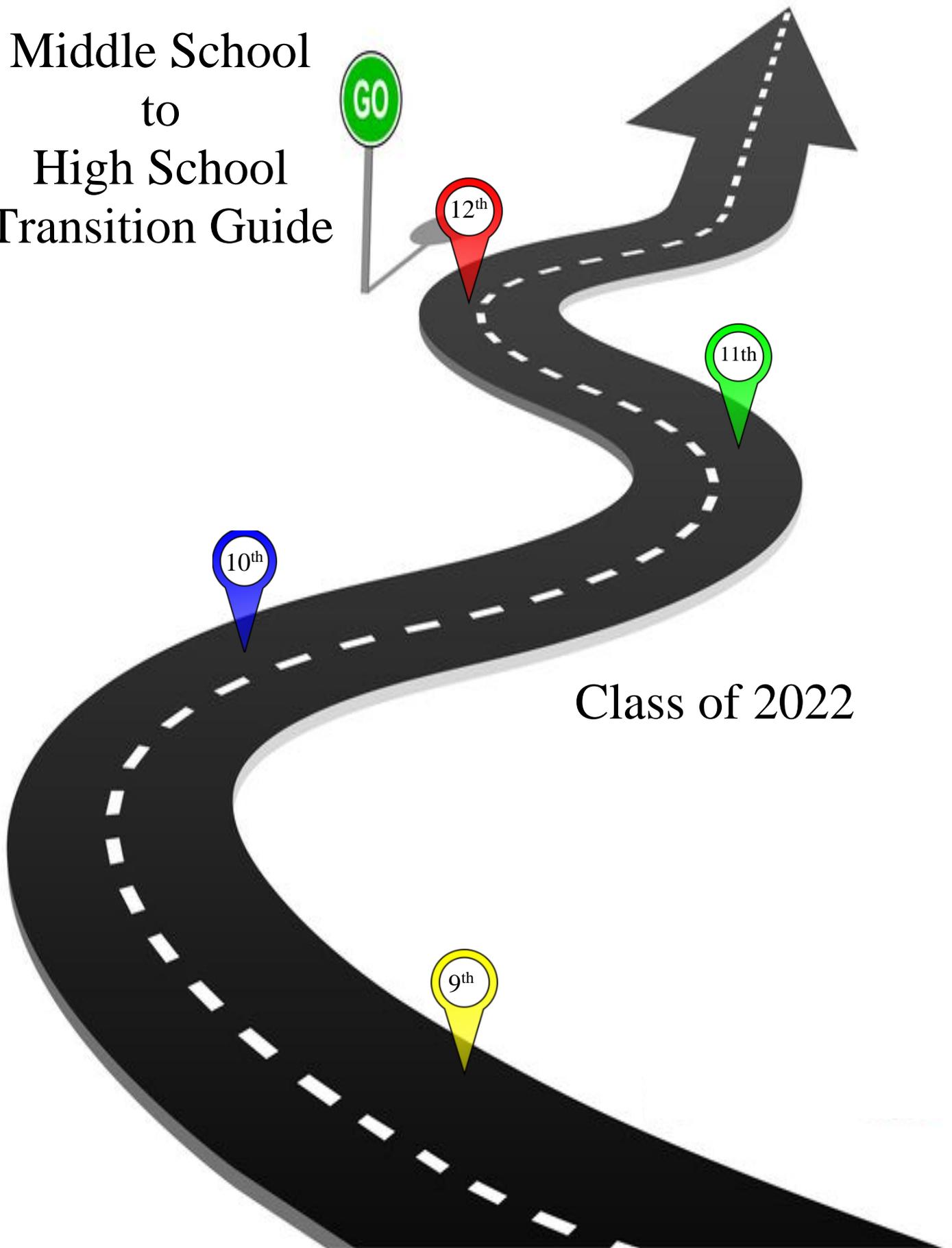


# Middle School to High School Transition Guide



Class of 2022



Dear Students and Parents,

What an exciting time this is in your lives! For students, you are wrapping up middle school and embarking into high school and making preparations towards your post-secondary career goals. For parents, you are gradually letting your children have increasingly more responsibilities. Together, you are sharing with each other your visions and plans for a successful future.

From a district perspective, we are looking forward to helping you grow through this next step of your life. With change sometimes comes anxiety. Please keep in mind that the administrators and counselors in our world class Round Rock Independent School District are dedicated to and experienced with supporting students and parents through challenging stages of these growing years. Please be assured that what you consider in 8<sup>th</sup> grade as course selections for high school are not “set in stone” for the next four years. At least once every year in high school, there will be an annual individual conference with the counselor, student, and parent to check progress and review/revise plans for the future. In addition, counselors are available to address a variety of questions, ranging from social and emotional concerns to academic and career possibilities.

This Middle School to High School Transition Handbook is intended to give helpful information to let you know what lies ahead in this journey. Keep in mind that the district website (<https://roundrockisd.org>) and the various campus websites will have current information and schedules for upcoming events as a resource for you. We highly recommend that you sign up for your campus eNews and the campus Remind 101 service, when you have the opportunity, to receive important announcements. Attending parent meetings and student orientations are also valuable ways to stay informed about the upcoming high school experience.

Round Rock ISD is fortunate to have amazing students and caring parents. Thank you for partnering with us for your world class education!

Sincerely,

Dr. Christina Wiswell  
Director of Counseling Services  
Round Rock ISD

**NOTICE OF NONDISCRIMINATION**

In its efforts to promote nondiscrimination, Round Rock Independent School District does not discriminate on the basis of race, religion, color, gender or disability in employment or in providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title XI of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

For concerns regarding discrimination on the basis of disability, contact RRISD's Office of Special Education/504 at 512-464-5140. All other concerns regarding discrimination should be addressed to RRISD's Office of Legal Services at 512-464-5036.

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# EIGHTH GRADE AND NINTH GRADE - TIMELINE AND CHECKLIST

## Spring of Eighth Grade Year

### January/February

- Attend high school orientation
- Attend parent meetings on the middle school and high school campuses
- For students looking to transfer to a different high school, complete transfer requests online through the RRISD website

### February/March/April

- Complete ninth grade course selection sheet with the help of your middle school counselor
- Select endorsement
- Register for high school courses and complete draft of Personal Graduation Plan (See appendix I)
- Applications for Off-Campus PE must be sent to the district athletic department prior to the due date

### May

- Check HS websites for required summer readings for Pre-AP classes
- Check due dates for required athletic physicals
- Register for any needed freshman academic summer boot camps
- Review summer dates for extracurricular activities (i.e. football, volleyball, and marching band)

## Summer Prior to Freshman Year

### June / July/ August

- Attend academic boot camps
- Attend extracurricular camps (tryouts are required for all athletic teams)
- Attend Freshman Orientation

## Freshman Year

### September/October

- Check schedule for all course requirements so that you will graduate on your desired graduation plan
- Review school and teacher websites. Sign up for online communications (ex: Remind 101)
- Attend campus Open House
- Attend the RRISD College Fair. Pre-register at <http://gotocollegefairs.org> to print out a personal bar code for college reps to scan for your contact information
- Check Home Access for current grades and attendance; contact teachers if concerned with grades.

### November

- Attend Freshman conference (date may adjust depending on high school campus)

### December

- Prepare to take mid-term exams

### January/February

- Do grade checks; check into opportunities to fix grades if you did not pass first semester course.

### March

- Prepare to take English I EOC test

### April/May

- Prepare to take Algebra 1 and Biology EOC exams
- Submit Course Selection for Sophomore year
- Review EOC test scores; determine if Summer School is needed
- Prepare for Final Exams

### June/July

- Attend Summer School (if needed)
- Retake EOC tests (if needed)

## **PGPS/FOUR YEAR PLANS (Information for Parents)**

House Bill 5 (HB5) was passed by the Texas Legislature in the Spring of 2013. Part of HB5 mandated The Foundation High School Plans for specifying graduation requirements for students who entered 9<sup>th</sup> grade in 2014-2015 and after. HB5 originated the graduation plan Endorsements and Performance Acknowledgements. More information about those credentials are included in the next few pages. An additional feature of the legislation was the importance of each high school student having a personal graduation plan (PGP) or four-year high school plan.

Planning a four-year high school program is an important undertaking. The courses your child selects should be guided by their plans for the future. As the world becomes smaller due to technological advances, it becomes increasingly more important to choose a challenging course of study. It is important to think about your child's future and the type of post-secondary education they will need.

Your child's course selections should reflect their goals for life after high school. Choosing courses should be guided by interests as well as abilities. Some students are sure of their future plans; others are still deciding. Both approaches are normal. The courses selected should help students clarify their interests. While, on one hand, it may seem tempting to schedule a less demanding combination of courses, choosing rigorous courses that meet the needs and interests of students is the best way to prepare for their future. On the other hand, it is important to balance the course load so that there is time for other activities, such as working a part-time job, volunteering time to worthwhile activities, and enjoying family and friends.

Students entering grade 9 for the first time **MUST** select one of the Foundation Graduation Plans. The only difference between the Foundation Plans with Endorsements and the Distinguished Level of Achievement (DLA) Foundation Plan (with Endorsements) is that the DLA requires Algebra II, which is a course that most colleges strongly prefer. For this reason, the DLA is the preferred Foundation Plan. Students who want to be on the Foundation Graduation Plan, but are currently on the Foundation Plan with Endorsements or the DLA Graduation Plan, must meet with their school counselor after their sophomore year to discuss the possible change of plan.

Eighth grade students will be asked to fill out a 4-Year PGP before the end of the school year. This will help the student map out their four year plan (see Appendix I for an example of the form). This is a very fluid process. The important aspect to the PGP is to provide the student with an idea of what classes he or she might be taking over the next four years. All students will have a conference with their counselor every year. It is important that parents/guardians attend this conference. The student's four year plan will be discussed, as well as other important topics to his or her future success in high school (see Appendix II for an example of the form used during the conference). ***Please note that the four year PGP can be adjusted and changed as the student progresses through high school.***

## SCHEDULING PROCESS AND SCHEDULE CHANGES

Students must carefully plan their course selections. **Although students will receive specific instructions and assistance from school counselors during the preregistration process, the responsibility for selecting appropriate career and graduation choices rests with students and parents.** It is very important that students and parents give careful consideration to selecting appropriate courses. The choices students make during the preregistration process determine the master schedule of course offerings available. The master schedule, though never perfect, is designed to maximize student opportunities and minimize scheduling conflicts. Therefore, the selection of courses by the student is a commitment to put forth effort to successfully complete those courses.

