



RL TURNER HIGH SCHOOL

Be the Pride

School-Wide Policies, Procedures and Information 2021-2022



**1600 S. Josey Lane
Carrollton, TX 75006
972-968-5400**

Updated: 07.21.2021

The Lion Pride

Robert Leon Turner devoted 29 years of his life to education in Dallas County. Turner, who also chaired the committee that wrote the original charter for the City of Carrollton, served as superintendent of the Carrollton-Farmers Branch ISD from 1945 until his death in 1962. In 1962 all of the district's high school students were moved to the newly named R. L. Turner High School, which had previously served as the junior high for three years. The former Carrollton High School then officially became known as DeWitt Perry Junior High School.



SIGNATURE PROGRAMS:

- Advanced Placement
- Agriculture
- Academy of Media Arts and Technology (AMAT)
- Auto Technology
- Auto Body and Collision
- Advancement Via Individual Determination (AVID)
- BioMedical Academy
- Commercial Photography
- Cosmetology
- Engineering
- Graphic Design
- Health Science Technology
- Business and Marketing
- Math, Engineering, Technology, and Science Academy (METSA)
- Microsoft Office Business Management
- Floral Design and Fashion Design
- Vet Med
- Welding
- World Languages



POINTS OF PRIDE:

- 1 National Merit Winner
- 3 National Merit Semi-Finalists
- 4 National Merit Commended
- 9 State and 1 National Qualifiers in TAFE
- 11 Students Earned OSHA Certifications
- 188 Students Earned Industry-Based Certifications
- Lionettes and Dance Company Earned Honors
- Both Orchestras Earned Sweepstakes at UIL
- All Three Choirs Earned Sweepstakes at UIL
- Band Earned 1st Division Superior Ratings at UIL
- One Act Play Advanced to Regionals
- 17 Art Students Earned Recognition at VASE
- 3 Students Placed 3rd and 6th in State Girls Wrestling
- Both Boys and Girls Soccer Teams Make Playoffs
- Both Boys and Girls Cross Country Make Regionals
- Doubles Tennis Team Makes Regional

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Welcome

Dear Parents & Students:

I am so excited to welcome you to RL Turner High School! As its principal, I am proud and excited about our school and I look forward to sharing with you all that makes RL Turner HS so great!

At RL Turner, our staff is committed to providing the best education possible for our students. Our students have a wide variety of interests, goals and dreams and RL Turner High School is perfectly designed to meet them. Students may choose among 3 academies and over 20 programs of study to tailor their education to their interests and strengths. We also offer more than 30 Advanced Placement courses, in addition to four UT OnRamps courses. RL Turner graduates can easily enter college with over 30 college credits after walking the stage at RL Turner High School. In addition to an outstanding academic program, we also offer students the opportunity to engage in 34 student clubs and 38 student organizations. Finally, RL Turner HS provides students the opportunity to participate in UIL-sanctioned athletics and fine arts programs.

RL Turner High School believes in the partnership between school and families. We encourage our parents and students to join the RL Turner High School Parent-Teacher-Student Association (PTSA). Please visit our PTSA's website at <https://webmaster6665.wixsite.com/rlturnerptsa> for information on how to join and upcoming events.

As the first high school in the Carrollton-Farmers Branch ISD, RL Turner has a long tradition of strong school pride and community support! We are excited to welcome you to be part of our amazing school! Go Lions!

Sincerely,
Dr. Grinage

Vision Statement

RL Turner High School's vision is to create a learning environment that respects and embraces all students, families, staff and community members so that all may maximize their full potential.

Mission Statement

RL Turner High School's mission is to cultivate a courageous community of learners.

School Contact Information

Administrative Team

Dr. Adam L. Grinage, Principal	grinagea@cfbisd.edu	972-986-5420
Katie Palmer, Associate Principal	palmerk@cfbisd.edu	972-986-5419
Liz Binion, Assistant Principal (Student Last Names Q-Z)	binione@cfbisd.edu	972-986-5421
Amy Bridges, Assistant Principal (Student Last Names E-Le)	bridgesa@cfbisd.edu	972-986-5424
Lee Lerwick, Assistant Principal (Student Last Names Li-P)	lerwickl@cfbisd.edu	972-986-5422
Mike Miller, Assistant Principal (Student Last Names A-D)	millermi@cfbisd.edu	972-986-5423

Counseling Team

Jordan Jackson, Lead Counselor (10 th -12 th Students Last Names E-Le)	jacksonjo@cfbisd.edu	972-986-6456
Kim Rangel, Crisis Counselor (All Students)	rangelki@cfbisd.edu	972-986-6469
Suzanne Serris, Counselor (10 th -12 th Students Last Names Li-P)	serriss@cfbisd.edu	972-986-5426
Sarah Sumpter, Counselor (10 th -12 th Students Last Names Q-Z)	sumpters@cfbisd.edu	972-986-5404
Sommer Flores, Counselor (10 th -12 th Students Last Names A-D)	floresso@cfbisd.edu	972-986-5428
Ulysses Avalos, Counselor (All 9 th Grade Students)	avalosu@cfbisd.edu	972-986-5427
Angela Curtin, College/Career/Military Dean (All Students)	curtina@cfbisd.edu	972-968-6756
Gladis Eudabe, Communities in Schools Social Worker (All Students)	eudabeg@cfbisd.edu	972-968-5430

Main Office

Front Office	Cathy Burton, Receptionist	burtonc@cfbisd.edu	972-968-5400
Front Office	Kiara De Leon, Receptionist	deleonki@cfbisd.edu	972-968-5440
Principal	Sandy Burkhart, Secretary	burkharts@cfbisd.edu	972-968-5405
Associate Principal	Jackie Busch, Secretary	buschj@cfbisd.edu	972-968-5435
Counseling	Pam Binford, Secretary	binfordp@cfbisd.edu	972-968-5441

Attendance Reporting Staff

Julia Torres	Student Last Names A-D	torresju@cfbisd.edu	972-968-5436
Nora Villanueva	Student Last Names E-Le	villanuevan@cfbisd.edu	972-968-6474
Rose Aguirre	Student Last Names Li-P	aguirrer@cfbisd.edu	972-968-5563
Micaela Vargas	Student Last Names Q-Z	vargasm@cfbisd.edu	972 968-5432

