interest. If there is insufficient enrollment for a course, or certified teachers are not available to teach the course, the course will not be offered and alternative selections will be made.

Students are urged to plan their course selections carefully. Although students will receive specific instructions and assistance from a high school counselor during the pre-registration process, the responsibility for selecting appropriate career and graduation choices rests with students and parents. Students will choose specific courses with parent approval.

COURSE DESCRIPTIONS

This section of the planning guide contains descriptions of all courses offered in grades nine through twelve in Clear Creek Independent School District (CCISD) high schools. Descriptions are divided into content areas and include information about course content, grade placement, prerequisites, and credits. Unless otherwise indicated for the specific course description, credit is awarded or denied at the end of each semester. Students are required to achieve a grade of seventy or higher to receive credit in a course. Generally, courses have a value of one-half credit per semester; however, some courses in Career and Technical Education receive a greater number of credits.

Adv Acad — Advanced Academic

Advanced Academic courses are courses with the same rigor as AP and PreAP courses, but for which neither an Advanced Placement course nor an Advanced Placement test is offered (GPA Level 1).

AP – Advanced Placement

Advanced Placement courses are college-level courses which follow a curriculum outlined by The College Board. These courses prepare students for College Board Advanced Placement exams leading to possible college credit. Students interested in advanced placement credit in college courses should contact the college or university of their choice to obtain policies and standards regarding advanced placement credit (GPA Level 1).

Credit Recovery Program

CCISD offers a computer-assisted credit recovery program. Through this program, high school students may earn credits in classes that they have taken and failed. Students who are interested in utilizing this option to recover credit should speak with their counselor to determine eligibility. Not all subjects are available in this computer-assisted format. These courses do not count in GPA.

Dual Credit

Students enrolled in grades 9-12 are eligible to be awarded credit toward high school graduation for completing college-level courses. See page 81 for additional information. These courses will not count in GPA.

English as a Second Language (ESL/ESOL) and Sheltered Instruction

The ELL Program enables our English Language Learners to become competent in the comprehension, speaking, reading, and composition of the English language through ESOL (English for Speakers of Other Languages) classes and sheltered math, science, social studies, as well as certain elective courses such as reading. Through the integrated use of second language methodology and sheltered instruction students also master the Texas Essential Knowledge and Skills of English Language Arts in addition to the core content areas of mathematics, science and social studies. See page 178 for a full listing of ESOL/ELL courses.

General Education

Courses designed to meet the requirements as established in the Texas Essential Knowledge and Skills (TEKS). Differentiated instructional strategies are implemented (GPA Level 2).

GT – Gifted and Talented

Courses designated GT are those courses in which a differentiated curriculum and differentiated instructional strategies are used to meet the needs of students identified as gifted and talented by the CCISD Gifted and Talented Program (GPA Level 1).

PreAP – Pre-advanced Placement

PreAP courses are courses whose content, rigor, and course sequence offer a challenging curriculum and prepare students for the option of Advanced Placement courses. Advanced Placement tests are not offered by The College Board for PreAP courses (GPA Level 1).

Section 504

Section 504 of the Rehabilitation Act of 1973 is a federal civil right law intended to provide equal educational opportunity for eligible disabled students. An eligible Section 504 student is one with (1) a physical or mental impairment that (2) substantially limits (3) one or more major life activities. Eligible students will receive appropriate classroom accommodations and services as determine by a Section 504 committee.

Sp Ed – Special Education

Special Education Modified Curriculum Courses for students with disabilities are determined by their Admission, Review, and Dismissal Committee. Modified courses can be taught in the general and/or special education setting as documented in the student’s current Individual Education Plan. These courses are developed from the student’s individualized goals and objectives which are based on the Texas Essential Knowledge and Skills (GPA Level 3).

NOTE: Not all courses are available at all campuses. Students may only register for courses listed on their local campus course selection sheets, except for the CTE application courses noted on pages 50, 51, 52, 53, 54, 56, 57, 60.

SCHEDULE CHANGES

Students select courses in the spring prior to the next school year by utilizing the information learned in the Naviance Family Connection process and after discussions with teachers and parents. Careful, thoughtful decisions must be made during this process. Verification listings are provided to the students in the spring so each student can confirm that the correct choices have been input into the computer database. Each campus will set a final date for course request corrections to be submitted for review and processing. For students with disabilities, special education courses are determined by the Admission, Review, and Dismissal (ARD) committee. Students' schedules must coincide with ARD recommendations.

Master schedules and teacher employments are based on student requests; therefore, few schedule changes are approved.

Students who receive special permission to change a class schedule are subject to limitations. When a student moves from one level to another level, the actual grade earned in the previous class transfers with him/her to the new class, regardless of the level. This grade will be calculated into the proper grading period (nine weeks and semester). The student assumes all responsibility for the requirements in the course entered.

Schedule changes will be considered during the first 5 class days for the following reasons only:

- A. Student is a senior not scheduled in a course needed for graduation.
- B. Student has already earned credit for a course in which he/she is currently scheduled.
- C. Student does not have the prerequisite(s) for a class listed on his/her schedule.
- D. Student has previously failed a course with the same teacher.
- E. Student has been dismissed from a program where approval must be granted for placement.
- F. Student does not have a full schedule.
- G. Data entry error (no lunch, class listed twice, free period, etc.) has occurred.
- H. Student needs remedial coursework for state assessment graduation requirements.
- I. A class is listed that the student did not request.

Course Level Changes: Course level changes will be considered only at the end of the first six weeks grading period for each course that offers a different level of the same course. To be considered for a transfer from an Advanced Academic, PreAP, or AP course, the student must have made a sincere effort to succeed by attending tutorials, completing his/her work, and by conferencing with his/her teacher. The parent must conference with the teacher before a course level change will be considered. If these conditions are met and the student is earning less than a grade of 75, that student will be considered for a change. Space availability in the receiving course will be a consideration for a course level change. Refer to CCISD's Grading and Reporting Procedures for further details.

For Seniors Only: The symbols W/P (withdrew passing) and W/F (withdrew failing) are used for students who withdraw from a class after the date for which a student may enroll in and receive credit for another course per FEC (Legal), including courses that do not offer a course level change. Grades recorded as W/P or W/F are included in the calculation of the GPA for zero (0) grade points. No credit is awarded. Students must enroll in six high school classes to be considered full-time high school students.

Emergency Situations: Students with disabilities who miss a significant amount of school for unavoidable emergency reasons may request consideration to drop a class with no academic repercussions through the Admission, Review, and Dismissal (ARD) or 504 process.