Student schedules will not be changed to select different teachers, lunch periods, to drop a previously selected elective, or a course in which the student enrolls with a waiver. For students with disabilities, special education courses are determined by the Admission, Review, and Dismissal (ARD) committee. Students' schedules must coincide with ARD recommendations. Requests to change the level of a core course (English, Math, Science, Social Studies, and Foreign Language) will only be considered for a compelling educational circumstance. Level changes in core classes will be considered after the third week of school, after a student has attended tutorials with the teacher and there has been a parent/teacher/student conference. The campus scheduling committee will meet to review the request and make a recommendation to the campus principal or designee. Final approval for a change must be given by the principal or designee.

If a student takes a correspondence or college course during the summer they will still be scheduled into that course for the coming school year. It is the responsibility of the parent and the student to provide the campus with documentation of successful completion of the course prior to the first day. Otherwise, the student may be required to take the course for the coming year.

***Schedule changes will be considered during the first 10 days of school 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

### **Course Level Changes:**

Course level changes will be considered only at the end of the first 3 weeks of each semester for each course that offers a different level of the same course. To be considered for a transfer from a PAP or AP course, the student must have made a sincere effort to succeed by attending tutorials, completing his/her work, and by attending a conference with his/her teacher and parent. The parent must conference with the teacher before a course level change will be considered. If these conditions are met, the student will be considered for a change. Space availability in the receiving course will be a consideration for a course level change. 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 (6 weeks and semester). The student assumes all responsibility for the requirements in the course entered.

## GRADUATION REQUIREMENTS

Foundation Course Requirements	Foundation Plan	Foundation Plan w/ Endorsements	Distinguished Level of Achievement (DLA) <i>Note: The DLA is required to qualify for automatic college admission under the Texas Top 10% provisions. RRISD strongly recommends the DLA.</i>
English Language Arts (ELA)	English I, II, III, & an Advanced English Course (4 credits) <i>Note: RRISD strongly recommends an Advanced ELA credit in: English IV, Dual Credit English IV, AP English Literature</i>	English I, II, III, & an Advanced English Course (4 credits) <i>Note: RRISD strongly recommends an Advanced ELA credit in: English IV, Dual Credit English IV, AP English Literature</i>	English I, II, III, & an Advanced English Course (4 credits) <i>Note: RRISD strongly recommends an Advanced ELA credit in: English IV, Dual Credit English IV, AP English Literature</i>
Mathematics	Algebra I, Geometry, & an Advanced Math Course (3 credits) <i>Note: RRISD recommends an Advanced Math credit in: Algebra II.</i>	Algebra I, Geometry, & two Advanced Math Courses (4 credits) <i>Note: RRISD recommends an Advanced Math credit in: Algebra II.</i>	Algebra I, Geometry, Algebra II, & an additional Math Course (4 credits)
Science	Biology, IPC or an Advanced Science Course, & an Advanced Science Course (3 credits)	Biology, IPC or an Advanced Science Course, & two Advanced Science Courses (4 credits)	Biology, IPC or an Advanced Science Course, & two Advanced Science Courses (4 credits)
Social Studies	World Geography and/or World History, and RRISD approved Social Studies course, U.S. History, U.S. Government (.5 credit), & Economics (.5 credit) (4 credits)	World Geography and/or World History, and RRISD approved Social Studies course, U.S. History, U.S. Government (.5 credit), & Economics (.5 credit) (4 credits)	World Geography and/or World History, and RRISD approved Social Studies course, U.S. History, U.S. Government (.5 credit), & Economics (.5 credit) (4 credits)
Languages Other Than English (LOTE)	LOTE (2 credits in the same language, computer programming language, or other allowable exceptions)	LOTE (2 credits in the same language, computer programming language, or other allowable exceptions)	LOTE (2 credits in the same language, computer programming language, or other allowable exceptions)
Fine Arts	Fine Arts (1 credit)	Fine Arts (1 credit)	Fine Arts (1 credit)
Physical Education	Physical Education (1 credit)	Physical Education (1 credit)	Physical Education (1 credit)
Electives	Electives (5 credits)	Electives (7 credits)	Electives (7 credits)
Endorsements <i>Note: A student may earn an endorsement by successfully completing:</i> ·Curriculum requirements for the endorsement, ·Four credits in mathematics, ·Four credits in science, & ·Two additional elective credits.	(No Endorsement)	- STEM (Science, Technology, Engineering, & Math) - Business & Industry - Arts & Humanities - Public Service - Multidisciplinary	- STEM (Science, Technology, Engineering, & Math) - Business & Industry - Arts & Humanities - Public Service - Multidisciplinary
Total Credits Required	23	27	27

## ENDORSEMENTS

There are five areas in which a student may earn one or more endorsements:

### **STEM (Science, Technology, Engineering, and Mathematics) Endorsement**

A student may earn a STEM endorsement by completing foundation and endorsement requirements including Algebra II, Chemistry, and Physics and one of the following options:

- A. A coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster including at least one advanced CTE course. The courses may be selected from courses in all CTE career clusters or CTE innovative courses approved by the Texas Education Agency's Commissioner of Education. The final course in the sequence must be selected from the STEM career cluster.
- B. A coherent sequence of four credits in computer science selected from the following: Fundamentals of Computer Science; Computer Science I; AP Computer Science; Computer Science II; IB Computer Science (Standard Level); IB Computer Science (Higher Level); Discrete Math for Computer Science; Digital Forensics; Game Programming and Design; Mobile Application Development; Robotics Programming and Design; and Independent Studies of Technology Applications.
- C. A total of five credits in math by successfully completing Algebra I, Geometry, Algebra II and two additional mathematics courses for which Algebra II is a prerequisite.
- D. A total of five credits in science by successfully completing Biology, Chemistry, Physics, and two additional science courses.
- E. In addition to Algebra II, Chemistry, & Physics, a coherent sequence of three additional credits from no more than two of the areas listed in the above (A), (B), (C), and (D).

### **Business and Industry Endorsement**

A student may earn a business and industry endorsement by completing foundation and general endorsement requirements and one of the following options:

- A. A coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster including at least one advanced CTE course. The courses may be selected from courses in all CTE career clusters or CTE innovative courses approved by the Texas Education Agency's Commissioner of Education. The final course in the sequence must be selected from one of the following CTE career clusters: Agriculture, Food, & Natural Resources; Architecture & Construction; Arts, Audio/Video Technology, & Communications; Business Management & Administration; Transportation, Distribution, & Logistics; Marketing; Information Technology; Manufacturing; Hospitality & Tourism; and Finance.
- B. Four English elective credits by selecting three levels in one of the following areas: advanced broadcast journalism; advanced journalism – newspaper; advanced journalism – yearbook; public speaking; and debate.
- C. Four technology applications credits from the following: Digital Design & Media Production; Digital Art & Animation; 3-D Modeling & Animation; Digital Communications in the 21<sup>st</sup> Century; Digital Video & Audio Design; Web Communications; Web Design; Web Game Development; and Independent Study in Evolving/Emerging Technologies.
- D. A coherent sequence of four credits from (A), (B), or (C).

### **Arts and Humanities Endorsement**

A student may earn an arts and humanities endorsement by completing foundation and general endorsement requirements and one of the following options:

- A. A total of five social studies credits.
- B. Four levels of the same language in a language other than English.
- C. Two levels of the same language in a language other than English and two levels of a different language in a language other than English.
- D. Four levels of American Sign Language.
- E. A coherent sequence of four credits by selecting courses from one or two categories or disciplines in fine arts or innovative courses approved by the Texas Education Agency's Commissioner of Education.
- F. Four English elective credits by selecting from the following: English IV; Independent Study in English; Literary Genres; Creative Writing; Research & Technical Writing; Humanities; AP English Literature and Composition; IB Language Studies (A1 Higher Level); or Communications Applications.

### **Public Service Endorsement**

A student may earn a public service endorsement by completing foundation and general endorsement requirements and one of the following options:

- A. A coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster including at least one advanced CTE course. The courses may be selected from courses in all CTE career clusters or CTE innovative courses approved by the Texas Education Agency's Commissioner of Education. The final course in the sequence must be selected from one of the following CTE career clusters: Education & Training; Government & Public Administration; Health Science; and Law, Public Safety, Corrections, & Security.
- B. Four courses in Junior Reserve Officer Training Corps (JROTC).

### **Multidisciplinary Studies Endorsement**

A student may earn a multidisciplinary studies endorsement by completing foundation and general endorsement requirements and one of the following options:

- A. Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education. Courses should be without remediation and from within one endorsement area or among endorsement areas that are not in a coherent sequence, or
- B. Four credits in each of the four foundation subject areas to include English IV and Chemistry and/or Physics, or
- C. Four credits in advanced placement (AP), International Baccalaureate (IB), or dual credit selected from English, mathematics, science, social studies, economics, or languages other than English, or fine arts.

