

**Middle School  
Courses for High  
School Credit**

Students may earn high school credit for the following middle school classes provided that the high school scope and sequence and/or the Texas Essential Knowledge and Skills (TEKS) for that course are followed:

- 0.5 credit of Health;
- 0.5 credit of Communication Applications (speech);
- 1 credit of Algebra I (see below); and
- 1 credit for Spanish I (must complete both grade 7 and 8 Spanish I to earn the credit).

Students may also receive credit for Spanish I and Spanish II in accordance with policies and administrative regulations at EHDB.

Students must take grade 8 mathematics concurrently with the Algebra I course at the middle school to ensure mastery of the grade 8 TEKS.

If a student's schedule does not allow for the student to take grade 8 mathematics concurrently, the student may challenge a District-selected grade 8 mathematics exam. If the student demonstrates mastery by passing the grade 8 exam with a Level II score or above, the student will not have to take grade 8 mathematics concurrently with Algebra I.

Grade 8 students enrolled in Algebra I will be required to take the Algebra I STAAR end-of-course (EOC) exam upon completion of the course.

At the end of the year, students in Algebra I must take the STAAR EOC Algebra I exam; no exceptions will be granted.

A course taken in middle school for high school credit shall adhere to the following guidelines:

1. Instruction for the course shall include the appropriate high school Texas Essential Knowledge and Skills (TEKS);
2. The appropriate PEIMS course code shall be utilized;
3. The District-adopted textbook shall be provided for the course; and
4. The teacher shall have the appropriate certification to teach the course.

**Credit Recovery**

Credit recovery will be approved by the campus response to intervention (RTI) committee and for those students who have met the

guidelines for credit recovery approved by the RTI committee. [See FEC]

The approved District credit recovery process consists of the following steps:

1. A student is identified for specific reasons for credit recovery and is targeted prior to his or her senior year through the District's summer program.
2. When students lack credits due to loss of credit for attendance, failure of the course, or they have transferred into the District and lack courses toward graduation, the school counselor and administrator will assign the appropriate online courses via online coursework to the students.
3. Attendance committees must convene to assign online credit courses.
4. The courses have been aligned with all state standards and been reviewed by the Instructional Services coordinators to ensure the coursework shows mastery of the TEKS.
5. All courses have activities, which are aligned to the TEKS. There are also curriculum in the courses that is not aligned with TEKS. These units may also be removed once a teacher in the subject matter approves that they are not part of the necessary curriculum.
6. All online courses have pre- and post-examinations, which students complete.
7. Students who receive special education or Section 504 services may have their courses on the online system reduced per the direction of the admission, review, and dismissal (ARD) committee via their individualized education program (IEP).
8. Students are then assigned to a credit-recovery teacher, who works with them to complete assignments.
9. Students may be issued the pre-test and assigned units that they did not master. The system will automatically exempt students who pass a pre-test with an 80 or above. The principal must authorize this practice.
10. Students are monitored by the online credit-recovery teacher, school counselor, and administration for completion of the courses during the school year.

11. Students attend after school, Saturdays, and can work during the day if their schedule allows.
12. Only seniors may work on the units at home, but students may not take any examinations at home. The online system is only open for a few hours beyond the school day so that students can be monitored and supported by campus staff.
13. The principal must approve students who work on online courses at home and any extended hours. Homebound students will be the exception.
14. Student must take all examinations for online credit at the campus, with no exception.
15. Students must show mastery of the content by completing all assigned units and the appropriate end-of-course or post-test for each course.
16. Students may earn credit without passing the post-test, but must have no exemptions of units. This does not include any units exempted after a student has passed the pre-tests.
17. No exempted units will be configured in a student's final grade.
18. The District-Approved Credit Recovery Form will be completed for all students who are awarded online credit. The sign-off sheet includes the following required staff:
  - a. Credit-recovery or online teacher,
  - b. Content teacher,
  - c. School counselor,
  - d. Administrator, and
  - e. Campus registrar.
19. Campuses then transcribe the credit once all signatures indicate that credit was completed.
20. All senior credits will be reviewed by the principal prior to the graduation for adherence to the regulation.

Online credit-recovery credits will be reviewed each nine weeks by the Office of Instructional Services.

**Laboratory and Field Work**

Science courses in grades 6–12 will include a minimum of 40 percent hands-on laboratory investigations and fieldwork using appropriate scientific inquiry. This inquiry will be safe, environmentally appropriate, and will reflect ethical practices. The study of science

includes conducting field and laboratory investigations using scientific methods, analyzing data, making informed decisions, and using tools to collect, analyze, and record information. Students may also use computers and information technology tools to support scientific investigations.

Acceptable types of laboratory investigations include the following:

- Verification investigation: In this type of laboratory investigation, the student determines the cause, effect, nature, or property of a phenomenon through hands-on experience under controlled conditions. The teacher constructs a laboratory procedure and the student follows the directions and confirms known results.
- Guided discovery: The teacher presents students with a problem, and the teacher or student develops a research design to test a hypothesis related to the problem. The teacher guides the process until the student has tested the hypothesis through experimentation and evaluated the results.
- Process skill practice: The objective is to teach manipulative laboratory skills. However, these skills should be integrated with science concept activities while students are learning the laboratory skills.
- Independent study: This arrangement allows students the opportunity to explore in greater depth an area of interest not normally studied by an entire class. Participation in the science fair is one example. Independent study does not count toward the required minimum 40 percent laboratory time but is in addition to the minimum 40 percent laboratory time.