

Era Independent School District



Instructional, Grading, and Reporting Guidelines

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District Vision Statement

Together, We Empower Students

District Mission Statement

A Community Dedicated to Equipping and Empowering Students for a Lifetime of Success

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EISD Instructional, Grading, and Reporting Procedures

EISD Curriculum and Instruction Pre-K-12

State and Local Curriculum

State Curriculum

Curriculum content is prescribed by the Texas Education Agency through the Texas Essential Knowledge and Skills (TEKS). Local instructional plans are based upon this State's curriculum framework and recommended program standards. Curriculum content is not prescribed in detail by the Texas Education Agency but provides a framework to draw upon for the development of the district's scope and sequence.

Local Curriculum (EIA Local)

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses. Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated District objectives. The student's mastery level shall be a major factor in determining the grade for a subject or course.

EISD Curriculum Scope and Sequence

The District uses TEKS Resource System (TRS) as a curriculum management tool to align curricula Pre-K-12 district-wide, develop a timeline of critical objectives for each six-weeks in each subject, and ensure coverage of the essential skills and concepts for each course as required by the state. Additionally, the District will regularly review and revise curriculum to reflect real-world needs, depth and complexity, rigor and relevance, and to meet the needs of all students.

The scope of the objectives taught reflects the TEKS and cannot be waived, altered, or portions eliminated, unless otherwise recommended by an Admission, Review, and Dismissal (ARD) Committee. The sequence of objectives may be altered to meet the needs of an individual class or student.

Instructional Practices

Instructional strategies and practices to ensure student success are based upon campus and teacher analysis of student needs, effective teaching practices, student learning styles, and demonstrated success through the assessment process.

Student academic achievement shall be based on the degree of mastery of the instructional objectives that reflect the Texas Education Agency TEKS and address the skills and concepts needed for successful performance in the current grade and in the next grade.

Achievement grades will be fairly determined from a wide variety of information, which include student performance on daily assignments/homework, tests, and/or special projects. The information used in grading is appropriate to the grade level and subject being considered. Prior to instruction, students will be informed of the class or course expectations, and the teacher must be prepared to document and explain how grades are determined.

Academic Achievement: Retention and Promotion

Curriculum Mastery

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter

of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. [See *District Policy* EHBC]

Standards for Mastery

Mastery shall be determined as follows:

- Course assignments and unit evaluation shall be given to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit, six-week, and final exams, or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Pre-Kindergarten-Kindergarten

In Pre-Kindergarten-Kindergarten, promotion to the next grade level shall be based on successful performance as documented on the report card, which is based on State standards, and meeting the state minimum attendance requirements.

Grades 1 - 5

In grades 1-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 (or a letter equivalent) based on state and District-level standards for all subject areas. In addition to an overall grade of 70 or above, a student shall have a minimum grade of 70 (or letter equivalent) in three of the following areas: Reading/Language Arts (overall grade), Mathematics, Science, and Social Studies. Promotion to the next grade level shall also be based on meeting the state minimum attendance requirements.

Grades 6 - 8

In grades 6-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (TEKS) for all subject areas and a minimum grade of 70 in three of the following areas: Language Arts, Mathematics, Science, and Social Studies. Promotion to the next grade level shall also be based on meeting the state minimum attendance requirements.

Grades 9 -12

Grade-level advancement for students in grades 9-12 shall be earned by course credits. For more information, you may refer to the Student Handbook.

Official Grade Reports

Progress Reports

The purpose of the Progress Report is to inform students, parents/guardians, and campus administrators regarding progress in a subject, in conduct, or in both. The Progress Report reflects both satisfactory and unsatisfactory student progress.

- All students will receive a Progress Report following the third week of each six weeks grading period. Notification of Progress Report posting to Parent Portal will be sent via email/text message for secondary students. Progress Reports will be sent home in weekly folders for elementary students.
- It is required that parents be contacted by phone or in writing if the student is in danger of failing at the progress reporting period or if there is a significant drop in grades.

Report Cards

The Report Card is a communication tool for parents/guardians and students. Report Cards provide information regarding academic progress as well as attendance information.