## Earn an Endorsement through the RRISD Academies or Academics

<b>Arts &amp; Humanities</b>	<b>Business &amp; Industry</b>	<b>Multidisciplinary</b>	<b>Public Service</b>
<p><b><u>Academic Options</u></b> Choose a coherent sequence of 4 credits in one of the areas below:</p> <ul style="list-style-type: none"> <li>• 5 Social Studies</li> <li>• 4 levels of a non-English language; OR 2 levels of the same non-English language and 2 levels of different non-English language; OR 4 levels of American Sign Language</li> <li>• 4 credits from the following choices: English IV; Independent Study in English; Literary Genres; Creative Writing; Research &amp; Technical Writing; Humanities; Communications Applications; AP English Literature and Composition; AP English Language and Composition; or IB Language Studies (A1 Higher Level)</li> </ul> <p><b><u>Academy Options</u></b> Choose a coherent sequence of 4 credits in 2 Fine Arts disciplines below:</p> <ul style="list-style-type: none"> <li>• Band</li> <li>• Choir</li> <li>• Dance</li> <li>• Orchestra</li> <li>• Piano (CRHS, WHS)</li> <li>• Theatre (Performance)</li> <li>• Theatre (Technical)</li> <li>• Visual Art</li> </ul>	<p><b><u>Academic Options</u></b> Choose a coherent sequence of 4 credits in one of the areas below:</p> <ul style="list-style-type: none"> <li>• Debate: CRHS, MHS, SPHS, WHS</li> <li>• Journalism (Newspaper)</li> <li>• Journalism (Yearbook)</li> </ul> <p><b><u>Academy Options</u></b> Choose a coherent sequence of 4 credits in one of the areas below:</p> <ul style="list-style-type: none"> <li>• 3D Animation and Game Design: RRHS</li> <li>• Ag. Mechanics &amp; Metal Tech.: MHS, SPHS</li> <li>• Animal Science: MHS, SPHS</li> <li>• Animation: CRHS, SPHS, WHS</li> <li>• Architectural Design: CRHS, SPHS, WHS</li> <li>• Automotive Tech.: MHS, RRHS</li> <li>• Business Management &amp; Administration</li> <li>• Computer Maintenance: MHS, SPHS</li> <li>• Construction Tech.: CRHS</li> <li>• Culinary Arts: CRHS, RRHS</li> <li>• Digital Media: CRHS, MHS, SPHS, WHS</li> <li>• Fashion Design: CRHS, MHS, SPHS, WHS</li> <li>• Finance: CRHS, MHS, SPHS, WHS</li> <li>• Floral Design: MHS, SPHS</li> <li>• Graphic Design &amp; Illustration: CRHS, RRHS, WHS</li> <li>• Hospitality Services: SPHS</li> <li>• Interior Design: CRHS</li> <li>• Marketing</li> <li>• Print Shop: RRHS</li> <li>• Veterinary Science: MHS, SPHS</li> <li>• Video Production: CRHS, MHS, WHS</li> </ul>	<p><b><u>Academic Options</u></b> Choose a coherent sequence of 4 credits in one of the areas below:</p> <ul style="list-style-type: none"> <li>• 4 advanced courses from one endorsement area or among endorsement areas that are not in a coherent sequence</li> <li>• 4 credits in each of the four foundation subject areas to include English IV and Chemistry and/or Physics</li> <li>• 4 credits in Advanced Placement, IB, or dual credit in English, Math, Science, Social Studies, Economics, LOTE, or Fine Arts</li> </ul> <div style="text-align: center; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;"><b>STEM</b></div> </div> <p><b><u>Academic Options</u></b> Choose a coherent sequence of 4 credits in one of the areas below:</p> <ul style="list-style-type: none"> <li>• 5 Math credits including Algebra I, Geometry, Algebra II, and 2 courses where Algebra II is the prerequisite, <b>AND</b> Chemistry and Physics</li> <li>• 5 Science credits including Biology, Chemistry, Physics and 2 additional Science courses, <b>AND</b> Algebra II</li> </ul> <p><b><u>Academy Options</u></b> Complete Algebra II, Chemistry, and Physics <b>and</b> 4 credits in one of the areas below:</p> <ul style="list-style-type: none"> <li>• Biotechnology: CRHS</li> <li>• Computer Science</li> <li>• Engineering</li> </ul>	<p><b><u>Academic Options</u></b> Choose a coherent sequence of 4 credits in one of the areas below:</p> <ul style="list-style-type: none"> <li>• Air Force JROTC: MHS, WHS</li> <li>• Marine Corps JROTC: RRHS</li> <li>• Naval JROTC: SPHS</li> </ul> <p><b><u>Academy Options</u></b> Choose a coherent sequence of 4 credits in one of the areas below:</p> <ul style="list-style-type: none"> <li>• Biomedical Science</li> <li>• Education &amp; Training: CRHS, MHS, RRHS, SPHS</li> <li>• Health Sciences: CRHS, MHS, SPHS, WHS</li> <li>• Health Science Theory &amp; Practice</li> <li>• Human Services: MHS, SPHS, WHS</li> <li>• Law Enforcement: CRHS, RRHS, SPHS</li> <li>• Law &amp; the Legal System: RRHS</li> <li>• Sports Medicine: SPHS, WHS</li> </ul>

## **PERFORMANCE ACKNOWLEDGEMENT**

The following is a list of ways to earn one or more Performance Acknowledgements on the diploma and transcript.

### **AP or IB Performance Acknowledgement**

A student may earn a Performance Acknowledgement on the student's diploma and transcript for outstanding performance on a College Board Advanced Placement (AP) test or International Baccalaureate (IB) exam by earning:

- A. A score of 3 or above on an AP exam, or
- B. A score of 4 or above on an IB exam.

### **Bilingualism and Biliteracy Performance Acknowledgement**

A student may earn a Performance Acknowledgement on the student's diploma and transcript for outstanding performance in bilingualism and biliteracy by demonstrating proficiency in accordance with RRISD grading policy in two or more languages by:

- A. Completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100, and
- B. Satisfying one of the following:
  - a. Completion of a minimum of 3 credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
  - b. Demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
  - c. Completion of at least 3 credits in a foundation subject area course in a language other than English with a minimum of 80 on a scale of 100; or
  - d. Demonstrated proficiency in one or more languages other than English through one of the following methods:
    - i. A score of 3 or higher on a College Board AP exam for a language other than English; or
    - ii. A score of 4 or higher on an IB exam for a higher-level language other than English course; or
    - iii. Performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent.
- C. In addition to meeting the requirements to earn a Performance Acknowledgement in bilingualism and biliteracy, an English language learner must also have participated in and met the exit criteria for a bilingual or English as a Second Language (ESL) program and scored at the Advanced High level on the TELPAS.

### **Dual Credit Performance Acknowledgement**

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

- A. At least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including RRISD articulated courses, with a grade of 3.0 or higher on a scale of 4.0, or
- B. An associate degree while in high school.

### **Business or Industry Certification or License Performance Acknowledgement**

A student may earn a Performance Acknowledgement on the student's diploma and transcript for earning a nationally or internationally recognized business or industry certification or license with:

- A. Performance on an exam or series of exams sufficient to obtain a nationally or internationally recognized business or industry certification, or
- B. Performance on an exam sufficient to obtain a government-required credential to practice a profession.

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

- A. A national or international business, industry, or professional organization, or
- B. A state agency or other governmental entity, or
- C. A state-based industry association.

Certifications or licensures for performance acknowledgements shall:

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

### **PSAT, the ACT, or the SAT Performance Acknowledgement**

A student may earn a Performance Acknowledgement on the student's diploma and transcript for outstanding performance on the PSAT, the SAT, or the ACT by:

- A. Earning a score on the PSAT that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation, or
- B. Achieving the college readiness benchmark score on at least two of the four subtests on the ACT exam, or
- C. Earning a combined reading and mathematics score of at least 1250 on the SAT, or
- D. Earning a composite score on the ACT exam of 28 (excluding the writing sub-score).

## ACADEMIES

In order for a student to graduate under the Foundation Plan with Endorsements or the Distinguished Level of Achievement (DLA) Foundation Plan, they must complete a minimum of one endorsement. Some endorsements can be earned by completing a Career and Technical (CTE) or Fine Arts Program of Study. Students can choose a pathway within an academy to begin their endorsement journey. Students are not limited to just one academy as many of RRISD students graduate with multiple academy certificates. Students will meet with their high school counselor each year to review and update their four year plan in order to maintain and adjust their academy courses.

ACADEMY	DESCRIPTION	PROGRAMS OF STUDY (Varies by Campus)
Health Science	The academy classes allow students to focus their studies in their area of interest such as microbiology, pharmacy, animal sciences, and nursing. Students will have the opportunity to shadow a professional in many health occupations. Refer to your individual graduation plan for required number of credits.	<ul style="list-style-type: none"> <li>• Biomedical Sciences</li> <li>• Health Science: Theory and Practice</li> <li>• Health Sciences</li> <li>• Sports Medicine</li> </ul>
Business & Industry	Students interested in pursuing a program of study in business, finance, information technology, and marketing will want to select this academy. Internships and other specialized learning opportunities are offered to students. Refer to your individual graduation plan for required number of credits.	<ul style="list-style-type: none"> <li>• 3D Animation and Game Design</li> <li>• Animal Science</li> <li>• Agricultural Mechanics and Metal Technologies</li> <li>• Architectural Design</li> <li>• Automotive Technology</li> <li>• Business Management and Administration</li> <li>• Computer Maintenance</li> <li>• Construction</li> <li>• Culinary Arts</li> <li>• Debate</li> <li>• Digital Media</li> <li>• Fashion Design</li> <li>• Finance</li> <li>• Floral Design</li> <li>• Graphic Design and Illustration</li> <li>• Hospitality Services</li> <li>• Interior Design</li> <li>• Journalism: Newspaper</li> <li>• Journalism: Yearbook</li> <li>• Marketing</li> <li>• Print Shop</li> <li>• Veterinary Science</li> <li>• Video Production</li> </ul>
Public Services	The academy helps students explore the field of education, criminal justice, human services and ROTC. Students will learn about professional roles available in these areas by taking classes which offer real world, hands-on experiences. Refer to your individual graduation plan for required number of credits.	<ul style="list-style-type: none"> <li>• Education &amp; Training</li> <li>• Human Services</li> <li>• Junior ROTC</li> <li>• Law Enforcement</li> </ul>
Science, Technology, Engineering & Math (STEM)	STEM is a national initiative for securing America's leadership in science, technology, engineering, and mathematics fields and identifying promising strategies for strengthening the educational pipeline that leads to STEM careers. Refer to your individual graduation plan for required number of credits.	<ul style="list-style-type: none"> <li>• Biotechnology</li> <li>• Computer Science</li> <li>• Engineering</li> </ul>
Visual & Performing Arts	Based on student selection, specialized courses may include subjects such as advanced drawing, advanced ceramics, ballet, jazz, tap dance, advanced costume design, theatre directing, musical theatre performance, piano lab, and music theory technology lab. Refer to your individual graduation plan for required number of credits.	<ul style="list-style-type: none"> <li>• Band</li> <li>• Choir</li> <li>• Orchestra</li> <li>• Dance</li> <li>• Music Theory</li> <li>• Theatre Arts</li> <li>• Technical Theatre</li> <li>• Visual Arts</li> </ul>

## CAREER CRUISING

Career Cruising is a self-exploration and planning program that helps students in all grades build a foundation for future readiness. The program includes skill and career assessments, post-secondary school and job market information, exploration activities, an employment guide, and more. A key component of Career Cruising is the My Plan digital portfolio, which allows students to document each stage of their career and college exploration process. Teachers, counselors, and administrators can track and support student progress with a wide range of tools and reports. Through the Parent Portal, parents can see their child's goals, interests, and saved plans so they can provide feedback and ask questions to teachers, if needed. Career Cruising can be accessed from school, home, or wherever your student has access to the Internet. Features of the program include:

- **Interest and Skills Assessment** - a career assessment tool to help people identify suitable career options based on their interests and skills
- **Career Profiles** - thorough and up-to-date information about hundreds of different occupations, including direct links between careers and related college programs
- **Multimedia Interviews** - interviews with real people in each occupation, which add depth and realism to career profiles
- **College and Financial Aid Information** - comprehensive college and financial aid information, with a number of useful search tools to help students find the right college and the right scholarships
- **Electronic Career Portfolio** - available online, so students can develop their education and career plans from wherever they access Career Cruising
- **Resume Builder** - integrated with the portfolio to help students format and print professional-looking resumes quickly and easily.

