Grading Policy

Grading regulations are developed to clarify and ensure adherence to Board-approved grading policies [see EIA(LEGAL) and EIA(LOCAL)] and should be both formative and summative in nature.

To ensure compliance with Board policy, these guidelines should be reviewed in conjunction with Board policy EIA(LOCAL). These guidelines are intended to clarify Board policies, not to duplicate all policy requirements.

Grading Purposes

Grades should reflect adherence to the purposes for grading outlined in policy EIA(LOCAL) including equity and access to rigorous learning, communication, motivation, instructional decision making, and documentation of learning.

Accountability for Accuracy, Equity, and Quality of Grades

The accuracy, equity, and quality of grades as a measure of student learning are directly dependent on the quality of instruction provided, the alignment of student learning tasks to the content and pacing of the District's curriculum, and the quality and rigor of the student work that is used to determine grades.

Students Enrolled in Extracurricular Activities

A student enrolled in extracurricular activities must meet the No Pass/No Play requirements for eligibility to participate. A student must receive a grade of 70 or better in any course for eligibility purposes.

According to 19 Administrative Code 74.30, students enrolled in identified advanced courses including Advanced Placement (AP), International Baccalaureate (IB), and dual credit will be eligible for exemption from the state's No Pass, No Play policy [see FM(LEGAL)]. Additionally, local school districts are authorized to identify and approve a listing of courses and set the exemption standard students must meet to retain UIL eligibility. A student who earns a grade of 60 and above at the end of an evaluation period in the courses listed and identified as advanced may maintain UIL eligibility. A student who earns a grade below 60 may retain UIL eligibility only if he or she meets the following standards:

1. There are no disciplinary concerns.
2. The student does not have multiple zeroes in an advanced course.
3. The student has made a "good faith" effort to earn a passing grade in an advanced course.
4. The student completes an eligibility waiver application and receives approval from the appropriate District department.

Eligibility waiver applications will only be considered for advanced courses from the District-approved list in which the student earned

a grade below 60. Principals may consider the eligibility waiver application before submitting the application for approval by the appropriate District department. Submitting an eligibility waiver application must be the last resort for a student. All academic achievement efforts prior to the end of the grading period should be exhausted before an eligibility waiver application is submitted (retest, makeup work, tutoring, and the like). A student participating in extracurricular activities who enrolls in advanced courses will be expected to stay in advanced courses for the duration of the school year.

Grade / Department / Campus Grading Procedures

Teachers will develop and consistently implement common grade-level or department grading procedures in compliance with this regulation and will communicate the common grading procedures to parents and students in writing as directed by the campus principal. Campus principals will approve grading procedures to ensure compliance with Board policies and regulations related to grading.

Principals will develop procedures to communicate the campus grading practices and will report student learning progress to all parents, campus instructional staff, sponsors of extracurricular activities, and the Executive Director.

Guidelines for Determining Nine-Week and Semester Grades

In compliance with grading policy EIA(LOCAL), grade-level/cluster guidelines for grading will be implemented across all classrooms, grade levels, and schools in prekindergarten-grade 12. Prekindergarten-grade 12 guidelines will apply to all teachers and students and additional grading requirements specific to grade clusters in prekindergarten-grades 1, 2-5, 6-8, and 9-12 will apply. Grades are issued four times per year, which generally conforms to a nine - week schedule unless the school calendar varies. The term “nine - week” will be used in this regulation to refer to the four grading periods.

Grade Errors and Corrections: Prekindergarten-Grade 12

Errors in students’ grades must be corrected within 10 days after the grading period ends. Corrections of grade errors will be based on teacher grade book records. Corrections will be made only on a designated form with the teacher’s and principal’s signature and date to verify the change. Copies will be distributed to the Data Controller and Counselors.

Prekindergarten-Grade 1 Grading Guidelines

To ensure compliance with Board policy, these guidelines should be reviewed in conjunction with Board policy EIA(LOCAL). These guidelines are intended to clarify Board policies, not to duplicate all policy requirements.