Other Contact Information

AMAT Director	Kat Wendling	wendlingk@cfbisd.edu	972-968-5482
Athletics-Boys	Mike Farda	fardam@cfbisd.edu	972-968-1395
Athletics-Girls	JC Hamlin	hamlini@cfbisd.edu	972-968-6729
Behavior Resource Specialist	Austin Harmon	harmond@cfbisd.edu	972-968-5558
Biomedical Director	Laura Engel	engell@cfbisd.edu	972-968-5472
Clinic	Heather Hays	haysh@cfbisd.edu	972-968-5401
Diagnostician (Student Last Names A-Le)	Nateisha Street	streetn@cfbisd.edu	972-968-5417
Diagnostician (Student Last Names Li-Z)	Carrie Spohn	spohnc@cfbisd.edu	972-968-5418
Registrar	Nicole Lokken	lokkenn@cfbisd.edu	972-968-5431
Enrollments/Withdrawals	Erika Ramirez	ramirezer@cfbisd.edu	972-968-5429
Fine Arts	Christy Myers	myersc@cfbisd.edu	972-968-5509
METSA Director	Brigit Smith	smithbrig@cfbisd.edu	972-968-5552
Special Education	Mary Mahaffey	mahaffeym@cfbisd.edu	972-968-5448

Student Services Assignments

9th Grade

Student Last Names	Assistant Principal	Counselor	Diagnostician	ARD Day
A-D	Miller	Avalos	Street	Wednesday
E-LE	Bridges			Tuesday
LI-P	Lerwick		Spohn	Thursday
Q-Z	Binion			Monday

10th - 12th Grades

Student Last Names	Assistant Principal	Counselor	Diagnostician	ARD Day
A-D	Miller	Flores	Street	Wednesday
E-LE	Bridges	Jackson		Tuesday
LI-P	Lerwick	Serris	Spohn	Thursday
Q-Z	Binion	Sumpter		Monday

Arrival (Morning) Procedures

Students should arrive to school between 7:55 AM and 8:25 AM. The doors will open and staff will be on duty at 7:55 AM. Students who walk to school, are dropped off or drive may enter the school through the Gym Foyer doors from the student parking lot. Bus riders will enter the building at the Crosby Circle drop off. Special needs busses will drop off at the front of the building and be assisted into the building by the staff on duty upon arrival. At 7:55 AM, students may enter the building and proceed to the cafeteria, library, gym or a classroom for tutorials. Once on campus, students should not leave campus for any reason without being checked out by an authorized person through the front office. See the Traffic Flow section for more information.

Attendance/Attendance Make-Up

The State requires students to attend classes for at least 90% of the time that a class is offered, per semester. Ninety percent attendance is required for every class in order to earn high school credits, regardless of grades earned. If a student exceeds the limit of absences, it is deemed as "absence failure" and credit for that class is denied. To avoid absence failure, absences can be remediated through recovery of instructional time through the absence make-up program (see below).

If an absence is unavoidable, a parent/guardian should call the appropriate attendance office before 8:30 AM on the date of the absence with the reason for the student's absence. Students are encouraged to email their teachers to request make-up work.

For an absence to be marked "verified", the student must provide their attendance office a note signed by a parent explaining the reason for the absence. If a note is not provided within three school days of the student's return, the absence will be marked "unverified." Verification of absences pertains to truancy, and is separate from the 90% attendance policy. In other words, verified absences are NOT excused absences. Verified absences must be made up if the student goes over four absences in the fall semester or five absences in the spring semester.

If the personal illness exceeds three consecutive days, a statement from a physician or health clinic verifying the illness or other condition causing the student's extended absence from school is required. If a student has excessive absences due to personal illness, the campus administrators, at the campus administrator's discretion, may require a physician's or clinic's statement of illness after a single day's absence to excuse the absence.

Absence Make-Up Program

The absence make-up program requires that time be made up by content. For example, if a student is over the allowed absences in science class, then the make-up must be made up in science tutorials. Absences must be made up in the same semester in which they occur. Attendance is monitored weekly through our campus attendance offices and administration. Students will be given documentation to complete/be completed by the teacher when they attend absence make-up in tutorials. A thirty-minute block of tutorials counts as one absence. It is the student's responsibility to return the completed documentation to their attendance office. Upon return, the attendance clerk will mark the absence in the corresponding class as a made-up absence (MAB)

Bell Schedule/Block Rotation

Bell Schedule	A Day	B Day	Instructional Minutes
8:30-10:00	1 st Period	5 th Period	90
10:05-11:35	2 nd Period	6 th Period	90
11:40-1:40	3 rd Period	7 th Period	90
(A Lunch)	Lunch: 11:35-12:05 Class: 12:10-1:40		
(B Lunch)	Class: 11:40-12:25 Lunch: 12:25-12:55 Class: 12:55-1:40		
(C Lunch)	Class: 11:40-1:10 Lunch: 1:10-1:40		
1:45-2:10	Advisory/Study Hall	Advisory/Study Hall	25
2:15-3:45	4 th Period	8 th Period	90

August 2021						
S	M	T	W	T	F	S
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				

September 2021						
S	M	T	W	T	F	S
			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		

October 2021						
S	M	T	W	T	F	S
					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						

November 2021						
S	M	T	W	T	F	S
	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				

December 2021						
S	M	T	W	T	F	S
			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	








January 2022						
S	M	T	W	T	F	S
						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					

February 2022						
S	M	T	W	T	F	S
		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					

March 2022						
S	M	T	W	T	F	S
		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		

April 2022						
S	M	T	W	T	F	S
					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

May 2022						
S	M	T	W	T	F	S
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				

	A Day (Periods 1st-4th)
	B Day (Periods 5th-8th)
	No School-Student Holiday
	Student Holiday/Teacher Workday
	Student Holiday/Teacher PD Day
	Schoolwide Testing Day
	Bad Weather Make-Up Day (if needed)