- Report Cards are computer generated and issued once at the end of each six-week grading period for all grade levels.
- Elementary Report Cards are sent home with the student, and Secondary Report Cards are mailed.
- All Report Cards should be signed and returned to the school.
- Elementary student report cards will be sent home in the district-provided report card envelope.
- Report card comment codes will be added where appropriate to indicate additional information to parents regarding the student's grades.

Online Records—Ascender Parent Portal

- Parents/guardians may also access student progress information through the student/parent Ascender Portal. Parents may access the Ascender Parent Portal by logging on to www.eraisd.net, clicking on the "Parent Portal" or "Student Portal" link under "I'm looking for.." on the right side of the page. From there, select the use the credentials you set when registering your child as a student.
- The student/parent Ascender Portal displays Progress Report averages, Report Card averages, and individual assignment grades in the teacher grade-book (if applicable).
- Teachers will export updated grades weekly to the student parent Ascender Portal to keep students and parents informed of ongoing progress.
- Parents/guardians may contact the school for additional access information.

Academic Integrity

Academic Integrity is a fundamental value of teaching, learning and scholarship. EISD has the primary responsibility for protecting and promoting the highest standards of academic integrity. Both students and faculty will thrive in an atmosphere where academic work is challenging, relevant and fair.

Academic Dishonesty

Academic Dishonesty as defined in the Era ISD Policy (EIA):

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism of any kind, including the use of electronic media, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising employee, taking into consideration written materials, observation, or information from students.

Behaviors defined as cheating include, but are not limited to:

- Giving or receiving information, looking at someone else's work, or allowing someone else to see one's work during an exam, test or quiz.
- Unauthorized receipt or distribution of exam, test or quiz contents, materials, or answer key.
- Use of unauthorized resources such as notes, cell phones, or other electronic devices during an exam.
- Taking an exam, producing a project, paper or assignment for another student or asking someone to take an exam or produce a project, paper or assignment for an individual.
- Copying work assigned to be done independently or letting others copy one's work.

Behaviors defined as plagiarism include, but are not limited to:

- Any misrepresentation of another's work as one's own, including the copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, electronic media, and other similar works.

Academic Dishonesty will result in academic and/or behavioral consequences.

- A student found to have engaged in academic dishonesty will be subject to loss of credit for the work in question, as well as disciplinary penalties, according to the Student Code of Conduct.

Elementary (Pre-K-5) Grading and Reporting Procedures

Required Attendance

In accordance with State law, a student must be in attendance for at least 90% of the days the class is offered.

Grading Expectations

Assignments should be graded, grades recorded and assignments returned and posted on Parent Portal within one week.

All graded assignments will be returned in Wednesday folders for parent review. Parents will sign a return slip and keep graded assignments.

Calculating Six-Weeks Averages

The Era ISD Early Learning Report Card (Pre-K-Kindergarten) is a standards-based continuum, meaning that progress is reported on the knowledge and skills your child is expected to master at each grade level. The continuum is based on the Texas Essential Knowledge and Skills (TEKS) and ranges from Masters Standards to Does Not Meet Standard. [Click here for more information regarding the Early Learning Report Card for Era ISD.](#)

In grades 1-5, achievement is reported to parents as numerical percentage grades. In grades 1-2, six-week grades will be based on 0-100 scale, where all daily assignments, projects, and tests weigh the same. In grades 3-5, six-week grades will be determined from 50% of the average of all daily grades and 50% of the average of all test grades.

Minimum Number of Grades (1-5)

Students' six week averages in grades 1-2 will be calculated from a minimum of 12 grades in math and reading language arts, and 6 grades in science and social studies.

Students' six week averages in grades 3-5 will be calculated from a minimum of 10 daily grades and 2 test grades for math and reading language arts. A minimum of 6 daily grades and 2 tests for science and social studies.

Test grades will not be recorded for the final week of a six week grading period. They will be recorded in the following six weeks grading period.

Maximum/Minimum Grade Reported

Grades for assignments will be based on relative mastery. Teachers are not required to give a minimum grade on an assignment that does not reflect the quality of the student's work.

Transfer Grades

Students new to the District or who enroll in a school after the start of a grading period shall be treated fairly in awarding grades. Grades shall be computed using a combination of grades from the former school and grades earned for the time the student has been enrolled in the new school.