Reporting Learning Standards Mastery

Grading of student work should be based on District-required learning standards and provide clear expectations for mastery that are communicated to students so that they understand the learning

	expectations. Criteria for grading should be clearly communicated to parents and displayed in the classroom. Grades in core content areas should be derived from group and independent student classwork and should be both formative and summative assessments.
	Report cards are to be issued every nine weeks, and grades will be recorded and communicated using District-approved reporting forms and/or software programs.
	Report cards for prekindergarten-grade 1 will indicate progress toward mastery of student learning standards by content area using the letter grades of E for Excellent/Consistent Progress, S for Satisfactory Progress, and N for Needs Improvement/Additional Time for Learning. For areas identified as Needs Improvement, narrative comments will be provided to indicate targets for growth and to request a parent conference.
	In prekindergarten, grades for art, music, and physical education are to be assigned by specialists for full-day students only. In kindergarten-grade 1, art, music, and physical education teachers will assign grades in their content area for each grading period of the school year. Art, music, and physical education teachers will not be required to tutor students in foundation subjects during regularly scheduled enrichment classes.
~~Three~~ **Fourth** - Week Progress Reports	**Within each nine-week grading period, ~~P~~p**rogress reports are issued by the teacher ~~every three weeks~~ **during the fourth week** if a student's performance in any subject is not deemed satisfactory and will be recorded and communicated using District-approved reporting forms and/or software programs. Teachers will have the option, and are encouraged, to issue progress reports to all students to communicate standards mastery and provide specific feedback about effort exhibited by the student in his or her learning.
Retesting	A student will be permitted to retake any major test that she or he has failed within five school days of the date the failing grade was received and no later than 10 days of the date of the test.
Grade Weights	In prekindergarten-grade 1, the reported nine-week grade for each content area will be weighted at 50 percent for classwork and 50 percent for assessments. Unless otherwise indicated on the report card, only one overall grade per grading period will be entered for art, music, physical education, and theater arts. Criteria for grading in these subjects will be based primarily on classwork.
Guidelines for Standardized Test Prep / Remediation	Test-prep practice is not appropriate in prekindergarten-grade 1 and should not be practiced.

Grades 2-5 Grading Guidelines

To ensure compliance with Board policy, these guidelines should be reviewed in conjunction with Board policy EIA(LOCAL). These guidelines are intended to clarify Board policies, not to duplicate all policy requirements.

Reporting Learning Standards Mastery

Report cards are issued every nine-week grading period, and grades will be recorded and communicated for all foundation and enrichment subjects using District-approved reporting forms and/or software programs. Grading of student work should be based on state- and District-required learning standards and should provide clear expectations for mastery that are communicated to and/or co-constructed with students. Criteria for grading should be clearly communicated to parents and displayed in the classroom.

Numerical grades should be derived from the following:

- Group and independent student classwork as outlined below;
- Formative and summative assessments; and/or
- Projects, presentations, or performance based learning.

Art, music, and physical education teachers will assign grades in their content area for each grading period of the school year.

~~Three~~ **Fourth** - Week Progress Reporting

Within each nine-week grading period, ~~**P**~~**p**rogress reports are issued by the teacher ~~**every three weeks**~~ **during the fourth week** if a student's performance in any subject or class is below 70 or whose average is deemed borderline according to District guidelines and will be recorded and communicated using District-approved reporting forms and/or software programs. Teachers will have the option, and are encouraged, to issue progress reports to all students to communicate standards mastery and to provide specific feedback about effort exhibited by the student in his or her learning.

Determining Classwork Grades

Classwork should be rigorous and standards-based and should document cumulative mastery of content area concepts. Expectations for grading classwork should be clearly communicated to students. Mastery criteria for projects or other assignments that are used to evaluate multiple concepts should be clearly communicated to students, using tools such as rubrics or criteria charts.

Teachers may assign no less than one classwork grade per week per subject or a minimum of nine grades per subject per nine weeks. Projects may assess multiple learning standards and therefore, more than one grade may be recorded for a project (based on the scoring rubric).