Marking Periods	Beginning and Ending Dates	Progress Reports A	Progress Reports B	Report Cards
1 st	August 10-October 15	August 27	September 17	October 20
2 nd	October 20-December 21	November 5	December 3	January 6
3 rd	January 6-March 11	January 26	February 16	March 23
4 th	March 21-May 25	April 8	April 29	June 1

Attendance Contact Information			
Alpha A-D Julia Torres torresj@cfbisd.edu 972-968-5436	Alpha E-Le Nora Villanueva villanuevan@cfbisd.edu 972-968-6474	Alpha Li-P Rose Aguirre aguirrer@cfbisd.edu 972-968-5563	Alpha Q-Z Micaela Vargas vargasm@cfbisd.edu 972-968-5432

Cell Phone/Technology Policies

Personal Cell Phones

Students may use their personal phones/telecommunication devices in the cafeteria during lunch/breakfast, before/after school, and passing periods. Recognizing that mobile phones can be an effective instructional tool, teachers may allow the use of student mobile phones in class so long as the use is for instructional/academic purposes. Each teacher will govern the student use of mobile phones in their classes. Students are to adhere to each teacher's expectations regarding student use of mobile phones. Students who do not comply with a teacher's governance of their mobile phone use shall be subject to disciplinary consequences according to RLT's Clean Slate Student Management Program.

District-Issued Technology

Students at RL Turner HS are issued a Chromebook as part of the district's 1:1 initiative. Students and parents will receive and must return a signed *Student/Parent 1:1 Use Agreement* before checking out their district issued Chromebook. It is the student's responsibility to care appropriately for the device, as well as report any issues through the student SOS system. It is imperative that students charge their Chromebook at home each night as there are limited places to charge their device at school. We value digital learning at Turner, therefore, students are expected to be in class with their charged Chromebook every day, every class period. Because we are providing a district issued device to each student, we cannot support students bringing their own device. District issued devices are configured to connect correctly to our network with the appropriate filters. Additionally, student Google accounts are monitored for inappropriate material.

Deliveries for Students (at School)

Deliveries to students from delivery services (flowers, balloons, food, drinks, etc) at school are not allowed and will not be accepted. If parents need to deliver forgotten items to their children, they may leave forgotten items in the front office, excluding food/drinks. If students forget to bring their lunch or drinks to school, a free lunch will be provided through the cafeteria. Parents will be responsible for communicating to their students that a delivery of forgotten items has been left for them in the front office. The school staff will not notify students of delivered items. All items not picked up by students within 3 days will be donated.

Detention Procedures

Detention will begin promptly at 3:50 in the cafeteria. Students must turn in their ID upon entry. Students may not use their phones, but may use their Chromebooks for academic purposes only. Parents will be notified at least 24 hours in advance of assigned detentions for their students. Discipline consequences will escalate for non-attendance of assigned detentions.

Discipline Management Plan

RL Turner High School will utilize the Clean Slate citizenship and discipline program. The Clean Slate allows teachers to teach and students to learn. Students may earn up to two in-class "Strikes". Strike 3 will result in their removal from class. Automatic Strike 3s can be administered by a teacher or an administrator. An automatic Strike 3 can result in removal from campus.

THE GUIDING PRINCIPLE OF CLEAN SLATE: NO ONE HAS THE RIGHT TO INTERFERE WITH THE LEARNING, SAFETY, OR WELL-BEING OF ANOTHER.

The philosophy of our discipline program at RL Turner HS can be summarized as follows:

1. No student will interfere with their own learning or the learning of others.
2. All students can behave appropriately.
3. Teachers have the right to teach.
4. Students have the right to learn.
5. No student shall prevent a teacher from teaching or a student from learning.

Clean Slate

Clean Slate Overview

- Consistent behavioral and academic expectations throughout the school
- Non-confrontational, non-judgmental
- Encourages student ownership of behavior and responsibility that contributes to a positive learning environment
- Student behavior choices result in consequences that are consistent, logical and predictable

Goals of Clean Slate

- To help students develop a sense of reality regarding the consequences of their behavior
- To intrinsically reward and encourage consistent learning behavior
- To reduce recognition and reinforcement of poor or inappropriate behavior
- To teach and provide opportunities for students to develop and practice decision-making skills regarding their behavior

Description of Strikes

- Strike 1 – Students receive strikes (hashmark) on their desk for disruption of the learning environment.
- Strike 2 – Students receive a second hashmark on their desk and are informed that any further disruption will result in "Striking Out" and they will be sent to the office to call their parents. They will not be allowed back to class without a face-to-face parent conference.
- Strike 3 – Students are asked to leave class and report to their Assistant Principal's office. The students will call home and wait in the "Strike Zone" until his/her parent arrives.

Tiers of Clean Slate

- Tier 1: Parent/Student/Teacher/Behavior Assistant Restorative Conference
- Tier 2: Parent/Student/Teacher/Behavior Assistant Restorative Conference
- Tier 3: Parent/Student/Teacher/Behavior Assistant Restorative Conference AND referral to the Campus Restorative Specialist
- Tier 4: Parent/Student/Teacher/Behavior Assistant Restorative Conference AND referral to the Campus Restorative Specialist

*In addition to the parent, student, teacher, and behavior assistant restorative conferences, Strikeouts beyond Tier 4 may include administrative intervention such as detention, out-of-school suspension, and/or DAEP (District Alternative Education Placement).

*If a student demonstrates appropriate behavior for 15 school days, they may be subject to moving back a tier, at the discretion of the campus administration/discipline committee.

Strike Zone

- Students are placed in the Strike Zone while they await the arrival of their parents for the parent-teacher-student conference. While in the Strike Zone, students will be required to sit and read quietly...they may not be allowed to use their mobile phones.
- Students will not be allowed into classes until the Strike 3 conferences are held with their parents.
- If parents do not arrive during the school day, the students will not be allowed back on campus the following day. The students will be counted as ABSENT and a phone call home will be made by a Behavior Assistant. If the students do not report to school for 2 consecutive days, administrators will call home and begin the truancy process.