Reteach and Reassess for Mastery

Mastery of Texas Essential Knowledge and Skills

Era Independent School district has provided a well-balanced curriculum based on state prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and the state standards.

EISD will utilize ongoing formative assessment to determine which students are in need of intervention. The use of benchmark tests, unit tests, teacher-made tests, performance assessments, and teacher observations will help determine which students are not mastering instructional objectives.

- Teachers will monitor and identify students who need re-teaching.
- Teachers will provide interventions, including but not limited to, re-teaching as necessary.
- Students will be re-evaluated after re-teaching has occurred.
- If the student takes the opportunity for reteach and retest, the average of the two grades is recorded. The original grade will be recorded if the student fails to take advantage of reassessment opportunities.

Required Reteach/Reassess for Mastery

If 30% or more of the students do not demonstrate mastery of the TEKS on a classroom or unit assessment, the teacher will re-teach the content to the entire class and reassess for mastery of the content. The higher of the two grades will be recorded for all students.

Intervention and Progress Monitoring

Intervention is an integral part of the elementary instructional program and is an ongoing process. Frequent evaluation, both formal and informal, will determine the need for intervention.

- Provides frequent reinforcement and review so that a student does not “get too far behind”
- Occurs at the time the need is identified
- Allows the student to progress systematically through content without experiencing extended, frustrating periods of non-achievement
- Offers a variation in instructional approach – uses a new technique, strategies, materials, opportunity for review, and practice
- Includes, but is not limited to, targeted small-group instruction, tutorials, and summer school

Homework

Extensive and intensive homework will not be regularly assigned to students. However, independent classwork that is not completed in an allotted time will be expected to be completed at home and returned the following school day.

Late Work

Era ISD strives to develop responsible and accountable students who turn in high quality work on time. Grades are intended to show mastery of current grade level standards as outlined by the State. When an assignment is submitted after a deadline, 5 points per day up to 5 days will be deducted from the grade. After 5 days, assignments will not be accepted and the grade will be recorded as a zero.

- Chronic abuse, more than three late assignments during any one six-weeks grading period, requires the teacher to hold a parent conference.

Make Up Work

Students shall be permitted to make up assignments and tests following any absence.

All students will receive credit for satisfactory makeup work after an absence, including excused and unexcused absences and absences due to suspension from school.

A student will be given as many days as he/she was absent to make up tests and other missed assignments.

- If a student does not complete the work assigned after the allotted number of days has passed, the actual grade will be recorded in the grade book.
- Teachers are not required to provide assignments prior to an absence, unless the absence has been approved by the building principal with two weeks advance notice.
- Students should not be required, on the day of returning to school to take a quiz or test that was announced during the student’s absence.

Extra Credit

- All extra credit is to be academic.
- The intent of extra credit is for enrichment in a class, not to gain mastery of the TEKS.
- Extra credit may be offered at the discretion of the teacher.
- If extra credit is offered, it must be offered to all students in the class.
- Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.
- Extra credit awarded will not account for more than 5% of the six-week average.

Secondary (6-12) Grading and Reporting Procedures

Awarding Class Credit

Mastery of Objectives

- Student academic achievement shall be based upon the degree of mastery of the objectives which reflect the Texas Essential Knowledge and Skills (TEKS).
- In order to be awarded a grade of “70” in a course or subject, a student must demonstrate 70% mastery of the TEKS in any recording period.

Required Attendance

In accordance with State law, a student may not be given credit for a class unless the student is in attendance for at least 90% of the days the class is offered.

Students may have two college visit days their junior year and two their senior year, provided the Principal approves the student’s absence and the student submits a letter from the college or university verifying the visit.

Homework

Homework provides opportunities for students to apply knowledge, skills, and processes from previous learning to display their understanding. Homework should be considered extended learning opportunities for students to demonstrate mastery of concepts taught. Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their student’s educational program.

In order to ensure that homework practices are efficient and effective, consideration for the amount of time per night an average student should expect to spend on homework for all subjects combined, will be considered.

- Homework should never be a disciplinary measure, but should be used to enrich and strengthen classroom experiences.
- Exceptions may apply for special projects and advanced academics such as Dual Credit Courses.

