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# 2025 SECONDARY GRADING POLICY

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# **San Benito Consolidated Independent School District**

## **SECONDARY GRADING POLICY**

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## **PHILOSOPHY AND RATIONALE**

The philosophy of the San Benito Consolidated Independent School District concerning academic achievement, promotion, and retention is based on the recognition that each student is an individual. Therefore, when considering promotion or retention, attention must be given to all aspects of the student's development in order to accommodate individual needs and to promote the full development of the learner's potential.

Careful monitoring shall occur at every grade level to ensure mastery of the Texas Essential Knowledge and Skills. Each student should progress to the level of scholastic achievement expected for the assigned grade. The student's achievement or lack of achievement should be made known to parents by the teacher of record.

It is recommended that procedures for early identification of students who are failing to make satisfactory progress be established. It is necessary to ensure ongoing review of students who encounter difficulty are identified and not permitted to continue without academic acceleration.

### **RELATION TO ESSENTIAL KNOWLEDGE AND SKILLS**

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.

### **GUIDELINES FOR GRADING**

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that enough grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

### **INTER-DISTRICT TRANSFER STUDENTS**

Student credits/grades shall be honored by the receiving campus with grades being incorporated into the grading guidelines for the campus.

### **DAEP SITE 3 TRANSFER STUDENTS**

Student credits/grades shall be honored by the receiving campus with grades being incorporated into the grading guidelines for the campus.

## ***MIDDLE SCHOOLS***

Report cards will be issued at the end of each nine weeks. A nine weeks grade will be determined based on 60% for daily quizzes, daily work, participation, note taking, and homework; 40% for major weekly tests, unit tests, skill tests, and special assignments or projects.

A minimum of three major grades per nine weeks must be administered. A minimum of nine daily grades per subject must be administered every nine weeks. Grades should be entered into each teacher's electronic grade book weekly. By the end of each 3<sup>rd</sup> week of the nine weeks, a minimum of three daily grades and one major grade will be taken in order to monitor student progress.

Each semester grade is the average of the grades for the two nine weeks grading periods.

First nine weeks	90	
Second nine weeks	85	$87.5 * 1^{\text{st}} \text{ semester grade}$
	175	$175/2$

The yearly grade is the average of the first semester and second semester. If a student passes one semester and fails the other, the course will be considered passing if the yearly average is 70 or above.

In order to maintain a uniform method of grading, these practices will be followed.

1. Grades above 100 cannot be awarded to students on the report card.
2. Bell curving grades will not be allowed.
3. All grades must be earned.

Every three weeks during a grading period, students will receive a hard copy of their progress report to take home to their parents. Additionally, the progress report will be posted on the Skyward Parent Portal. If a student's average falls below 70 in any subject, the teacher may request a conference with the parent or guardian.

A report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade average lower than 70 in a subject.

Report cards will be mailed at the end of every grading period, which is every 9 weeks.

**2025-2026 School Year**

1st nine weeks: Aug. 11 - Oct. 8

2nd nine weeks: Oct. 14 - Dec. 19

3rd nine weeks: Jan. 6 - March 13

4th nine weeks: March 23 - May

**RETENTION/ PROMOTION**

In grades 6-8, promotion to the next grade level shall be based on grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in at least three of the following areas: RLA (Reading Language Arts) mathematics, science, and social studies.

**TUTORIAL**

The District may offer tutorial services on campus. If such services are available, any student who earns a grade below 70 in a subject during a reporting period will be required to attend tutorials

The District may provide transportation services to accommodate students who are required to attend tutorials and who are eligible for regular transportation. [See EHBC (LEGAL)]

**Algebra I Course**

Algebra I will be offered to 8<sup>th</sup> grade students who are enrolled in the middle school math honors pathway. This course will satisfy the Algebra I requirement for graduation. Students earn one (1) high school math credit upon successful completion (average of 70 or above), and are required to take the Algebra I End of Course Test. The grade earned will not be aggregated into the final high school GPA.

## **CREDIT BY EXAM**

The District offers Credit by Examination (CBE) for acceleration at every grade level and subject area offered in accordance with the Texas grade State Board of Education rules. A student is allowed to advance one grade level or one course per academic year. See Board Policy EHDB Local and EHDC Local.

## **PERSONAL GRADUATION PLAN (PGP)**

The principal of a middle school shall designate a school counselor, teacher, or other appropriate individual to develop and administer a Personal Graduation Plan (PGP) for each student enrolled in the middle school who:

1. Does not perform satisfactorily on a state assessment instrument; or
2. Is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade level 9, as determined by the District.