Dismissal (Afternoon) Procedures

Immediately after students are dismissed from school, they are to leave the school grounds unless they attend any of the school sponsored after-school programs. All students exit the building through the Gym Foyer into the student parking lot. Students will be ushered from the building and will not loiter inside the building after being dismissed. Students who attend tutorials after school must be in the teacher's classroom by 3:50 and will not be released until tutorials end at 4:20.

Dress Code Expectations

The following guidelines are established as a point of reference for parents, students and administrators in regards to dress. All students must be clean and neatly groomed while attending school and all district/school events. The district's dress code is established to minimize safety hazards, to teach grooming and hygiene, and to prevent disruptions. The Dress Code is revised annually after considering feedback from students, teachers, administrators, and community members.

The Board of Trustees of CFBISD delegates to the principal the authority to make final determinations as to whether clothing or grooming is or is not within this policy. The administration reserves the right to determine any inappropriate dress that it feels is disruptive to the school environment. Parents and students are encouraged to address and resolve concerns related to the Dress and Grooming Policy at the campus level. The principal will assess and determine compliance or non-compliance with the Dress and Grooming Policy, and will assign corresponding consequences for violation of this policy.

- Hair, by color or design, may not create a distraction to the learning environment. Non-natural hair color is permitted. If designs are shaved into the hair, they must be school appropriate and may not condone or represent drugs, gangs, alcohol, profanity, violence, obscenity, or anything deemed inappropriate by school administration.
- Students may **not** wear the following: tongue rings, lip rings, eyebrow rings, ear gauges, spacers, facial jewelry such as hoops or rings, or facial decorations. Students may, however, wear one small nose stud.
- Caps, hats, bandannas, hair rollers, hair curlers, and other similar hair grooming items, shall not be worn by students in the school building. If students are wearing a shirt or jacket with a hood or a hoodie, the hood must remain down.
- Students may not wear clothing that advertises by name or symbol any products that are not permitted in schools, including, but not limited to the following: **drugs, alcohol, profanity or suggestive slogans, tobacco, obscenity, violence or gangs.**
- Students may wear shorts of appropriate length, or skirts of an appropriate length, at or about mid-thigh or longer, when fitted at the natural waistline. Should jeans/pants have frays, rips, or tears above the mid-thigh (appropriate length of shorts), students must wear leggings underneath the jeans.
- Shirts must overlap the waistband of pants, skirts, or shorts.
- Clothing which, in the opinion of the professional staff, would be deemed a distraction to the learning environment or offensive for school in general, shall not be allowed, including, but not limited to the following: trench coats, mini-skirts, pajama pants, decorative teeth coverings or teeth jewelry, halter or tube tops, split sides, midriffs, sagging pants, bare shoulder tops, see-through clothing, fish net tops, or running/spandex shorts.
- Yoga pants, leggings, and jeggings may be worn if the shirt drapes to mid-thigh.
- All students must wear appropriate, non-visible undergarments.
- For health reasons, students are required to wear shoes appropriate for the school setting at all times. House shoes or slippers are not appropriate for school.
- Tattoos may not create a distraction to the learning environment.

End-of-Course STAAR Testing

High school students must take and pass certain required courses and end-of-course exams to graduate from a Texas public high school. These are English I, English II, algebra I, biology, and U.S. history. If a student takes and passes any of these end-of-course exams in middle school, those scores will count toward their state testing requirements for graduation. All students currently enrolled in these courses will be required to take the corresponding EOC exam. Students must pass all 5 exams in order to meet graduation requirements. Individual Graduation Committees may except students from passing up to two EOC exams provided the students have taken the exams and completed additional learning/assessment activities.

Fighting

The consequence of fighting at or within 300-feet of campus may include:

- Campus-based character training
- Campus-based community service
- Out-of-School placement
- Placement at DAEP
- Placement at JJAEP (for Title 5 violations involving weapons or serious bodily injury)

Grade Level Classification

Students are classified according to the number of credits they have earned.

Freshmen:	0 - 5.5 credits earned
Sophomores:	6 - 11.5 credits earned
Juniors:	12 - 18.5 credits earned
Seniors:	19+ credits earned, plus completion/current enrollment in English IV.

Reclassification of grade levels is made at the beginning of each school year. However, students who have not been promoted to a higher grade due to lack of credits, may be eligible for reclassification at the end of the 1st semester if sufficient credits have been earned during the first semester to warrant a reclassification. Additionally, senior classification requires completion of English IV or enrollment in English IV.

Grading Procedures

The primary purpose of awarding grades is to communicate student achievement in relation to the state standards, the Texas Essential Knowledge and Skills (TEKS), and the district curriculum. The Carrollton-Farmers Branch ISD is committed to creating an environment where quality instruction, assessment, and evaluation occur to improve student achievement. The academic grade represents this achievement. Also, effort and conduct are important to achievement; therefore, effort grades and conduct grades are included in the district's reporting system.

Academic Grades

Formative grades represent 25% of the nine weeks grade.

Summative grades represent 75% of the nine weeks grade.

FORMATIVE ASSESSMENTS

Multiple formative and summative assessment tools are used to provide feedback and accurately assess students' mastery of the TEKS and district curriculum. Formative assessment directs the teacher's instructional decisions regarding adjustments or re-teaching needed to ensure student success on the curriculum/learning goal(s). It also communicates to the student any learning adjustment needed prior to the summative assessment. Formative assessment is *assessment FOR learning*.

Formative assessment provides ongoing feedback and will be recorded a minimum of two times per summative assessment. The formative assessments recorded must align to the standards of the summative they precede and are to provide guidance to the student and teacher on progress towards learning goals. Formative grades should reflect progress on standards only, not compliance, i.e. returning a progress report for a grade or bringing a box of tissues at the beginning of the school year.

Formative assessment is practice that takes place both formally and informally. Formal assessment occurs when regular instruction is stopped to assess student understanding. Informal assessment happens during the course of instruction.