Grading Homework

- Homework may be graded in a variety of ways. At times, checking for completion is appropriate. At other times, a complete analysis of procedure, content, and/or correct answers is appropriate. Graded assignments should be returned to the student in a timely manner.
- Peer grading is appropriate for revising and editing work.

Quizzes

Quizzes are short assessments, intended to take no more than 20 minutes to complete, and designed to evaluate a student’s level of understanding and progress towards instructional objectives. Quizzes do not have to be scheduled in advance.

Extra Credit

- All extra credit is to be academic and relevant to the course.
- The intent of extra credit is for enrichment in a class, not to gain mastery of the TEKS.
- Extra credit may be offered at the discretion of the teacher.
- If extra credit is offered, it must be offered to all students in the class.
- Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies.

Calculation of Six-Week Averages: Grades 6-12

Weight of Grades

In grades 6-12, six-week grades will be determined from 45% of the average of all daily grades, 55% of the average of test grades.

Secondary Alternative Grading System

Dual Credit Courses may require an alternate grading system due to the rigor of the course and the established requirements as noted through Dual Credit articulation agreements.

Minimum Number of Grades

- Teachers are encouraged to provide a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.
- Teachers are required to take a minimum of ten (10) daily grades during the six-week grading period. Exceptions may be given by the campus principal for shortened grading periods.
- In addition, teachers must take a minimum of two (2) Test Grades per six-week grading period.
- Test grades will not be recorded for the final week of a six week grading period. They will be recorded in the following six weeks grading period.

Minimum/Maximum Grade Reported

Grades for assignments will be based on relative mastery. Teachers are not required to give a minimum grade on an assignment that does not reflect the quality of the student's work. The teacher will record in their grade book actual grades earned by the student.

The actual grade earned on any assignment may exceed 100%; however, the calculated average on a Progress Report and/or Report Card may not exceed 100%.

Grades will be updated in the Grade Book and available on Parent Portal by 8:00 am each Wednesday for the previous week's grades.

Incomplete Grades

A student receiving an incomplete on their report card has one (1) week to convert the incomplete grade to an earned grade. Extenuating circumstances require Principal approval. In unusual cases, where the student has missed a large quantity of work, the time may be extended. The teacher must communicate to the student the nature of the outstanding work and the time limitation for completing the work (UIL required).

Schedule Changes

Schedule changes can have a significant impact on the calculation of the six-weeks average.

Schedule changes will be considered for the following reasons only:

- The student is a senior not scheduled in a course needed for graduation.
- The student has already earned credit for a course in which he/she is currently scheduled.
- The student does not have the prerequisite(s) for a class listed on his/her schedule.
- The student has been dismissed from a program for which approval must be granted for placement.
- The student does not have a full schedule.
- There is a data entry error (no lunch, class listed twice, free period, etc.).
- Course level change
- Other as approved by building administrator or designee.

Calculation of Semester Average: Grades 6-12

All secondary courses will calculate and report a semester average. Calculated averages reported on Progress Reports or Report Cards may not exceed 100%. Grades recorded in a grade-book represent a confidential record for assessment of student performance.

The semester average is determined using the six-week averages.

1st Six-Week Average	30%
2nd Six-Week Average	30%
3rd Six-Week Average	30%
Semester Exam	10%

Calculation of Final Course Average

Semester Averaging-High School Course Work

For a two-semester course in which both semesters are completed in the same school year, each semester's grade stands on its own; however, a full credit will be awarded if the average of both semesters is at least 70.

Grade Points for High School Credit Course Work

A total grade point average (GPA) and rank is calculated for each student. The unweighted GPA is a cumulative average of all semester grades of all courses taken, and the rank represents a weighted calculation of certain courses that fall under the weighted system. For further detailed information on GPA and rank please refer to the Era ISD Student Handbook.

Reteach and Reassess for Mastery

Mastery of Texas Essential Knowledge and Skills

Era ISD provides a well-balanced curriculum based on state prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and the state standards.

EISD will utilize ongoing formative assessment to determine which students are in need of remediation (re-teaching and acceleration). The use of benchmark tests, teacher-made tests, performance assessments, and teacher observations will help determine which students are not mastering instructional objectives.