Test and / or Project Grades	Teachers should use a variety of assessment methods such as unit tests, project evaluation, nine-week tests, and the like. There should be no fewer than two and no more than four test/major project grades per nine weeks in each core subject area. Rubrics used for grading projects will reflect mastery of identified content learning standards.
Retesting	To ensure that test grades reflect content mastery, a student will be permitted to retake any major test that he or she has failed within five school days of the date the failing grade was received or no later than 10 days of the date of the test. If the test is passed on the second attempt, the failing grade will be removed from the grade book, and the passing grade will be recorded, with the following exception. When student behavior or actions clearly demonstrate that a major test was failed due to lack of effort or inappropriate behavior, a teacher, with the principal's approval, may assess a grade penalty. The grade penalty will be either the average of the two tests or a 70 (if either the average or the second attempt is above 70). The grade given a student failing the test for the second time will be the higher score earned on either test.
Makeup Work and Incomplete Grades Related to an Absence	Students will be permitted to make up assignments and tests without grade penalty after an absence. Giving zeros as a grade is not a best practice, and, therefore, a zero can be recorded only after a parent call/notification has been made and the student has been given two days for every day missed or two days after parent notification to complete the assignments or tests. An incomplete (I) grade on the nine-week report card will be recorded if the makeup time has not elapsed prior to the end of the nine-week period. An incomplete for a nine-week grade should be made up prior to the end of the semester. An incomplete for a nine-week grade that is not made up by the end of the semester will be recorded as the actual grade average earned. Semester grades of incomplete must be reviewed by the school's attendance committee or grade placement committee. The campus committee will determine the method for students to remediate the incomplete grade.
Late Work Not Related to an Absence	Students must be given at least one opportunity to submit late work not related to an absence. Grade penalties and the amount of time allowed to complete the assignment should be determined by grade-level/department teacher teams and approved by the principal. Teachers will develop and consistently implement common grade-level or department grading procedures for late work in compliance with this regulation and will communicate the common grading procedures to parents and students in writing as directed by the campus principal.

Grade Weights for Grades 2-5

Grades will be weighted as follows:

Classwork	55 percent
Tests	20 percent grade weight
Projects/Products	25 percent grade weight (example: composition, research paper, presentation, report)

Art, music, and physical education teachers will assign grades for the subjects they are assigned, and criteria for grading in these subjects will be based primarily on classwork.

Semester Grades

The two nine-week grades will be averaged to determine the semester grade for grades 2-5.

In grades 3-5, for courses in which an ACP is developed, the ACP will account for five percent of the semester grade, and the two 9-weeks grades will be averaged to account for the remaining 95 percent of the semester grade.

High Class / Grade Level / School Failure Rates

Teachers with a nine-week and/or semester failure rate of greater than 10 percent in any subject area will be required to develop and submit an intervention support plan for struggling students that will be monitored by the principal or designee.

Schools with a nine-week and/or semester failure rate of greater than 10 percent in any grade/subject will be required to develop and submit an intervention support plan for struggling students that will be monitored by the executive director.

Continued school failure rates resulting in greater than five percent retention of students in any grade level may result in additional required interventions/supports/consequences.

Teachers should be prepared to provide an update to the campus principal for students whose grade averages are on the pass/fail borderline of 68-69, including strategies for academic supports for the next nine weeks.

Guidelines for Standardized Test-Prep / Remediation

Test genre practice for standardized state assessments will not take the place of rigorous instruction. High Quality Tier 1 instruction will prepare students for local and state assessments without isolated test prep.

Grades 6-8 Grading Guidelines

Reporting Learning Standards Mastery

Report cards are issued every nine-week grading period, and grades will be recorded and communicated using District-approved reporting forms and/or software programs. Grading of student work should be based on state- and District-required learning standards and should provide clear expectations for mastery that are communicated to and/or co-constructed with students.

Grades will not be entered, nor credit awarded, for subjects from which students have been pulled for instruction in another subject during a grading period. If a student is assigned to an academic intervention class, that student must be moved to the roster for that intervention class. For required coursework, such moves may only be made at the end of a semester so that students can receive credit for required coursework. For other courses, such moves may be made at the end of a nine-week grading period.

~~Three~~ **Fourth** - Week Progress Report Forms

Within each nine-week grading period, ~~P~~progress reports are issued by the teacher ~~every three weeks~~ **during the fourth week** if a student's performance in any subject or class is below 70 or whose average is deemed borderline according to District guidelines and will be recorded and communicated using District-approved reporting forms and/or software programs. Teachers are encouraged to issue progress reports to all students to communicate standards mastery and provide specific feedback about effort exhibited by the student in his or her learning.

Determining Classwork Grades

Classwork should be rigorous and standards-based and should document cumulative mastery of content area concepts. Expectations for grading classwork should be clearly communicated to students. Mastery criteria for projects or other assignments that are used to evaluate multiple concepts should be clearly communicated to students using tools such as rubrics or criteria charts.

Makeup Work and Incomplete Grades Related to an Absence

Students will be permitted to make up assignments and tests without grade penalty after an absence. Students will be given at least two school days for every day missed to complete the assignments or tests missed after an absence. An incomplete (I) grade on the nine-week report card may be recorded if the allotted period has not elapsed prior to the end of the nine-week grading period. An incomplete for a nine-week grade must be made up within 10 school days, or the actual grade average earned will be recorded. Principals must be notified when an incomplete is assigned.