Examples of *informal formative assessments* include, but are not limited to the following:

- Class discussions
- Daily practice
- Teacher observation
- Questioning
- Checking for understanding

Examples of *formal formative assessments* include, but are not limited to the following:

- Classroom assignments
- Classroom/District assessments
- Performance assessments
- Quizzes
- Homework

All homework should be completed, reviewed in a timely manner, and used as a method to provide students with specific feedback on their performance of the assigned tasks. The research on homework indicates that providing feedback is critical, but assigning a grade to every homework assignment is not necessary. Homework should result in a higher performance level on summative assessments. Homework that the teacher has determined should be part of the report card grade will contribute 10% of the formative assessment grade.

Student effort is critical to student success. Therefore, formative assessment work not submitted on time will be recorded as an Incomplete (INC) and will receive a penalty of one letter grade (-10 points) when submitted. If work is not submitted within the summative reassessment window, the INC will be changed to a zero.

SUMMATIVE ASSESSMENTS

Summative assessments are designed to provide information about a student's mastery of the curriculum/learning goal(s). Summative assessment occurs after providing frequent feedback to students through formative assessments. Summative assessment is *assessment OF learning* that occurs at the end of a sequence of instruction.

A minimum of three summative assessments is required each nine weeks. The district supports a balanced assessment approach and recommends using multiple assessment formats that require students to write, to create, and to perform to document learning. Extenuating circumstances for individual students may alter the time frame in which a summative is administered. Grades should be based on mastery of the curriculum. In secondary, semester exams shall be comprehensive in nature and measure the mastery of the Texas Essential Knowledge and Skills. The semester exam will represent 20% of a student's final semester grade.

Examples of summative assessments include, but are not limited to the following:

- | | |
|---|---|
| <ul style="list-style-type: none">• Tests• Projects• Presentations• Portfolios | <ul style="list-style-type: none">• Performance assessments• Papers• Reports• District assessments |
|---|---|

Summative assessments not submitted by the due date will be recorded as Incomplete (INC) and will receive a penalty of one letter grade (-10 points) when submitted. If the work is not submitted within five school days of the due date, the incomplete will be changed to a zero.

The teacher will examine the preponderance of assessment evidence over the course of the grading period and when appropriate, will use the most recent achievement data when determining the final grade.

Tutorials should be used to assist students with concepts/knowledge/skills with which they are struggling. The teacher will assign tutorials based on evidence from formative or summative assessments. If tutorials are assigned, then attendance is mandatory.

REASSESSMENT PROCEDURES FOR SUMMATIVE ASSIGNMENTS

1. Reassessment provides students the opportunity to demonstrate they have increased their knowledge, skills, and/or concepts from the first assessment. Therefore, students who have already demonstrated advanced learning or mastery will not be reassessed. Advanced level or mastery is defined as a student receiving an A or a high B on an assessment.
2. Students who fail a summative assessment shall be reassessed, as well as those students who receive a 70 – 84.
3. The teacher shall record the higher of the two grades (summative or reassessment) up to an 85.
4. Reassessment occurs under the following conditions:
 - The student completes formative assessments/assignments related to the summative (as determined by the teacher) prior to the reassessment opportunity.
 - The student engages in additional learning opportunities/assignments.
 - The teacher selects the time for reassessment, which may include before/after school.
 - Time frame:
 - Normally within fifteen school days of the student receiving the grade on the original assessment unless extenuating circumstances exist
 - No later than seven calendar days into the next grading period if the summative was given the last week of the grading period.
5. Students who meet the aforementioned reassessment criteria may be reassessed one time. Any reassessment beyond the stated procedures would be determined by the teacher and campus administrator.
6. The same assessment shall not be given to determine mastery. However, the assessment format is subject to the teacher's discretion.
7. Semester exams are not subject for reassessment.

ACADEMIC DISHONESTY

Academic dishonesty includes cheating or copying the work of another student, plagiarism and unauthorized communication between students during an examination. Evidence may come from written materials, observation, and/or information from students. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and the principal. Students found to have engaged in academic dishonesty shall receive a zero on the assignment/assessment involved in the incident, until a reassessment can be done. It is the student's responsibility to request a reassessment from the teacher. As with any reassessment, the highest grade earned will be an 85.

INCOMPLETES

An "Incomplete" or "INC" will be issued based on a student's non-attendance in class and/or missing summative assessment(s) due to extenuating circumstances. If a student enrolls in the last 15 days of the grading period without grades from the previous school, an "NG" for "No Grade" will be issued. Students entering C-FB with grades from a previous school will receive the grades awarded from the previous school/district.

GRADING SCALES

The grading scale for all other courses and grade levels is as follows.

- A (100-90) = Exceptional performance exceeding standard expectations
- B (89-80) = Successful performance of standard expectations
- C (79-70) = Inconsistent performance with progress towards standard expectations
- F (68*-0) = Unsatisfactory performance with little progress towards standard expectations

***A grade of 69 shall not be recorded on the report card.**

For special education students who have a modified or alternative curriculum, evaluation of successful achievement will be based on the Individual Education Plan (IEP) goals and mastery expectations.

GRADE POINTS

The awarding of grade points for high school credit courses is as follows:

100 – 90	4 grade points
89 – 80	3 grade points
79 – 70	2 grade points
68 – 0	0 grade points

(School Board Policies EIC, EID)

1. The valedictorian, salutatorian, and honor graduates of a senior class will be determined by the cumulative grade point average calculated through the grading period prior to the final grading period of their senior year. To be eligible for valedictory, salutatory honors or top ten student honors, the student shall have attended high school in the District continuously for two school years commencing with enrollment no later than the end of the first 15 school days of the first semester of said student's junior year until graduation.
2. Students enrolled in Advanced Placement courses receive 9 additional grade points for those courses. Students enrolled in Honors courses receive 6 additional grade points for those courses.

Semester Grades

1st/3rd nine weeks grade (40%) + 2nd/4th nine weeks grade (40%) + exam grade (20%)

Final Grade

1st semester (50%) + 2nd semester (50%)

SEMESTER EXAMS

1. Semester exams should be used to certify mastery of objectives by students. All high school credit course semester exams shall be comprehensive in nature and must measure the mastery of the Texas Essential Knowledge and Skills. The semester exam counts 20% of a student's final semester grade.
2. Senior students may be exempted from final exams during the **spring semester only** if they meet the following criteria.
 - Better than ninety (90) percent attendance in all classes, all year. (If a student has had to attend after school make-up during the fall or spring semester, then he/she does not meet this criteria.)
 - No more than two (2) or three (3) absences with at least a ninety (90) percent average in the class requesting exemption from the final exam
 - No more than (1) absence with at least an eighty-five (85) percent average in the class requesting exemption from the final exam.