Required Reteach/Reassess for Mastery

If 30% or more of the students do not demonstrate mastery of the TEKS on a classroom or unit assessment, the teacher will re-teach the content to the entire class and reassess for mastery of the content. Students who failed the first assessment are required to retest. Students who passed the first assessment will have the opportunity to retest, if they so choose.

If the student passes the retest, the average of the two grades is recorded unless the average is still below a 70%. In such a case, a 70% will be awarded because the student passed the retest. In the event the student fails both, the higher of the two will be recorded. The original grade will be recorded if the student fails to take advantage of reassessment opportunity.

Other Opportunities for Reteach and Retest/Reassess

If less than 30% of all the students in a single preparation per teacher do not demonstrate mastery, the teacher is not obligated to reteach and retest during class time. Tutorial time will be used for test corrections/re-teaching/retesting and/or reassessing.

Late Work

Era ISD strives to develop responsible and accountable students who turn in high quality work on time. Grades are intended to show mastery of current grade level standards as outlined by the State.

- **6th-7th Grade**-When an assignment is submitted after a deadline, 30 points will be deducted from the grade. After 3 days, assignments will not be accepted and the grade will be recorded as a zero.
- **8th-12th Grade**-When an assignment is submitted after a deadline, 40 points will be deducted from the grade. After 3 days, assignments will not be accepted and the grade will be recorded as a zero.
- Chronic abuse, more than three late assignments during any one six-weeks grading period, requires the teacher to hold a parent conference.
- Extenuating circumstances may occur that are out of the control of the student and which prevent him/her from completing and returning homework assignments. The student is to inform the teacher of any such circumstances that prevented the completion of the homework. Teachers may grant exceptions to this policy, as necessary.

Makeup Work

Makeup work is available to all students. Students are responsible for asking teachers for the makeup work upon returning to class. Students shall receive credit for satisfactory makeup work after an absence, but may receive a zero for any assignment not made up within the allotted time. Any assignment not turned in within the allotted time falls within the late work guidelines.

- Exceptions may be granted by the Administration in extenuating circumstances.
- The number of class days allowed for makeup work to be completed for full credit will be equal to the number of times a class was missed. Extra time may be given at the teacher's discretion.
- A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.
- Makeup work, including tests, may be of an altered version to assess what the student has learned.
- Teachers may assign alternate work to assure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine makeup work.

Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student suspended from his/her regular classes is to request makeup work when he/she returns to school. The student is expected to satisfactorily complete the assignments for the period of suspension within the time designated by the makeup work policy.

University Interscholastic League (UIL) Eligibility

(Refer to UIL [website](#))

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

All schools must check grades for all participants at the end of the first six weeks of the school year. From that point, grades are checked at the end of each six-week grading period. Students who pass remain eligible until the end of the next grading period.

All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the student represents the school. This provision applies to all grading periods. It also applies to all three school week evaluation periods for ineligible students.

Exemptions for No Pass No Play for AP and Dual Credit Courses

According to Board Policy FM(LEGAL), A student shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the District or the UIL after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than a course described below at Exempt Courses.

A suspension continues for at least three school weeks and is not removed during the school year until the conditions of Reinstatement, described below, are met. A suspension shall not last beyond the end of a school year.

“Grade evaluation period” means: The six-week grade reporting period;

The suspension and reinstatement provisions of Education Code 33.081(c) and (d) do not apply to an advanced placement or international baccalaureate course, or to an honors or dual credit course in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English. *Education Code 33.081(d-1)*

See Board Policy FM(LEGAL) for a complete list of courses subject to an exemption.

Appendix A: Teacher Acknowledgement

Era Independent School District Instructional, Grading, and Reporting Procedures Teacher Acknowledgement Form

My signature acknowledges receipt of my personal copy of the Instructional, Grading, and Reporting Procedures. I agree to read the document and abide by the standards, policies, and procedures defined or referenced herein. I am aware that the Instructional, Grading, and Reporting Procedures manual is available to me on-line at the District's website located at www.eraisd.net.

I understand that changes in District policies may supersede, modify, or eliminate the information summarized in this manual. As the District provides updated policy or procedures information, I accept responsibility for reading and abiding by the changes.

Print Name

Signature

Campus/Department

Date

Signed Forms are due to your campus principal on or before August 14, 2023.