Each student has their own individual login for Career Cruising. This login allows them to store assessments, profiles, interviews and more. Students may login at [www.careercruising.com](http://www.careercruising.com) using the following information:

Username: "s#####@student.roundrockisd.org" (##### is the student's RRISD ID number)

Password: Birth date (mmddyyyy) (for example: August 25<sup>th</sup>, 1990 → 08251990)

After the initial login, students are required to create their own password.

## CREDITS & SCHEDULES

### What is a High School Credit?

Credits are what is needed to graduate high school. Each semester ½ credit is earned when a course is completed and passed with a 70 or higher. Credits are also used to determine a student's classification for the following school year. Students must earn at least six credits in the current year to be identified for the next grade level. (To be classified as a freshman, a student must have successfully completed 8th grade.) As part of the high school graduation requirements, students must earn specific credits towards graduation. Students on the Foundation Plan must earn 23 credits, students on the Foundation Plan w/Endorsements must earn 27, and students on the Distinguished Level of Achievement (DLA) Foundation Plan must earn 27 credits with Algebra II being one of them. *The DLA is required to qualify for automatic college admission under the Texas Top 10% provisions. Round Rock ISD strongly recommends the DLA.*

Credits can be earned or made up in summer school. If you are in this situation, ask your teacher or counselor about your options.

### Block Scheduling in High School

High school daily schedules are different than middle school daily schedules. In middle school, students take all classes every day Monday through Friday. High schools in RRISD implement block scheduling. Courses in high school are taught in 90 minute blocks of time every other day versus 45 minutes each day. Some courses are considered double blocked which means that they are taught for 90 minutes every day (i.e. band and athletic type courses). Double blocked courses will take up two class spots in a student's list of course selections for the year. Lunch is tied into the third period of the day, so lunch will not show on their schedules. High schools can have up to four different lunch periods (A, B, C or D lunch).

Course Selection Example: (Notice that band is double blocked)

1. Pre AP English 1
2. Algebra 1
3. Biology
4. AP Human Geography
5. Spanish I
6. Principles of Health Science (Public Service Endorsement) (Public Service Academy)
7. Band (Fine Arts credit) (Arts & Humanities Endorsement) (Visual & Performing Arts Academy)
8. Band (PE credit for first semester)

What this student's schedule could look like:

A Day		B Day	
<b>First Period:</b>	Band	<b>Fifth Period:</b>	Band
<b>Second Period:</b>	Pre AP English I	<b>Sixth Period:</b>	Algebra I
<b>Third Period:</b>	Biology (lunch)	<b>Seventh Period:</b>	Spanish I (lunch)
<b>Fourth Period:</b>	AP Human Geography	<b>Eighth Period:</b>	Principles of Health Science
At orientation students will receive an academic calendar denoting A Days and B Days. (See Appendix III)			

## **High School Credits Taken Prior to High School**

RRISD offers some courses designated for grades 9-12 in middle school. Students who take these courses must show satisfactory completion of the prerequisite grade 7 and 8 Texas STAAR exam as well as meet state and district requirements for the high school course taken including the appropriate high school STAAR exam. Satisfactory completion of high school courses taken prior to high school shall be reflected on the student's academic achievement record, and the student will be awarded state graduation credit.

Students who satisfactorily complete Algebra I, and/or Geometry prior to high school will continue with higher level mathematics courses in grades 9-12. Students are expected to take four additional years of high school math while in high school. **Currently, the grade for courses taken prior to high school will not be averaged in the student's high school grade point average (GPA) or class rank.** Students who successfully complete the two-year program for Spanish I, French I, or German I prior to high school may use this unit earned to satisfy one credit of the languages other than English requirement in grades 9-12. The grade for courses taken prior to high school will not be averaged in the student's high school grade point average (GPA) or class rank. **It's also important to note that some HS credit courses taken prior to high school may count towards NCAA eligibility requirements.**

## **Earning College Credit While in High School**

There are several ways to save time and money by earning college credits in high school. Advanced Placement courses, articulated courses, dual credit courses, the Early College High School Program, and the International Baccalaureate Diploma Programme are all options available to students.

### **Advanced Placement (AP) Courses**

The Advanced Placement (AP) Program, sponsored by the College Board, offers motivated and capable high school students an opportunity to take college-level courses while in high school. AP courses have open enrollment and participation is based on the course prerequisites as indicated in the course catalog. In addition to all Texas Essential Knowledge and Skills, a wider range and greater depth of content is taught, with an emphasis on higher level critical thinking skills as well as provisions for creative and productive thinking.

Although not required, RRISD students enrolled in AP courses are expected to take the AP exam that accompanies the AP course in which the student is enrolled. Costs of these exams are paid by the student; however, limited financial assistance is available. If the student takes the associated AP exam, Advanced Placement and/or college credit may be awarded upon college entrance. Colleges and universities have policies regarding how much credit and/or advanced placement will be received for a given score on an AP exam. Before taking AP exams, students should check college websites about specific advanced placement credit policies or visit the College Board website by going to <https://apstudent.collegeboard.org/creditandplacement/search-credit-policies>. Talk with the school counselor for more information. Check <https://apstudent.collegeboard.org/apcourse>.

### **AP Capstone Diploma**

The AP Capstone Diploma is an innovative new program which compliments and enhances discipline-specific AP courses through the AP Seminar and AP Research courses. Students who earn scores of 3 or higher in both of the AP Capstone courses and on four additional AP exams of their choosing taken at any point throughout high school will receive the AP Capstone Diploma. For more information, see <https://advancesinap.collegeboard.org/ap-capstone>.

### **Articulated Credit Courses**

Articulated credit saves time and money on a college education. Students earn high school credit to use right now and college credit to claim later for a college degree. Articulation agreements with community colleges (and some four-year universities) make it possible for students to earn college

credit for courses successfully completed in high school. These courses are designed to prepare students for the future and cover both the high school curriculum and the college curriculum. These credits are held in escrow until the student successfully completes the requirements of the articulating college/university. The credits held in escrow are then placed on the student's college transcript when they enter the institution of higher learning that offers the articulated credit.

It is important to note that if the articulated credits are offered through Austin Community College, the student must take at least one course at ACC to earn the articulated credits. To be considered for articulated credit, students must earn a grade of 80 or higher in the class. Some universities and colleges do not accept articulated credits depending on the student's major and the rules and regulations of the institution. It is always best to speak directly with an admissions representative at the college or university to learn of any transfer of credit restrictions. For the most current information, see <http://cte.roundrockisd.org/articulated-credit-tech-prep-program>.

### **Dual Credit and Dual Enrollment**

High school students may enroll in college concurrently with high school to extend learning or accumulate college hours. Credit earned through dual credit counts for college and high school credit and fulfills high school graduation requirements if the college course covers required state curriculum. Courses may occur face to face or through distance learning. To take college courses, students must meet TSI requirements and receive both the principal's and parent's prior approval. Providers, including UT OnRamps and UT Permian Basin, may require tuition and fees. To receive credit, the grade in the course must be a C or better and students must submit an official college transcript to the high school registrar. If all conditions are met, credit is given for the course but is not used to determine the student's grade point average (GPA) or class rank. Dual enrollment credit is accepted by Texas public universities. Students who plan to attend a private or out-of-state college or university should check with schools regarding their policy of accepting dual or concurrent enrollment courses.

Prior to withdrawing from a college course, it is the student's responsibility to first discuss this matter with the school counselor to determine if space is available in the comparable high school course. Students who take a dual credit class that will be used to meet core course graduation requirements must also take the corresponding STAAR exam.

Round Rock ISD is proud to provide multiple options and opportunities for students to earn college credit while in high school, including dual credit and dual enrollment through several providers. To count as dual credit, courses must cover the state standards for the associated high school course and be approved by RRISD. Students must submit their college transcript showing their grade in the dual credit course to their campus registrar for inclusion in their high school transcript. For the most current information, see <https://roundrockisd.org/departments/gifted-and-advanced-academic-services/>.

### **Early College High School**

The Early College High School (ECHS) is a unique high school program located at Austin Community College (ACC) Round Rock. During the four years of high school, enrolled students have the possibility of earning both a Round Rock ISD Early College High School diploma and an ACC Associates Degree, at no cost to the student's family. Enrollment is based on an application system that begins during the spring semester of their 8th grade year. At this time only 9th and 10th graders are accepted.

Early College High School students are enrolled in Austin Community College. An ACC college transcript, in addition to a high school transcript, is generated. All Early College High School courses are identified PAP/AP in order to prepare students for college courses.

During the student's 9th grade year, all students will have the opportunity to select their anticipated Associates Degree. Currently, students have the opportunity to choose from three degrees:

- Associate of Arts Degree in General Studies (Foreign Language)
- Associate of Arts Degree in General Studies (Humanities)
- Associate of Science Degree in General Studies (STEM)

Students who are interested in earning both a high school diploma and an Associate's Degree are highly encouraged to speak to their Middle School counselors. For more information regarding Round Rock Early College High School visit the school website <https://earlycollege.roundrockisd.org/> or contact the school office at (512) 704-1650.

### **International Baccalaureate (IB) Programme**

The International Baccalaureate (IB) Diploma Programme is a rigorous, holistic curriculum based on international standards. Students who successfully complete the challenging two-year program (junior/senior level) may earn college and university credit as well as the IB Diploma. Some IB courses may be taught concurrently with Advanced Placement courses.

IB's broad range of subjects accommodates diverse student interests and intentions. The balanced academic experience encourages development in languages, literature, science, mathematics, social studies, and electives. IB diploma recipients complete the Theory of Knowledge class, an Extended Essay, and the Creativity, Activity, and Service (CAS) components. IB's multi-disciplinary approach encourages students to develop their approaches to learning and allow students to delve into academic inquiry. Students complete internal assessments (projects, oral presentations, essays, etc.) and external assessments (written exams) that are moderated and evaluated by international examiners. Costs of these exams must be borne by the student; however, limited financial assistance is available.