Graduation Credit Requirements

Graduation requires a minimum of 26 credits earned (foundation plus endorsement diploma) in accordance with TEA's graduation requirements.

Foundation PLUS Endorsement(s) 26 credits	Distinguished Level of Achievement 26 credits	Performance Acknowledgements
<p>4 credits English-ELA I, II, III, one credit in any authorized advanced English course</p> <p>4 credits Mathematics-Algebra I, Geometry, two credits in any authorized advanced course</p> <p>4 credits Science-Biology, at least one of IPC, Chemistry, or Physics and advanced Science courses</p> <p>4 credits Social Studies+- World Geography, World History (local requirement), U.S. History, U.S. Government (.5 credit), Economics (.5 credit)</p> <p>2 credits World Language or Computer Programming</p> <p>1 credit Physical Education</p> <p>1 credit Fine Arts</p> <p>5.5 credits in Electives-may include CTE or certification courses to satisfy endorsement requirements</p> <p><u>Additional Local Requirements:</u></p> <p>.5 credit Health</p> <p>1 credit Social Studies World History+</p> <p>+One locally required credit in Social Studies is included in the total of 4 Social Studies credits.</p> <hr/> <p>*Foundation Plan WITHOUT endorsement allows for: 4 credits in English, 3 credits in Mathematics, 3 credits in Science, 2 credits in Social Studies, 2 credits in World Languages, 1 credit of Physical Education, 1 credit of Fine Arts, 0.5 Health, 1 World History, 0.5 Government, 0.5 Economics and 3.5 electives.</p>	<p>4 credits English-ELA I, II, III, one credit in any authorized advanced English course</p> <p>4 credits Mathematics-Algebra I, Geometry, <u>Algebra II must be one of the math credits</u>, one credit in any authorized advanced course</p> <p>4 credits Science-Biology, at least one of IPC, Chemistry, or Physics and advanced Science courses</p> <p>4 credits Social Studies+- World Geography, World History (local requirement), U.S. History, U.S. Government (.5 credit), Economics (.5 credit), or Personal Financial Literacy (.5 credit)</p> <p>2 credits World Language or Computer Programming</p> <p>1 credit Physical Education</p> <p>1 credit Fine Arts</p> <p>5.5 credits in Electives-may include CTE or certification courses to satisfy endorsement requirements</p> <p><u>Additional Local Requirements:</u></p> <p>.5 credit Health</p> <p>1 credit Social Studies World History+</p> <p>+One locally required credit in Social Studies is included in the total of 4 Social Studies credits.</p>	<p>Dual Credit</p> <ul style="list-style-type: none"> 12 College Credit hours with a grade of 3.0 or higher, or <p>Bilingualism/Biliteracy</p> <ul style="list-style-type: none"> Complete all ELA requirements with a min GPA of 80 <p>And add one of the following:</p> <ul style="list-style-type: none"> 3 credits in the same World Language with a min GPA of 80 Pass Level 4 or higher World Language with a min GPA of 80 3 credits in World Language with a min GPA of 80 AP World Language score 3.0 or higher IB World Language score 4 or higher, or <p>ELL Student Only</p> <ul style="list-style-type: none"> Participate and meet exit criteria for a bilingual or ESL program Scored Adv high Level on TELPAS, or <p>AP/IB</p> <ul style="list-style-type: none"> Score 3 or above on an AP Exam Score 4 or above on an IB Exam (HL), or <p>College Entrance Exam</p> <ul style="list-style-type: none"> PSAT score of commended or higher College Benchmark score on two out of four exams on the ACT SAT 1250-Reading/Math combined ACT score of 28 w/o Writing, or <p>Business Industry/Certification</p> <ul style="list-style-type: none"> Obtain a business or industry certification