Semester grades of incomplete must be reviewed by the school's attendance committee or grade placement committee. The campus committee will determine the method for students to remediate the incomplete grade.

Late Work Not Related to an Absence	Students must be given at least one opportunity to submit late work not related to an absence. Grade penalties and the amount of time allowed to complete the assignment should be determined by grade-level/department teacher teams and approved by the principal. Teachers will develop and consistently implement common grade-level or department grading procedures for late work in compliance with this regulation and will communicate the common grading procedures to parents and students in writing as directed by the campus principal. Giving zeros as a grade for late work is not a best practice, and, therefore, it is recommended that a parent call/notification be made prior to recording a grade of zero (especially for students for whom the zero will likely result in a failing grade). Efforts should be made to assist students in completing missed work.
Retesting	To ensure that test grades reflect content mastery, a student will be permitted to retake any major test that he or she has failed within five school days of the date the failing grade was received or no later than 10 days of the date of the test. If the test is passed on the second attempt, the failing grade will be removed from the grade book, and the passing grade will be recorded, with the following exception. When student behavior or actions clearly demonstrate that a major test was failed due to lack of effort or inappropriate behavior, a teacher, with the principal's approval, may assess a grade penalty. The grade penalty will be either the average of the two tests or a 70 (if either the average or the second attempt is above 70). The grade given a student failing the test for the second time will be the higher score earned on either test.
Middle School Courses with ACP Tests	Some designated middle school courses will have ACPs. The retesting policy stated above will not apply to ACPs. Grade 6-8 students with an unexcused absence during ACP testing must make up a missed ACP examination within the first 10 days during which the campuses are open following the end of the original testing window. These tests will be offered at the campus. Students who fail to make up the examination during this time will receive an examination grade of zero. Students with an excused absence during ACP testing must make up a missed ACP examination within the first 10 days during which the campuses are open following the end of the original testing window. These tests will be offered at the campus. If a student with an excused absence is out for an extended time and has contacted the school, the student may make up the examination by the end of the grading period in which the student returns to school. For these students, the school will arrange testing sessions through the Dis-

trict's testing department. Students who fail to make up the examination within the allotted time frame will receive an examination grade of zero.

For courses that have a linked State of Texas Assessments of Academic Readiness (STAAR) examination, a second semester ACP will not be offered.

Test and / or Project Grades

Teachers should use a variety of assessment methods such as unit tests, project evaluation, nine-week tests, and the like. There should be no fewer than two and no more than four test/major project grades per nine weeks in each subject area. Projects may assess multiple learning standards and therefore, more than one grade may be recorded for a project (based on the scoring rubric). Rubrics used for grading projects will reflect mastery of identified content learning standards.

Students in grades 6-8 taking a high school credit course must take the ACP if it is offered in the course. The ACP is considered a part of the course. Only students with appropriate documentations (such as ARD or 504 documentation) may be exempted from the ACP. ACPs are given as is and may not be modified. In cases of testing irregularity, the school will work with Evaluation and Assessment to determine appropriate grading for the student.

Number of Grades

Teachers should record no fewer than two classwork grades per week per subject, with a minimum of 18 grades per subject per grading period. Grades should be documented weekly.

Grade Weights for Determining the Nine-Week Report-Card Grade

The following weights will be used to determine nine-week report card grades:

Classwork	50 percent
Tests	20 percent grade weight
Projects/Products	30 percent grade weight (example: composition, research paper, presentation, report)

Semester and Yearly Grades

Semester grades will be the average of the two nine-week grades. Semester grades are averaged together to assign a yearly grade.

For high school courses in middle school the following weights will be used to determine nine-week report grades:

The **semester exam/ACP** ~~**ACP (only for high school courses)**~~ will account for 10 percent of the semester grade, and the two nine-week grades will be averaged to account for the remaining 90

	percent of the semester grade. Semester grades are averaged together to assign a yearly grade. For courses that have a linked STAAR examination, a second semester ACP will not be offered.
High Class / Grade-Level / School Failure Rates	Teachers with a nine-week and/or semester failure rate of greater than 15 percent in any subject area will be required to develop and submit an intervention support plan for struggling students that will be monitored by the principal/designee. Schools with a nine-week and/or semester failure rate of greater than 15 percent in any grade/subject will be required to develop and submit an intervention support plan for struggling students that will be monitored by the executive director. Continued school failure rates resulting in greater than 10 percent retention of students in any grade level may result in additional required interventions/supports/consequences. Teachers should be prepared to provide an update to the campus principal for students whose grade averages are on the pass/fail borderline of 68-69, including strategies for academic supports for the next nine weeks.
Guidelines for Standardized Test-Prep / Remediation	Test genre practice for standardized state assessments will not take the place of rigorous instruction. High Quality Tier 1 instruction will prepare students for local and state assessments without isolated test prep.
Grades 9-12 Grading Guidelines Reporting Learning Standards Mastery	Report cards are issued every nine-week grading period, and grades will be recorded and communicated using District-approved reporting forms and/or software programs. Grading of student work should be based on state- and District-required learning standards and should provide clear expectations for mastery that are communicated to and/or co-constructed with students. Grades will not be entered, nor credit awarded, for subjects from which students have been pulled for instruction in another subject during a grading period. If a student is assigned to an academic intervention class, that student must be moved to the roster for that intervention class. For courses carrying state credit, such moves may only be made at the end of a semester so that students can receive credit. For courses carrying local credit, such moves may be made at the end of a nine-week grading period.
~~Three~~ **Fourth**-Week Progress Reports	**Within each nine-week grading period,** ~~**P**~~**p**rogress reports are issued by the teacher ~~**every three weeks**~~ **during the fourth week,** if a student's performance in any subject or class is below 70, or

whose average is deemed borderline according to District guidelines, and will be recorded and communicated using District-approved reporting forms and/or software programs. Teachers are encouraged to issue progress reports to all students to communicate standards mastery and provide specific feedback about effort exhibited by the student in his or her learning.

Determining Classwork Grades

Classwork should be rigorous, effort-based, and cumulative to show mastery of content area concepts such as in projects or rigorous tasks.

Expectations for grading classwork should be clearly defined through rubrics, criteria charts, or other evaluative tools, and the like. Project and/or problem-based assignments that evaluate mastery of multiple concepts should be clearly defined in a rubric or criteria chart that is communicated to/co-constructed with and understood by students.

Grading for Dual Credit Courses Taught on the High School Campus

For dual credit courses taught by a qualified District teacher on the high school campus, the grading system used will be the grading system of the partner college or university.

Makeup Work and Incomplete Grades Related to an Absence

Students will be permitted to make up assignments and tests without grade penalty after an absence.

Students will be given at least two school days for every day missed to complete the assignments or tests missed after an absence. An incomplete (I) grade on the nine-week report card may be recorded if the allotted period has not elapsed prior to the end of the nine-week grading period. An incomplete for a nine-week grade must be made up within 10 school days, or the actual grade average earned will be recorded. Principals must be notified when an incomplete is assigned.

Semester grades of incomplete must be reviewed by the school's attendance committee or grade placement committee. The campus committee will determine the method for students to remediate the incomplete grade.

Late Work Not Related to an Absence

Students must be given at least one opportunity to submit late work not related to an absence. Grade penalties and the amount of time allowed to complete the assignment should be determined by grade-level/department teacher teams and approved by the principal. Teachers will develop and consistently implement common grade-level or department grading procedures for late work in compliance with this regulation and will communicate the common grading procedures to parents and students in writing as directed by the campus principal.

	Giving zeros as a grade for late work is not a best practice, and, therefore it is recommended that a parent call/notification be made prior to recording a grade of zero (especially for students for whom the zero will likely result in a failing grade). Efforts should be made to assist students in completing missed work.
Retesting	To ensure that test grades reflect content mastery, a student will be permitted to retake any major test that he or she has failed within five school days of the date the failing grade was received or no later than 10 days of the date of the test. If the test is passed on the second attempt, the failing grade will be removed from the grade book, and the passing grade will be recorded, with the following exception. When student behavior or actions clearly demonstrate that a major test was failed due to lack of effort or inappropriate behavior, a teacher, with the principal's approval, may assess a grade penalty. The grade penalty will be either the average of the two tests or a 70 (if either the average or the second attempt is above 70). The grade given a student failing the test for the second time will be the higher score earned on either test. The retesting policy will not apply to ACPs. Students with an unexcused absence during ACP testing must make up a missed ACP examination within the first 10 days during which the campuses are open following the end of the original testing window. These tests will be offered at the campus. Students who fail to make up the examination during this time will receive an examination grade of zero. Students with an excused absence during ACP testing must make up a missed ACP examination within the first 10 days during which the campuses are open following the end of the original testing window. These tests will be offered at the campus. If a student with an excused absence is out for an extended time and has contacted the school, the student may make up the examination by the end of the grading period in which the student returns to school. For these students, the school will arrange testing sessions through the District's testing department. Students who fail to make up the examination within the allotted time frame will receive an examination grade of zero.
Test and / or Project Grades	Teachers should use a variety of assessment methods such as unit tests, project evaluation, nine-week tests, and the like. There should be no fewer than three and no more than five test/major project grades per nine weeks in each subject area, including a required nine-week test and semester examination. Rubrics used for grading projects will reflect mastery of identified content learning standards.