Colleges and universities have policies regarding how much will be received for a given score on an IB exam. Students should check college websites about specific IB credit policies. Texas law requires public colleges to grant IB Diploma recipients 24 semester credit hours for a score of 4 (out of 7) on their IB exams.

All students in RRISD are encouraged to begin the IB Programme at Westwood or Stony Point High Schools. Students may transfer to a campus offering the IB Programme. McNeil and Westwood students may participate in the Westwood IB Programme; Cedar Ridge, Round Rock, and Stony Point students may participate in the Stony Point IB Programme. The student is responsible for transportation. Further information is available from the IB Coordinator at the participating high schools and at [www.ibo.org](http://www.ibo.org). Participation requires completion of the IB Statement of Declaration, found online at <https://ib.roundrockisd.org/>, in the school counseling office, or from the IB Coordinator.

To enter the IB Diploma Programme in the junior year of high school, it is recommended that students have participated in RRISD IB preparatory courses at Stony Point High School (SPHS) and Westwood High School (WHS) and studied a second language during the freshman and sophomore years. A full list of required courses is listed in the IB Course Sequencing in the course catalog. SPHS and WHS IB Prep courses deal primarily with content and skills to prepare students for a college preparatory program. These courses are also aligned with the IB philosophy which will fully prepare students for success in grades 11 and 12. More information about each campus' IB programs can be found online: SPHS: [www.stonypointib.com](http://www.stonypointib.com) and WHS: <https://sites.google.com/site/whsibprogram/>

## **AVID (Advancement Via Individual Determination)**

At the high school level, AVID students receive support in an academic elective class, called AVID, and taught within the school day by a trained AVID teacher. In the accelerated elective class, AVID students receive support through a rigorous curriculum and ongoing, structured tutorials. As part of AVID, students are asked to enroll in challenging course work, notably pre-Advanced Placement, Advanced Placement, or International Baccalaureate. The AVID class addresses key elements in college preparation: academic survival skills, preparation for college entrance and examinations such as the SAT and ACT, tutorials, motivational activities, and career and college exploration. Additionally, students will improve their oral communication skills through presentation and Socratic Seminar. They will participate in writing-to-learn activities, including note taking, learning logs, and essay design. ***Acceptance into AVID requires an application and admission process.***

### **Important Tests: What, When, Why, How**

**ACT:** This college entrance test may be taken through the senior year, but scores must be received by the college application deadline. The average score on the ACT is between 20 and 21, with 36 as a perfect score. However, keep in mind that different colleges may have different standards for what scores are typical for their campuses. Students will need to register for this test. There is a fee associated with this test.

**ASVAB (Armed Services Vocational Aptitude Battery):** The ASVAB is an optional career planning test offered free of charge on each high school campus. This test can help you in your career planning by helping you to identify your interests, clarify what is important to you, and better understand your abilities. See your counselor for complete details.

**PSAT:** Recommended for college-bound students, the PSAT provides practice for the SAT. The PSAT assesses verbal and mathematical skills. Though eligibility for the National Merit Scholarship Program is determined by a student's junior year score on the PSAT, sophomores may take the PSAT for practice.

**SAT Test:** This college entrance test may be taken through the senior year, but scores must be received by the college application deadline. The New SAT uses a 1600-point scale with an optional essay that is scored separately.

**STAAR EOC:** These are free required state of Texas tests that are taken on campus after course completion for English I and II, Algebra I, Biology, and U.S. History. With very few exceptions, all of these tests must be passed as part of meeting graduation requirements. Make-up tests are offered in the summer, winter, and spring.

**TSI (Texas Success Initiative):** The TSI is a test to measure college readiness and is a state requirement for all students entering any Texas public college/university (i.e. Austin Community College, A&M, Texas State, Texas Tech, UT, etc.). You must satisfy this requirement prior to college enrollment. To be considered college ready, students must have TSI scores of 350 to 390 in Math, 351 to 390 in Reading, and a writing score of 4 on the essay section with a multiple-choice score of 340 or a 4 diagnostic score, a 5 on the essay section, with at least a 340 on the multiple-choice section.

You are exempt from the TSI if you meet one of the following two standards:

1. ACT scores: composite score of 23 or above AND a minimum of 19 on both the English & Math subtests.
2. SAT scores: SAT Math of 530 and Evidence-Based Reading and Writing (EBRW) of 480.

### **What is TSI and why is it important?**

TSI stands for Texas Success Initiative. It basically indicates college readiness. If someone has met TSI, they are prepared academically to take college coursework. If TSI is not met, one can take the TSI Assessment test. Information on test preparation and study material can be found at <http://sites.austincc.edu/tsiprep/>.

The TSI Assessment measures your strengths and weaknesses in mathematics and statistics, reading and writing, and is an indicator of how ready you are to handle college-level courses. The results of the assessment, in conjunction with your academic background, goals, and interests, are used by academic advisers and counselors to place you in the appropriate course that matches your skill level. The goal is to help you become ready for college-level course work.

The individual score report indicates your score in the mathematics, reading, and writing portions of the TSI Assessment and the appropriate course level in which you will be placed. Your scores on the TSI Assessment determine if you are ready to take college-level courses. If you are college ready, you may enroll in any related entry-level college course that requires a standard.

Not all students need to take the TSI Assessment. There are many ways you can be exempt. Qualifying for a TSI Assessment exemption means that you can enroll in any entry-level college course without restrictions or prerequisites. In certain cases exemptions are subject-specific, which means you may qualify for an exemption in one area such as reading but not in another area like mathematics or writing. You may be exempt if you meet one or more of the following:

Texas Success Initiative (TSI) Exemptions:

1. ACT scores: composite score of 23 or above AND a minimum of 19 on both the English & Math subtests.
2. SAT scores: SAT Math of 530 and Evidence-Based Reading and Writing (EBRW) of 480.

Texas Success Initiative Waivers:

- Earned a 4000+ on the English 2 EOC (for Reading and Writing exemption)
- Earned a 4000+ on the Algebra 1 EOC and successfully completed Algebra 2 (for Math exemption)

If you think you may be exempt, please contact your school counselor. For a complete list of TSI exemptions, visit [www.theccb.state.tx.us/TSI](http://www.theccb.state.tx.us/TSI).

## GRADE POINT AVERAGE (GPA) AND RANK IN CLASS (RIC)

There are two different GPAs computed in high school. One type is the total Grade Point Average (GPA) using a simple non-weighted 4.0 system (comparable to the 4.0 commonly used by colleges and universities). The non-weighted GPA is a cumulative average of all semester grades earned in state accredited courses in high school, beginning with the freshman year. The other type is the weighted GPA used for the Rank in Class (RIC) placements. **Currently** middle school courses which earn high school credits are **not included** in the GPA. Grade points are awarded based on the grading system used in RRISD. Freshman do not receive a GPA until they complete their second semester of high school. Please note that at the time this handbook was sent to print, changes in RIC were being discussed. Please speak with your counselor for any changes that may have occurred.

### Computing the Rank in Class (RIC) Grade Point Average

The following is an example of how to compute the grade point average that would be used to compare the student's rank in class. Use the chart that follows to find the grade-to-points conversion for "honor" points.

COURSE	SEMESTER GRADE	CREDIT EARNED	X	HONOR POINTS	=	QUALITY POINTS	
English I Pre-AP	88	.5	X	4.8	=	2.4	
Algebra I	92	.5	X	4.2	=	2.1	
Biology	95	.5	X	4.5	=	2.25	
Human Geography AP	85	.5	X	4.5	=	2.25	
Spanish III Pre-AP	97	.5	X	5.7	=	2.85	
Art I	Not used for RIC	---		---		---	
Team Sports	Not used for RIC	---		---		---	
Journalism	Not used for RIC	---		---		---	
Total Quality Points		/	Credits Attempted	=	GPA (To be used in RIC Comparisons)		
11.85		/	2.5	=	4.74		

In this example, the student's weighted 4.74 GPA would be compared with other students' weighted GPAs. The student with the highest weighted GPA would be ranked first, the student with the second highest GPA would be ranked second, and so on. This rank in class (RIC) computation determines the Valedictorian, the Salutatorian, and the top 10% of graduating students.

**Please note** that as of the 2017-2018 school year, the RRISD Board of Trustees approved the recommendation that Westwood High School would be a non-ranking campus. Only the students in the top 10% would have their class rank identified. For other students, when they apply to college, the admissions office will use holistic review to determine acceptance. As of the 2018-2019 school year, the other high school campuses in RRISD will be ranking-by-choice campuses. More information may be found from the campus counseling office or on the RRISD website (<https://roundrockisd.org/departments/counseling-services/> and click on Course Catalog).

## **State of Texas Top 10% Rule**

If you're in the top 10% of your high school graduating class, you're eligible for automatic admission to any public university in Texas (Except the University of Texas at Austin). To meet the requirements for automatic admission, you must:

- Graduate in the top 10% of your class at a public or private high school in Texas with the Distinguished Level of Achievement Graduation (DLA) Plan, or
- Graduate in the top 10% of your class from a high school operated by the U.S. Department of Defense and be a Texas resident or be 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 application deadline (check with the university for specific deadlines).

## **The Top 10% Rule and the University of Texas**

In 2009, the law was modified for The University of Texas at Austin. Under the new law, the university must automatically admit enough students to fill 75 percent of available Texas resident spaces. Each fall, the university notifies Texas school officials of the class rank that current high school juniors need to attain by the end of their junior year in order to be automatically admitted. The following can be a guide:

***Current*** Summer/Fall 2018 and Spring 2019 applicants: Top 7%  
***Proposed*** Fall 2019 and Spring 2020 applicants: Top 6%

## **The Top 10% Scholarship Program**

The Top 10 Percent Scholarship Program was created by the 80<sup>th</sup> Texas Legislature to encourage high performing students who graduate in the top 10% of their class to attend a public college or university in Texas. Students with financial need who are ranked in the top 10% of their high school class are eligible to apply for the scholarship of up to \$2,000.