ID Badges

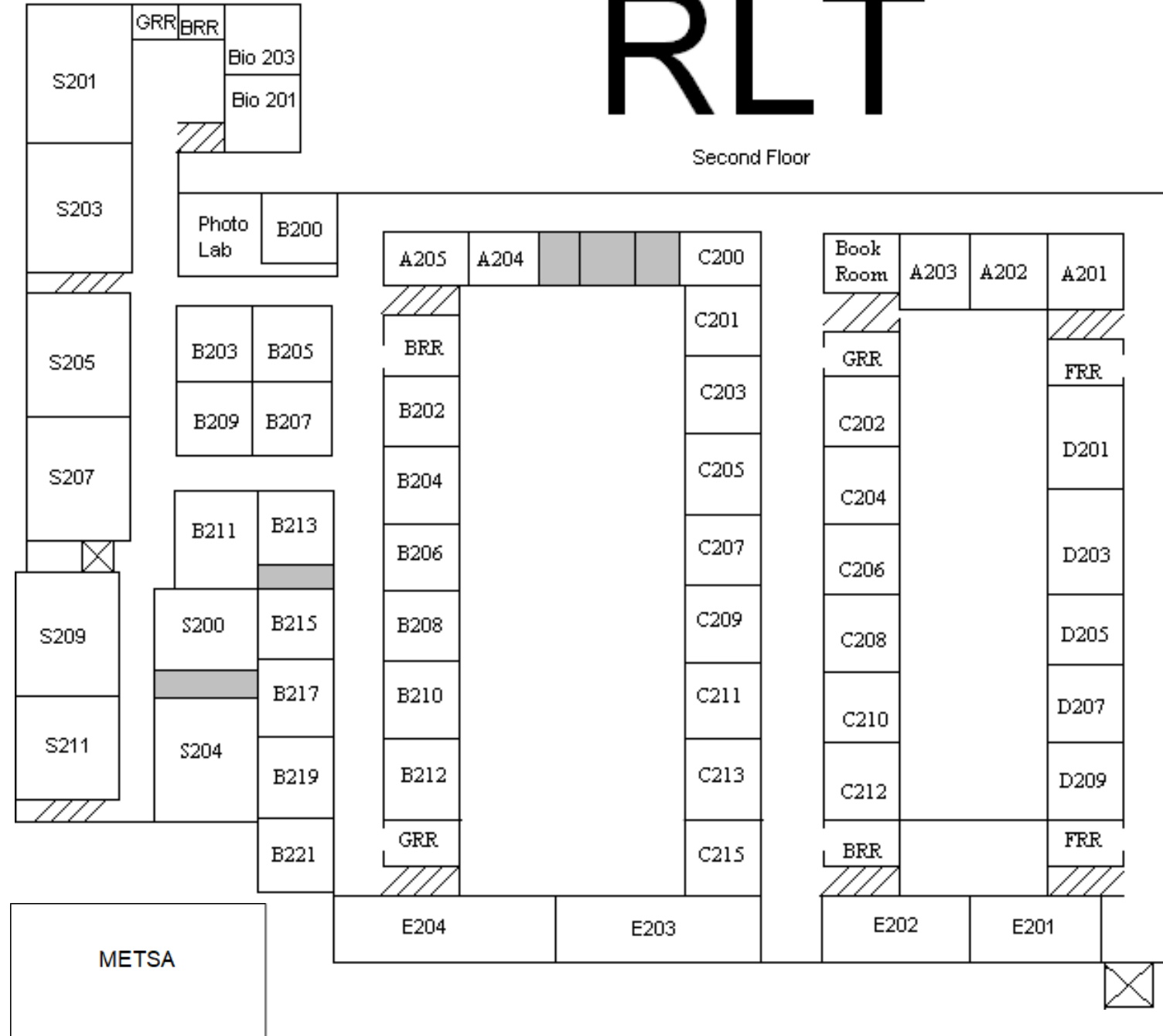
- Picture identification badges will be issued to students as a part of the school's safety plan and must be worn at all times while at school or attending district events.
- All students will receive their first ID badge and lanyard free of charge.
- Students must have their ID badge visible upon entering the school each morning. If students do not have their ID badge, they will be directed to the mobile ID badge center (concession stand in Gym Foyer) to receive a new one. Students will be charged \$3.00 for each replacement badge.
- Students must wear their school-issued ID badge at all times while at school or attending district/school events.
- Teachers are to check for ID badges for all students upon entry into their classrooms. If a student has lost their badge, the student is to be sent to their Assistant Principal's office.
- Students may not cover or deface the student name, ID number or photo.

Instructional Recapture Sessions

- Attending class is critical to student learning.
- When missed class time accumulates due excessive tardies or frequent restroom breaks, student learning is negatively impacted.
- Therefore, teachers will log all tardies and restroom visits during class and assign students to attend IRS before and/or after school according to Tardy/Restroom Policies.
- Students and parents will be provided a day's notice of an assigned IRS.

RLT

Second Floor



Restroom Procedures

- Under normal conditions, students should use restrooms before school, during passing periods, and after school.
- Students experiencing a medical problem, which necessitates special arrangements, should consult with the teacher/nurse regarding the matter.
- Teachers and students are to follow the procedures below when students are allowed to leave class for restroom visits:
 - Student asks the teacher to be excused from class to use the restroom.
 - The teacher excuses the student and directs him/her to sign the log.
 - The teacher ensures that the student does NOT take his/her phone to the restroom.
 - The student signs the restroom log, takes the pass, and uses the designated restroom.
 - Student returns to class, signs back in on the log, and returns the pass.

Restroom Schoolwide System

Teachers will have color-coded passes according to classroom location. Teachers will receive a color-coded map, and the restrooms will have a color posted above it. Students may only use the restroom assigned to the classroom based on the color of the restroom pass.

Students are permitted to use the restroom during class 4 times, per class, per grading quarter, before instructional time must be made up.

- Upon the 5th restroom visit, students are assigned an IRS (Instruction Recapture Session) for each restroom visit for the remainder of the 9-week marking period. See the section on Instruction Recapture Session above for more information.
- If students fail to attend an assigned IRS, the teacher will double the IRS. If the student misses the two reassigned IRSs, the teacher will call the parent to inform them of the situation. The teacher will reassign the two IRSs upon agreement with the parent.
- If the student misses the two reassigned IRSs again, a discipline referral will be submitted to the appropriate Assistant Principal.

Failure to serve the IRS will result in an escalation of consequences.

Schedule Changes

Changes in a schedule or a course may be made only on the published days before the start of the semester. Requests for schedule changes may be honored for the following reasons:

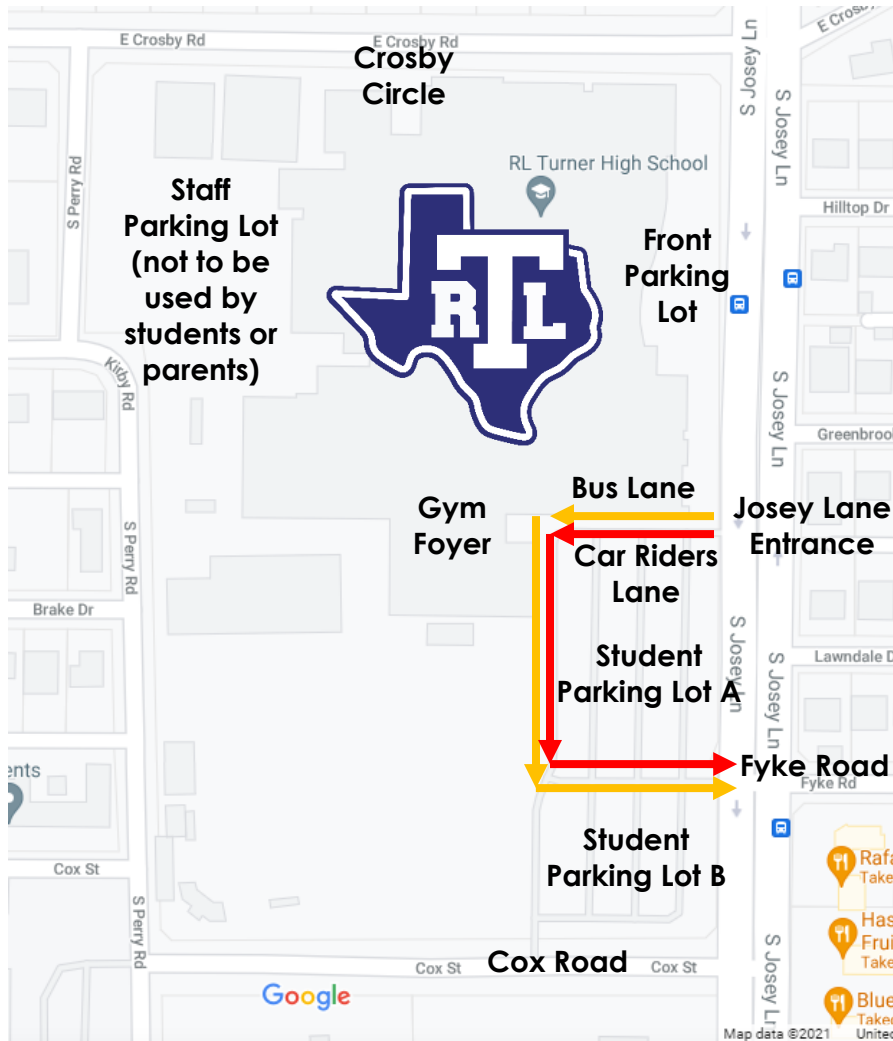
1. Error in scheduling;
2. Student failure in a prerequisite;
3. Change in program (athletics, band, choir, etc.); and
4. Level changes as recommended by teachers and counselor with parental knowledge and administrative approval.
5. Requests not meeting the listed reasons will not be considered. It should be understood that a schedule change to help balance a classroom enrollment will be done as needed.
6. Appeals on schedule changes will not be heard beyond the building principal. Decisions by the principal are final and cannot be appealed.

Tardy Procedures

Accurate attendance reporting is required by law. Absences and tardies must be recorded accurately in TEAMS. All tardy students will report to class.

- Tardy students are to sign the tardy log upon entry into the classroom each time they are tardy.
- If students have been marked absent, attendance will be changed to reflect class attendance, regardless of the time tardy students enter class.
- Students are extended grace for a maximum of 2 tardies for each class for each 9-week grading period. Upon the 3rd tardy, students are assigned an IRS (Instruction Recapture Session) for each tardy for the remainder of the 9-week marking period. See the section on Instruction Recapture Session above for more information.
- If students fail to attend an assigned IRS, the teacher will double the IRS. If the student misses the two reassigned IRSs, the teacher will call the parent to inform them of the situation. The teacher will reassign the two IRSs upon agreement with the parent.
- If the student misses the two reassigned IRSs again, a discipline referral will be submitted to the appropriate Assistant Principal.

Traffic Flow Pattern



BUSES for Morning Drop-Off

General Education buses are to drop students off at the **Crosby Circle**, where students will enter the building.

SPECIAL EDUCATION & VISITORS

The **Front Parking Lot** is used by Special Education buses and parents, as well as visitors who come inside the building. No other parents or students should use this area for drop off and/or pick up.

BUSES for Afternoon Pick-Up

General Education buses are to enter the pick-up lane at the **Josey Lane Entrance**. The yellow lane (closest to the school) is for BUSES only. Buses are to exit at Fyke Road.

CAR RIDERS Drop-off & Pick-Up

Drivers are to enter the drop off & pick up lane at the **Josey Lane Entrance** and follow the red arrows to exit at **Fyke Road**.

STUDENT DRIVERS

Student drivers may ENTER & EXIT Student Parking Lot A at **Fyke Road** or Student Parking Lot B at **Cox Street**.

Student Drivers must have a parking permit in order to park on campus.

Doors open at 7:55 AM each morning. Early arrivals will have to wait on the Gym Foyer Porch until the doors open at 7:55.

Tutorial Times: Morning: 8:00-8:30
 Afternoon: 3:50-4:20

Tutorials

The RLT tutorial schedule, which includes all teacher's offered tutorial times and subjects, will be posted on the RL Turner High School Website by the second week of school. All teachers are required to conduct at least two tutorial sessions per week; one session in the morning, and one session in the afternoon. If a specific teacher is unavailable, students are encouraged to attend tutorials with a teacher of the same subject.

Visitors

All visitors, including parents must register in the main office and proper identification is required. Visits to individual classrooms are permitted only with approval of the principal and teacher, and such visits are not permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. For specific appointments with teachers, counselors, administrators, or other staff members, parents should call the main office in advance. Students are not permitted to visit another campus during the school day. State law requires that identification must be shown when requested by school personnel or campus resource officers. The principal or designee may refuse to allow persons with no legitimate business to enter school grounds and/or may eject any undesirable person(s) from school grounds if that person refuses to leave peacefully upon request. [Board policy GKA/CKC.] All visitors must comply with all applicable District policies and procedures.

Volunteers:

Carrollton-Farmers Branch ISD seeks to create a safe sanctuary for students, free from crime, violence, drugs and abuse. Pursuant to the Texas Education Code, the Carrollton-Farmers Branch Independent School District conducts screenings for any record of criminal history. The District shall obtain the criminal history record of all prospective volunteers. (See board policy GKG.) A large contributor to the success of our students and venerated faculty has been the support of the community and specifically those who volunteer their time and expertise. Volunteers provide the extra attention so desperately needed to support the high level of educational experiences enjoyed by our students. Please fill out our online background check. You must also do this in order to attend class parties and other festivities coming up during the school year. THIS MUST BE DONE AT THE BEGINNING OF EVERY SCHOOL YEAR. Applications submitted on the day of a field trip will not be accepted. Please submit applications at least two weeks prior to the event. Please make note of your user name and password so that you can go back to check your status. We appreciate the efforts of all volunteers that are willing to serve the District and our students.

**Turner High School
1600 S. Josey Rd.
Carrollton, TX 75006**

972.968.5400

<https://turner.cfbisd.edu/>