Students must take the ACP if it is offered in the course. The ACP is considered a part of the course.

Only students with appropriate documentations (such as ARD or 504, or Reconnection/Evening Academy course documentation) may be exempted from the ACP. Reconnection/Evening Academy students must take an alternate test of similar rigor approved by the Superintendent or designee. ACPs are given as is and may not be modified. In cases of testing irregularity, the school will work with Evaluation and Assessment to determine appropriate grading for the student.

Number of Grades

Teachers should record no fewer than two classwork grades per week per subject, with a minimum of 18 grades per subject per grading period. Projects may assess multiple learning standards, so one project may result in multiple grade book entries. Grades should be documented weekly.

Grade Weights for Determining Nine-Week Grades

The following grade weights will be used to determine nine-week grades:

Classwork	40 percent
Tests	25 percent grade weight
Projects/Products	20 percent grade weight (example: composition, research paper, presentation, report)
Nine-week test grade	15 percent grade weight

Determining Semester and Yearly Grades

The semester examination/ACP will account for 15 percent of the semester grade, and the two nine-week grades will be averaged to account for the remaining 85 percent of the semester grade. Semester grades are averaged together to assign a yearly grade.

For courses that have a linked STAAR EOC examination, a second semester ACP will not be offered. For these classes, the second semester grades will be calculated by averaging in the two nine-week grades, which account for 100 percent of the semester grade.

For graduating seniors, grades for the second semester may also be calculated by averaging the two nine-week grades if ACP testing is prior to graduation.

If a student at the high school level has been taught by a non-certified substitute teacher in a classroom with a vacancy or a teacher with extended absences for more than 25 days in Semester 1 or 30

days in Semester 2, the student's final grade will be calculated using either the ACP examination with 15 percent weight or the average of the two nine-weeks grades, whichever is higher.

High Class / Grade-Level / School Failure Rates

Teachers with a nine-week and/or semester failure rate of greater than 20 percent in any subject area will be required to develop and submit an intervention support plan for struggling students that will be monitored by the principal.

Schools with a nine-week and/or semester failure rate of greater than 20 percent in any grade/subject will be required to develop and submit an intervention support plan for struggling students that will be monitored by the executive director. Continued school failure rates resulting in greater than five percent retention of students in any grade level may result in additional required interventions/supports/consequences.

Teachers should be prepared to provide an update to the campus principal for students whose grade averages are on the pass/fail borderline of 68-69, including academic supports for the next nine weeks.

Artificial Intelligence

The use of artificial intelligence (AI) shall only be as a support tool to enhance student outcomes and shall never take the place of teacher and student decision-making. Any use of AI must comply with law, policy, and administrative regulations outlined in the District's AI Handbook relating to student and employee use, privacy, and data security. A student shall only use generative AI chats if they are in 9th grade thru 12th grade, have parental consent, and are given teacher permission. Students shall be expected to produce original work and properly credit sources, including AI tools used in creating the work. Students who use AI tools to deceive, harm, bully, or harass others shall be disciplined in accordance with the Student Code of Conduct.

Guidelines for Standardized Test-Prep / Remediation

Test genre practice for standardized state assessments will not take the place of rigorous instruction. High Quality Tier 1 instruction will prepare students for local and state assessments without isolated test prep.

Emergency Provisions Enacted Due to Coronavirus Disease 2019 (COVID-19)

For a student enrolled in grade 9-12 during the 2019-2020 school year, due to the Covid-19 pandemic, the spring 2020 semester will not count for GPA or rank but will be utilized to determine the awarding of course credits and/or promotion.

Adoption or Last Amendment Date This regulation was last amended on ~~**July 30, 2024**~~ **June 24, 2025.**