To be considered for the scholarship, students who will graduate and plan to enroll as a full-time student in a Texas public university or college in fall will need to apply for financial aid at the public institution he/she will be attending. The Free Application for Federal Student Aid (FAFSA) or the Texas Application for State Financial Aid (TASFA) should be completed in time to produce results in a non-rejected status by March 15 to have priority consideration for the scholarship. Applications completed after March 15 will be considered to the extent that funding is available. For more information, log on to the website: [www.collegeforalltexas.com](http://www.collegeforalltexas.com), or call the Texas Financial Aid Information Center at 1-888-311-8881.

## NCAA INFORMATION

Students wishing to play a sport at a Division I, II or III college or university must go through the NCAA eligibility process. **Student athletes need to be aware that NCAA does not accept all courses that are taught through distance learning, online, and/or credit recovery. The course must be four-year college preparatory; therefore, credit-by-exam courses do not meet core course requirements.**

It is important to remember that all courses need to be rigorous and four-year college preparatory in nature. Students should be encouraged to take courses that are quantitatively and qualitatively the same as courses offered through traditional means, and to take courses that will prepare them for the academic rigors they will face at a four-year college or university.

**Learn more about NCAA eligibility at:**

<http://www.ncaa.org/student-athletes/future/eligibility-center>

- Make sure you are on course to meet core-course requirements (verify you have the correct number of core courses & that the core courses are on your high school's 48-H with the eligibility center).
- The following must be met to receive athletics aid, practice, and compete your freshman year of college:
  - 16 core courses in the following areas:
    - 4 years of English
    - 3 years of mathematics at Algebra I or higher
    - 2 years of Natural or Physical Science (1 lab if offered)
    - 1 year of additional English, Math, or Natural / Physical Science
    - 2 years of Social Science
    - 4 years of additional credits from any above area or foreign language, philosophy, etc.
  - Minimum GPA of a 2.30 in those 16 credits
  - Graduate from high school within eight semesters
  - Earn a SAT combined score or ACT sum score that matches your core-course GPA on the Division I sliding scale for students enrolling after August 1, 2016. If you have a low test score, you will need a higher core-course GPA to be eligible. If you have a low core-course GPA, you will need a higher test score to be eligible. See the online NCAA Handbook for the exact numbers.

The 2017-2018 Guide for the College-Bound Student Athlete is very helpful and can be found at:

<http://www.ncaapublications.com/productdownloads/CBSA18.pdf>

## HOW TO HANDLE TRANSITION STRESS

### **Tour the Campus**

Each campus organizes a freshman orientation where incoming ninth graders take a tour of the campus and learn about the school routine and procedures. Check your campus calendar for more details.

Utilize the time on campus to map out what a typical day would look like prior to your first day of school. Find out where you can eat lunch, where the library is located on campus, your counselor's office, what locations of the campus are strictly for ninth grade, and how close your locker, restrooms are to your classes for A/B Day schedule.

### **Get Involved**

High school is an opportunity to help build your college resume. Colleges are not only looking for academics but want to see what activities you participated in during the four years while you were in high school. Join extracurricular activities like sports, clubs, or after school programs. This will ease your transition to high school and help make new friends with similar interests.

### **Attend Tutoring**

Take part in tutoring sessions your teachers offer each week. If you're unable to attend, try to schedule a time that is convenient for both of your schedules. By doing this you are working on building a relationship with your teacher and clarifying any uncertain areas from the main source. Also, try creating a study-buddy group with some of your classmates.

### **Breathe**

High school offers a lot of information that preps you for your future. Just breathe and know it is okay not to understand everything by the time you start your freshman year. Be familiar with at least one adult on campus who can answer questions when you need help. Your counselor will also work with you to insure you have all the required credits in order to graduate high school.

### **Get Organized**

Find a system that works best for staying on top of announcements, grading periods, upcoming events, etc. Keep in mind you are going to a blocked schedule and will not go to all your classes every day. Here are some tips and suggestions from students:

- Use a planner (i.e. your phone is a possible resource)
- Use two different binders (A day, B day classes)
- Use two different backpacks (A day, B day classes)

You do not want to find yourself spending the night before preparing for the wrong class.

### **Establish a Routine**

No longer will you have all eight classes in one day. Be careful about waiting until the last minute to complete assignments. Make sure you stay on top of your homework. Develop a routine you want to use every day when you get home from school to avoid staying up late working on backed up assignments.

# ACADEMIC SUCCESS: HOW TO DEVELOP ACADEMIC STUDY SKILLS

## Develop Good Study Habits

In high school, you will need to build on the study skills that you learned in middle school. The demands of high school classes are probably more rigorous than those you are used to having in middle school. You can succeed by knowing what to expect and how to handle it. Think of high school as a full-time job, in which you spend 40 hours a week on class, labs, study groups and doing homework. Being organized and using your time well are essential. Learn more about time management, and use the guidelines below to develop your study skills.

## Decide When to Study

Work out about how many hours you need to study every day. Then make a schedule.

- Figure out what blocks of time you have available throughout the day, in the evenings and on weekends.
- Consider what time of day you are most alert — there are morning people and night owls — and try to schedule your studying accordingly.
- Think about whether you do better studying for a few hours at a time or sitting down for marathon sessions.

## Choose Where to Study

Where you should study depends on two factors: the environment in which you are best able to concentrate and the type of work you are planning to do.

- The best places to study have good light, a comfortable temperature and enough desk space.
- For completing problem sets or brainstorming possible test questions, you may want to study with a group or at least in a setting where fellow students are available for discussion.
- When you are reading book chapters or working on a research paper, you are probably better off in a less social environment.

## Improve Your Study Habits

Here are simple steps you can take to help get a handle on studying:

- Have a routine for where and when you study.
- Choose reasonable and specific goals that you can accomplish for each study session.
- Do things that are harder or require more intense thought at your most productive time of the day.
- Take breaks if you need them so you do not waste time looking at material but not absorbing it.
- Get to know students whom you respect and can study with or contact to ask questions.
- Keep up with the workload and seek help when you need it.

## Do the Reading

You need to do more than just read the chapters you are assigned — you are expected to understand them thoroughly. Here are some tips:

- Do not skim. Read all the material carefully.
- Break up difficult assignments into sections you can digest — chapters, subsections or even paragraphs.
- Look up any words that you do not understand.
- Pause to think about whether you understand the material; ask clarifying questions in class.
- Take notes instead of highlighting — this makes you think through and rephrase the key points.
- Create a summary sheet of what you learned from each assignment you read.

## ACADEMIC SUCCESS: TIME MANAGEMENT TIPS

Managing your time well is an important element of success. If you set priorities that fit your needs and lifestyle, you will have a better chance of achieving your goals. Here are some tips for taking control of your time and organizing your life.

**Make a To-Do List Every Day:** Put things that are most important at the top and do them first. Reward yourself for your accomplishments.

**Use Spare Minutes Wisely:** When you are commuting on the bus or as a passenger in a car, use the time to get some reading done.

**It's Okay to Say No:** If your friend asks you to go to a movie on a Thursday night and you have an exam the next morning, realize that it is okay to say no. Keep your short- and long-term priorities in mind.

**Find the Right Time:** You will work more efficiently if you figure out when you do your best work. For example, if your brain handles math better in the afternoon, do not wait to do it until late at night.

**Review Your Notes Every Day:** Reviewing helps you reinforce what you have learned, so you need less time to study before a test. You will also be ready if you get called on in class or have to take a pop quiz.

**Get a Good Night's Sleep:** Your brain needs rest to perform at its peak. Lack of sleep makes the day seem longer and your tasks seem more difficult.

**Communicate Your Schedule to Others:** If phone calls or text messages are proving to be a distraction, tell your friends that you are only available at certain times of day and not to expect a response at other times.

**Become a Taskmaster:** Give yourself a time budget and plan your activities accordingly. Figure out how much free time you have each week before you add any commitments.

**Don't Waste Time Agonizing:** Instead of agonizing and procrastinating, just do it. Wasting an entire evening worrying about something that you are supposed to be doing is not productive and can increase your stress.

**Determine Your Priorities:** You cannot do everything at once. Establish the importance of each item. Then set realistic goals that are attainable.

## FREQUENTLY ASKED QUESTIONS

### **How many Pre AP / AP courses can I take each year?**

Each student is unique. What may be appropriate for one student may not be appropriate for another. You and your parent should have a discussion as to your goals and aspirations in order to determine what course of study will create the best path to the end goal. Remember to take into account your extracurricular activities and the time management needed to handle the demands of your academic and extracurricular schedule.

### **How is the IB different from AP?**

The IB is a comprehensive course of study that requires students to demonstrate knowledge and skills through both internal and external assessments in six academic areas. Students whose main goal is to take a challenging program in all subject areas, thus becoming highly prepared for university studies, are strong candidates for IB. Students earning the IB diploma are granted 24 hours of college credit at Texas public colleges and universities, and may earn more hours of college credit depending on their qualifying exam scores. Students in IB are allowed to take any equivalent AP exams at the end of the associated IB course; taking these exams can potentially maximize the amount of credit awarded for each course. To enter the IB Diploma Programme in the junior year of high school, it is recommended that students have participated in Pre-AP or IB Prep courses and studied a second language during the freshman and sophomore years. Students may transfer to a campus offering the IB Programme to participate. Students from McNeil and Westwood attend Westwood IB, while students from Cedar Ridge, Round Rock, and Stony Point attend Stony Point IB.

The Advanced Placement (AP) Program, sponsored by the College Board, offers motivated and capable high school students an opportunity to take college-level courses at their high school. Courses are offered in language arts, mathematics, social studies, science, foreign languages, art, music, and computer science at all RRISD campuses. AP Human Geography and AP Computer Science Principles can be taken as early as freshmen year. Students may earn college credit depending on their qualifying exam scores.

Parents and students should research their chosen universities to determine the potential credit awarded for each AP and IB exam.

### **What is the difference between Academies and Endorsements?**

Endorsements are embedded into RRISD academies as a program of study pathway. Each endorsement is a specialization which allows students to choose an area of focus (program of study) within an academy. A coherent sequence of three or more courses for four or more credits is required to earn an endorsement. For example; a student will choose a program of study such as band. Band then automatically falls under the RRISD academy of Visual and Performing Arts. Arts and Humanities falls under the endorsement umbrella of Visual and Performing Arts.

### **Can students change their endorsement?**

Yes. However, this can only be done once a year during the spring registration. A conversation with the student's counselor is required.

### **Can a student earn more than one endorsement?**

Yes. Students can potentially earn more than one endorsement; however, students are asked to identify just one primary endorsement for graduation requirements.