Per *Education Code 28.0212* A PGP must:

1. Identify educational goals for the student;
2. Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
3. Include an intensive instruction program described in Texas Education Code 28.0213 [see EHBC];
4. Address participation of the student's parent or guardian, including consideration of the parent's or guardian's educational expectations for the student; and
5. Provide innovative methods to promote the student's advancement, including flexible scheduling, alternative learning environments, online instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability. *Texas Education Code 28.0212*

## **EXTRACURRICULAR ACTIVITIES**

### **UIL GRADES 7-8**

Participation in school and school-related activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students.

Participation is a privilege. Eligibility for participation in many of these activities is governed by state law as well as rules of the University Interscholastic League (UIL) – a state association overseeing inter-district competition. The following requirements apply to all extracurricular activities:

A student who receives a grade below a 70 in any academic class per the UIL calendar [other than a class identified as advanced by either the State Board of Education or by the local Board Policy] may not participate in extracurricular activities; including pep rallies and other school functions for at least three school weeks.

**NO-PASS,  
NO PLAY  
EXEMPTION**

**An eighth grade student taking an advanced course for high school credit is eligible for one nine weeks waiver per school year** when his/her grade is 65 or higher. If the student receives a grade lower than 65 after a grade evaluation period, the student “shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the school district” (TEC 33.081 [c] will be applied).

A student who fails two or more subjects is not eligible for a waiver. The student must petition the campus principal IN WRITING, to apply for the **ONE waiver**. Honors courses are not applicable.

A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks. An ineligible student may practice or rehearse.

A student is allowed up to ten absences not related to post-district competition in a school year. A maximum of five absences for post-district competition, prior to state, and a maximum of two absences for state competition is allowable. All extracurricular activities and public performances, whether UIL activities approved by the Board, are subject to these restrictions.

A student who misses a class because of participation in an activity that has not been approved will receive an unexcused absence.

*Note:* Sponsors of student clubs and performing groups such as the band, choir, drill and athletic teams may establish standards of behavior – including consequences for misbehavior – that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or local policy will apply in addition to any consequences specified by the organization.

**SAN BENITO HIGH SCHOOL (SBHS) /VETERANS MEMORIAL ACADEMY (VMA)**

**END-OF-COURSE  
ASSESSMENTS**

As delineated in Senate Bill 5, the following EOC assessments are required for graduation:  
English I, English II, Algebra I, Biology, and U.S. History

**SPECIAL**

A student’s ARD committee shall determine the type of

**EDUCATION**

assessment to be administered. EIA (LOCAL)

**GRADING**

Students attending San Benito High School/VMA will follow the **traditional** and **accelerated block**.

**TRADITIONAL PERIODS**

—50 minute courses

1 Semester = 18 weeks = ½ credit

2 Semesters = 36 weeks = 1 credit

**ACCELERATED BLOCK PERIODS**

(90-minute courses)

1 Quarter = 9 weeks = ½ credit

2 Quarters = 18 weeks = One Term = 1 credit

1<sup>st</sup> and 2<sup>nd</sup> Quarters = First Term 3<sup>rd</sup> and 4<sup>th</sup> Quarters =  
Second Term

2 Terms = School Year

Nine-week exams (semester exams) are administered in courses under an accelerated block format; these exams account for 25% of the quarter grade.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of designated TEKS. The student's mastery level shall be a major factor in determining the grade for a subject or course. ALL grades recorded in the grade book will correlate with the TEKS taught. Additional work for extra credit to change an already passing grade is not allowed.

**Major work** will account for 40% of the grade average. Major work includes, but is not limited to the following examples:

- Unit tests and campus/district-based assessments
- Research papers or extended writing assignments
- Formal essays or literary analyses
- Special or long-term projects (individual or group)
- Book reports with analytical or creative components
- Compositions (narrative, expository, persuasive, etc.)
- Final drafts of major writing assignments
- Performance-based assessments or presentations
- Portfolios demonstrating cumulative learning
- End-of-unit or benchmark assessments
- Multimedia or digital projects (e.g., documentary, slide deck, podcast)
- Science fair projects or inquiry-based investigations

**Minor work** will account for 60% of the grade average. Minor work includes, but is not limited to the following examples:

- Classwork and daily assignments
- Lab activities
- Group work and collaborative tasks
- Homework assignments
- Vocabulary tests and activities
- Progress checkpoints on projects and essays
- Quizzes (both announced and unannounced)
- Worksheets and graphic organizers
- Journal entries and reflective writing
- Reading logs or comprehension checks
- Exit tickets or quick writes
- Participation in class discussions or small group activities
- Drafts or rough outlines of writing assignments
- Short response questions or practice assessments

There should be a minimum of two numerical grades per week in each course. Grades should be entered into each teacher's electronic grade book weekly. By the end of each 3<sup>rd</sup> week of the nine weeks, a minimum of 6 daily grades and one major grade should be taken in order to monitor student progress.