**Do International Baccalaureate (IB) students need to select an academy or an endorsement?**

Yes. All students will select an endorsement and an academy by the end of 8th grade. Pre-IB Prep and IB students should select an academy that is closest to their interests. Many IB students are still able to complete many of the courses in a program of study pathway.

**Do Early College High School (ECHS) students need to select an academy or an endorsement?**

All ECHS students must select an endorsement for high school graduation but no academies are available at ECHS.

**How many credits are required to graduate high school?**

Students on the Foundation Plan must earn 23 credits, students on the Foundation Plan w/Endorsements must earn 27, and students on the Distinguished Level of Achievement Foundation (DLA) Plan must earn 27 credits with Algebra II being one of them. *The DLA is required to qualify for automatic college admission under the Texas Top 10% provisions. Round Rock ISD strongly recommends the DLA.*

**How can I obtain more information about entering high school?**

Check the high school website for details, register for the campus message system, *Remind 101*, and/or sign up for the high school e-news.

**What time does school begin and end?**

School starts at 9:05am and ends at 4:15pm. (Times are approximate. Check the school's website for specific hours of operation).

**Can I go off campus for lunch?**

No. Only seniors are allowed off campus for lunch.

**Is there a school supply list?**

No. There is not a specified school supply list; your teacher(s) will direct you on what to bring to class. You will want to start the year off with standard school supplies (i.e. backpack, binder, pencil, pen, paper).

**When do I pick up textbooks, tentative schedule, and student ID?**

You may pick up these items during freshmen orientation or during the first week of school if you miss the freshman orientation.

**Where can I find information about the school dress code?**

The district outlines the dress code in the Student-Parent Handbook. You can access the secondary Student-Parent Handbook with the following link:

<https://roundrockisd.org/parents/student-parent-handbooks/>

**What STAAR End of Course (EOC) exams do students typically have to take their freshmen year?**

There are 5 required EOC exams; English I and II, Algebra I, Biology, and U.S. History. The EOCs are to be taken when the student completes the course and are offered in the Spring (May), Summer (July), and Winter (December). During freshman year students typically take: Algebra I, Biology I, English I EOCs.

**Who do I contact if I am struggling academically?**

Reaching out to the teacher is the first step to take if there is a question about your grade. The teacher can provide possible strategies to help you be successful. If the academic struggle continues, talk to your campus counselor.

## QUESTIONS FOR STUDENTS TO ASK COUNSELORS

### For students finishing 9<sup>th</sup> grade:

- I need to learn more about college and career options. When is the college and career fair?
- What Career and Technical Education (CTE) opportunities are offered at my school that could lead to an industry-based certification or work-based learning opportunity?
- What other college credit and career preparatory classes can I take in 10th, 11th, and 12th grade? How should I prepare for dual credit or Advanced Placement courses?
- How do I sign up to take the PSAT, the TSIA, and/or the ACT Aspire exam? How should I prepare for it? Is there financial support available?
- Where can I find information about local summer enrichment programs and career-building skill programs?

### For students finishing 10<sup>th</sup> grade:

- I need to learn more about college and career options. When is the college and career fair?
- What Career and Technical Education (CTE) opportunities are offered at my school?
- Which dual credit, Advanced Placement, or International Baccalaureate classes are available, and which ones will help me achieve my college and career goals?
- What are the upcoming exam schedules for the ACT and SAT? What college-exam prep does our district offer?
- What is the National Merit Scholarship Qualifying Test (NMQT), and how can I take advantage of it?
- Where can I find information about summer internships, job-shadowing opportunities, and career skill-building programs?
- How do I change my endorsement? In Texas, students are allowed to make this change through their 10th grade year (after this year, I am only able to drop an endorsement).

## FREQUENTLY REQUESTED INFORMATION

### Round Rock ISD HS Codes

Cedar Ridge HS	446027		Success HS	446023
Early College HS	440063		Stony Point HS	446037
McNeil HS	440303		Westwood HS	440326
Round Rock HS	446025			

### Frequently Used Phone Numbers

ACT Registration Information	319-337-1270
Austin Community College	512-224-4ACC
Federal Financial Aid	800-4-FED-AID
Texas A&M University	979-845-3741
Texas Financial Aid Information Center	877-782-7322
Texas State University	512-245-2340
University of Texas	512-475-7740
SAT Registration Information	866-756-7345

### Frequently Used Web Sites

<a href="http://www.roundrockisd.org">www.roundrockisd.org</a>	Round Rock ISD website
<a href="http://www.act.org">www.act.org</a>	ACT Test Information and Registration Site
<a href="http://www.applytexas.org">www.applytexas.org</a>	Common Application for All Texas Public Universities, as well as some private and two-years.
<a href="http://www.austincc.edu">www.austincc.edu</a>	Austin Community College
<a href="http://www.achievetexas.org">www.achievetexas.org</a>	TEA Site: Bridges HS courses with career information
<a href="http://www.cappex.com">www.cappex.com</a>	Colleges and Scholarship search engine
<a href="http://www.careercruising.com">www.careercruising.com</a>	Career Self-exploration software
<a href="http://www.collegeaffordabilityguide.org">www.collegeaffordabilityguide.org</a>	College/University pricing guide
<a href="http://www.collegeboard.org">www.collegeboard.org</a>	College testing information and registration
<a href="http://www.collegeforalltexans.com">www.collegeforalltexans.com</a>	College Planning Tool
<a href="http://www.commonapp.org">www.commonapp.org</a>	Common college application for over 600 colleges (In State, Out-of-state, and out-of-country)
<a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a>	Free Application for Federal Student Aid Site
<a href="http://www.fastweb.com">www.fastweb.com</a>	College, Career, and Scholarship search engine
<a href="http://www.finaid.com">www.finaid.com</a>	Scholarship search engine
<a href="http://www.khanacademy.org/">www.khanacademy.org/</a>	Academic tutoring and test prep
<a href="http://www.mynextmove.org/">http://www.mynextmove.org/</a>	Career Exploration
<a href="http://www.raise.me">www.raise.me</a>	Micro-scholarship search (starting 9 <sup>th</sup> grade)
<a href="http://www.salliemae.com/plan-for-college">www.salliemae.com/plan-for-college</a>	Guide to help pay and save for college
<a href="http://www.TexasGenuine.org">www.TexasGenuine.org</a>	Career and Technical Education information
<a href="http://www.universities.com">www.universities.com</a>	Discover degrees and universities
<a href="http://www.zeemee.com">www.zeemee.com</a>	Application (college and career) Supplement

## RESOURCES

### **7 Ways to Prepare for School Level Transition**

<http://www.chalkbeat.org/posts/co/2013/08/23/seven-ways-to-prepare-for-the-transition-to-middle-and-high-school/#.V1iPWzUrIdU>

### **10 Steps to Help Students Make a Smooth Transition**

<http://www.ownyourownfuture.com/files/documents/transitioning-from-ms-to-hs-s.pdf>

### **Career Exploration Game – MiddleGalaxy**

<https://www.middlegalaxy.org/>

### **Common Struggles for New 9<sup>th</sup> Graders**

<http://www.publicschoolreview.com/blog/transition-programs-from-middle-school-to-high-school>

### **College Virtual Tours**

<https://www.youniversitytv.com/category/college/>

### **Explore Colleges**

[www.youniversitytv.com](http://www.youniversitytv.com)

[www.comparecollegetx.com](http://www.comparecollegetx.com)

### **Facts and Tips: Teen Brain, Academic Challenges, Social Adjustments**

<http://www.sylvanlearning.com/docs/default-source/resources/middle-and-high-school-transitions.pdf?sfvrsn=0>

### **Help Your Child Transition to High School**

<https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/117/Help-Students-Transition-to-High-School-Smoothly.aspx>

### **Planning for the Future**

[www.aie.org](http://www.aie.org)

<http://www.collegeforalltexans.com/>

### **Transition from Middle School to High School**

<http://www.temescalassociates.com/documents/resources/transition/transitionfrommiddleschoolintohighschool.pdf>

### **Transition Resources for Parents**

<http://www.edutopia.org/blog/transition-resources-teachers-matt-davis>

# APPENDIX I



## FOUR-YEAR PERSONAL GRADUATION PLAN DRAFT

**Student:** \_\_\_\_\_ **ID#:** \_\_\_\_\_ **Campus:** \_\_\_\_\_ **HS Counselor:** \_\_\_\_\_

**Date of Completion of Interest Inventory:** \_\_\_\_\_ **Career Interests:** \_\_\_\_\_

On this form you will create a rough draft of a four year plan. **During the 9<sup>th</sup> grade year, students and parents will meet with their counselor to review and update this plan.** Each year in high school, the counselor will meet individually with each student and parent if available, to discuss status and future plans. Please remember this plan is a draft and subject to change each year based on your individual course selections. Please use this form as a tool to begin thinking about your path to meet the requirements for graduation.

**Endorsement:**    **STEM**    **Business & Industry**    **Public Service**    **Arts & Humanities**    **Multidisciplinary Studies**

<u>MS COURSES FOR HS CREDIT</u>	<u>GRADE 9</u>	<u>GRADE10</u>	<u>GRADE11</u>	<u>GRADE12</u>
	English I	English II	English III	English IV
	Social Studies	Social Studies	Social Studies	Social Studies
	Math	Math	Math	Math
	Science	Science	Science	Science
LOTE – 2 credits / Electives				
Fine Arts 1 credit / Electives				
PE – 1 credit / Electives				
Endorsement/ Electives				

**STUDENT SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

*Distribution: White Copy to HS Counselor and Pink Copy to Parent*

# APPENDIX II

## FRESHMAN CONFERENCE 2017-2018



**ROUND ROCK ISD**  
COUNSELING SERVICES

Student: \_\_\_\_\_ ID#: \_\_\_\_\_ Campus/Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

1. How are you?
2. Current # of credits: \_\_\_\_\_ Distinguished Level of Achievement requires 27 credits and Algebra II.
3. When did you take a career interest inventory? \_\_\_\_\_ What DREAM CAREER would you like? \_\_\_\_\_  
Check out these sites: <http://www.careerbridge.wa.gov/SurveyCluster.aspx> [www.careercruising.com/login/ROCK](http://www.careercruising.com/login/ROCK)
4. Which endorsement(s) are you interested in pursuing?  
STEM      Business & Industry      Arts & Humanities      Public Services      Multi-Disciplinary Studies
5. Are you interested in earning a Performance Acknowledgement? Circle one: Yes No Maybe (If yes, which type)  
Dual Credit Courses      Bilingualism      AP/IB Exams      PSAT/PLAN/SAT/ACT      Certification/License
6. Take challenging classes: Research shows that taking rigorous courses in high school is an important indicator of-success after high school. Suggested classes for your **sophomore year** are:

<u>Subject Area</u> <i>(w/ required credits)</i>	<u>Fall</u> <i>Course #</i>	<u>Sophomore Year - Fall Semester</u>	<u>Spring</u> <i>Course #</i>	<u>Sophomore Year - Spring Semester</u>
English (4 credits)				
Math (4 credits)				
Science (4 credits)				
Social Studies (4 credits)				
World Language (2 credits)				
Fine Arts (1 credit)				
PE (1 credit)				
Endorsement (4 credits) / Academy & Program of Study				
Electives (7 credits total)				
Alternate/Summer Courses				

Anticipated courses (with course numbers) for your **junior and senior year** are:

<u>Junior Year - Fall Semester</u>	<u>Junior Year - Spring Semester</u>	<u>Senior Year - Fall Semester</u>	<u>Senior Year - Spring Semester</u>
English III		English IV	
Math		Math	
Social Studies		Social Studies	
Science		Science	
Endorsement/ Academy & Program of Study		Endorsement/ Academy & Program of Study	

STUDENT SIGNATURE: \_\_\_\_\_ PARENT SIGNATURE: \_\_\_\_\_  
COUNSELOR SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

# FRESHMAN CONFERENCE

2017-2018



**ROUND ROCK ISD**  
COUNSELING SERVICES

**7. Do your best in school:** Grades matter! High school grades become a **PERMANENT** part of your **OFFICIAL** transcript.

**8. Participate in Extracurricular Activities:** Extracurricular activities and enrichment programs are a great way to develop your talents and interests. They will contribute to success in your career after high school. Check out these websites for volunteer activities: [www.volrock.org](http://www.volrock.org) [www.volunteermatch.org](http://www.volunteermatch.org) Consider all the types of activities!

In School		In Your community	
<i>Student Government</i>	<i>Band/Orchestra</i>	<i>Youth Organizations</i>	<i>Summer Camps</i>
<i>Drama</i>	<i>Sports</i>	<i>Religious Groups</i>	<i>Summer Enrichment Programs</i>
<i>Yearbook/Newspaper</i>	<i>School Sponsored Clubs</i>	<i>Community Service</i>	<i>Other _____</i>
<i>National Honor Society</i>	<i>Other _____</i>	<i>Part-Time Job</i>	

**9. Other Things You Need To Do:**

- \_\_\_ **Attend class:** You must maintain the 90% compulsory attendance law. This means that you cannot have more than 4 absences in a class. Failure to comply with this law will result in the loss of semester/course credit and could prevent graduation.
- \_\_\_ **Do your homework.** Keep a calendar so you do not forget important dates.
- \_\_\_ **Stay in contact with your campus by signing up for Remind 101 or checking the counseling website.**
- \_\_\_ **Prepare to take the practice PSAT in October of 10<sup>th</sup> grade.** The district pays for sophomores and juniors to take this important test. For FREE test prep, check out <https://www.khanacademy.org/test-prep/sat>
- \_\_\_ **Research colleges and careers online:** <https://bigfuture.collegeboard.org/college-search> <http://www.cappex.com>  
The Career One Stop [Skills Profiler web page: https://www.careerinfonet.org/skills/default.aspx?nodeid=20](https://www.careerinfonet.org/skills/default.aspx?nodeid=20)  
<http://zinch.com> [www.ownyourownfuture.com](http://www.ownyourownfuture.com) [www.careercruising.com/login/ROCK](http://www.careercruising.com/login/ROCK)
- \_\_\_ **Protect your social networking presence.** Be aware that employers and colleges review social networking sites. Practice caution with what you post online.
- \_\_\_ If interested, ask your counselor about how to enroll in **dual credit courses**.
- \_\_\_ **Create a CAREER PORTFOLIO** with the following items: Copies of your report cards, a list of your honors and awards, a list of community organizations and clubs you join (include dates of participation and any offices you held), a list of paid and volunteer jobs you have had, letters of recommendation from adults who know you well
- \_\_\_ **Scholarship and financial aid research:** It's never too early to begin your research for funding your future!  
<https://studentaid.ed.gov/> <http://www.fastweb.com/> <http://www.finaid.org/> [www.raise.me](http://www.raise.me)
- \_\_\_ Please check over your credits and classes on **your graduation** plan. It is the student's responsibility to ensure all graduation requirements are met. Counselors are available if you have questions or concerns. Graduation requirements found on the Counseling Services page of the RRISD website (<http://www.roundrockisd.org/>).
- \_\_\_ **Attend the RRISD College Fair** held in September from 6:00-8:00 PM at Round Rock HS Bldg 1100/1200.
- \_\_\_ **Attend the RRISD Career Fair** held in March from 6:00 – 8:00 PM at Round Rock HS Bldg 1100/1200.
- \_\_\_ **Attend the Austin National College Fair** held in April from 5:00 – 8:00 PM at Palmer Events Center in Austin.

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# APPENDIX III

## Sample A/B Academic Calendar

2017 AUGUST 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2018 JANUARY 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**PROGRESS REPORTS**  
Approximate date given to students

- > Sept 15
- > Oct 27
- > Dec 15
- > Feb 2
- > Mar 29
- > May 11

**REPORT CARDS**  
Approximate date given to students

- > Oct 6
- > Nov 17
- > Jan 12
- > Mar 2
- > Apr 20
- > June (Mailed)

SEPTEMBER						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

FEBRUARY						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

**SIX-WEEKS PERIODS**

- 1<sup>st</sup> Aug 22 - Sep 29
- 2<sup>nd</sup> Oct 2 - Nov 10
- 3<sup>rd</sup> Nov 13 - Dec 21
- 4<sup>th</sup> Jan 9 - Feb 23
- 5<sup>th</sup> Feb 26 - Apr 13
- 6<sup>th</sup> Apr 16 - May 25

OCTOBER						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MARCH						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Oct 25 - PSAT (10<sup>th</sup> & 11<sup>th</sup>)  
Oct 25 - PreACT (9<sup>th</sup> only)  
Oct 25 - TSI (12<sup>th</sup> only)  
Mar 7 - SAT (11<sup>th</sup> only)

**STAAR EOC**

- Apr 3 - English I
- Apr 5 - English II
- May 7 - Algebra I
- May 8 - Biology
- May 9 - US History

**AP TESTING**  
May 7 - 18

NOVEMBER						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

APRIL						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**First Semester Finals**  
December 18, 19, 20, 21

**Second Semester Finals**  
May 22, 23, 24, 25

**A Days**

**Staff Development/  
Prep Days**

**Holidays**

**e - Semester Finals**

**PGAT/PreACT/TSI**

May 29 - Bad Weather Day #1  
May 30 - Bad Weather Day #2

Homecoming: 10/06/17

DECEMBER						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	e18	e19	e20	e21	22	23
24	25	26	27	28	29	30
31						

MAY						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	e22	e23	e24	e25	26
27	28	29	30	31		

# **PUBLIC NOTIFICATION OF NONDISCRIMINATION IN CAREER AND TECHNICAL EDUCATIONAL PROGRAMS – ROUND ROCK ISD**

Round Rock Independent School District offers career and technical education programs in Agriculture, Food and Natural Resources; Architecture and Construction; Arts, AV, and Communication; Business Management and Administration; Career Development; Education and Training; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections and Security; Marketing, Sales and Services; Science, Technology, Engineering, and Mathematics; and Transportation, Distribution, and Logistics. Admission to these programs is based on interest and aptitude, age appropriateness, and class space availability.

It is the policy of Round Rock Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Round Rock Independent School District not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Acts of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Round Rock Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Lindsey McPheeters, at 1311 Round Rock Avenue, Round Rock, TX 78681 (Telephone [512-464-5036](tel:512-464-5036)), and/ or the Section 504 Coordinator, Steven Teter, at 1311 Round Rock Avenue, Round Rock, TX 78681 (Telephone [512-464-5140](tel:512-464-5140)).

## **El Distrito Escolar Independiente de Round Rock Notificación Pública de No Discriminación en los Programas Educativos de Planeación Profesional Tecnológica**

El Distrito Escolar Independiente de Round Rock ofrece programas de Planeación Profesional y Educación Tecnológica en las áreas de: Agricultura, Alimentos y Recursos Naturales, Arquitectura y Construcción; Desarrollo de Carreras; Educación y Entrenamiento; Finanzas; Administración Pública y Gubernamental; Ciencias de la Salud; Hospitalidad y Turismo; Servicios Humanos, Tecnología de la Información; Leyes, Seguridad Pública; Corrección y Seguridad; Mercadeo; Ventas y Servicios; Tecnología; Ingeniería y Matemáticas; Transporte; Distribución y Logística. La admisión a estos programas se basa en interés, aptitud, edad apropiada y espacio disponible en la clase.

Es política del Distrito Escolar Independiente de Round Rock el no discriminar por razones de raza, color, nacionalidad, género o discapacidad en sus programas, servicios, o actividades vocacionales según los requisitos del Título VI de la Ley de Derechos Civiles de 1964, según la enmienda prevista; Título IX de las Enmiendas de la Educación de 1972; y la Sección 504 de la Ley de la Rehabilitación de 1973, según la enmienda prevista.

Es política del Distrito Escolar Independiente de Round Rock de no discriminar por razones raza, color, nacionalidad, género, discapacidad, o edad en sus prácticas de empleo según los requisitos del Título VI de la Ley de Derechos Civiles de 1964, según la enmienda prevista; Título IX de las Enmiendas de la Educación de 1972; y la Sección 504 de la Ley de la Rehabilitación de 1973, según la enmienda prevista.

El Distrito Escolar Independiente de Round Rock tomará medidas para asegurarse de que el no hablar el idioma inglés, no sea una barrera para la admisión y participación en todos los programas educativos y vocacionales.

Para información sobre sus derechos o procedimientos de quejas, póngase en contacto con la coordinadora del Título IX, Lindsey McPheeters, en la dirección 1311 Round Rock Avenue, Round Rock, TX 78681 (teléfono [512-464-5036](tel:512-464-5036)), y/o con la coordinadora de la Sección 504, Steven Teter, en la dirección 1311 Round Rock, Avenue, Round Rock, TX 78681 (teléfono [512-464-5140](tel:512-464-5140)).