### **PROGRESS REPORTS**

Every three weeks during a grading period, students will receive a hard copy of their progress report to take home to their parents. Additionally, the progress report will be posted on the Skyward Parent Portal. If a student's average falls below 70 in any subject, the teacher may request a conference with the parent or guardian. This is not a final grade. Each progress report grade is a cumulative average up to the end of the nine weeks.

## **SAN BENITO HIGH/VMA SCHOOL REPORT CARDS**

Students quarter grades will be averaged at a 40% weight for major work and 60% weight for minor work. Report cards will be mailed out to parents of students following the end of the nine weeks grading period. The quarter grade is composed of 75% of the nine weeks average and 25% of the semester exam.

If the student receives a grade average lower than 70, in any course, on any progress report, the teacher may conduct a conference with the parent/guardian, student, and the Dean of Instruction. The student will be required to attend tutorial sessions.

### **FINALITY OF GRADE**

An examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with the District grading policy applicable to the grade, as determined by the Board.

A determination by the Board is not subject to appeal. This subsection does not prohibit an appeal related to a student's eligibility to participate in extracurricular activities under Education Code 33.081.

## **Graduation Requirements Beginning 2014-2015 School Year**

a) To receive a high school diploma, a student entering Grade 9 in the 2014-2015 school year and thereafter must complete the following:

(1) in accordance with subsection (d) of this section, requirements of the Foundation High School Program specified in §74.12 of this title (relating to Foundation High School Program);

(2) testing requirements for graduation as specified in Chapter 101 of this title (relating to Assessment); and

(3) demonstrated proficiency, in Grade 8 or higher, as determined by the district in which the student is enrolled, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

b) Beginning with students enrolled in Grade 12 during the 2021-2022 school year, each student in Grade 12 must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA) before graduating from high school.

(1) A student may graduate under the Foundation High School Program without completing a financial aid application if:

(A) the student's parent or other person standing in parental relation submits a signed form, approved by the Texas Education Agency (TEA), indicating that the parent or other person declines to complete and submit the application or authorizes the student to decline to complete and submit the financial aid application;

(B) the student signs and submits the form described by paragraph (1) of this subsection on the student's own behalf if the student is 18 years of age or older or has been emancipated under Texas Family Code, Chapter 31; or

(C) a school counselor authorizes the student to decline to complete and submit the financial aid application for good cause, as determined by the school counselor.

(2) A school counselor may not indicate that a student has not complied with this subsection if the school district or open-enrollment charter school fails to provide the form described by paragraph (1)(A) of this subsection to the student or the student's parent or guardian.

(c) A school district shall clearly indicate the distinguished level of achievement under the Foundation High School Program, an endorsement, and a performance acknowledgment on the transcript or academic achievement record (AAR) of a student who satisfies the applicable requirements.

(d) A student entering Grade 9 in the 2014-2015 school year and thereafter shall enroll in the courses necessary to complete the curriculum requirements for the Foundation High School Program specified in §74.12 of this title and the curriculum requirements for at least one endorsement specified in §74.13 of this title (relating to Endorsements).

(e) A student may graduate under the Foundation High School Program without earning an endorsement if, after the student's sophomore year:

(1) the student and the student's parent or person standing in parental relation to the student are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements; and

(2) the student's parent or person standing in parental relation to the student files with a school counselor written permission, on a form adopted by the TEA, allowing the student to graduate under the Foundation High School Program without earning an endorsement.

(f) A student may earn a distinguished level of achievement by successfully completing the curriculum requirements for the Foundation High School Program and the curriculum requirements for at least one endorsement required by the Texas Education Code (TEC), §28.025(b-15), including four credits in science and four credits in mathematics to include Algebra II.

(g) An out-of-state or out-of-country transfer student (including foreign exchange students) or a transfer student from a Texas nonpublic school is eligible to receive a Texas diploma but must complete all requirements of this section to satisfy state graduation requirements. Any course credit required in this section that is not completed by the student before he or she enrolls in a Texas school district may be satisfied through the provisions of §74.23 of this title (relating to Correspondence Courses and Distance Learning) and §74.24 of this title (relating to Credit by Examination) or by completing the course or courses according to the provisions of §74.26 of this title (relating to Award of Credit).

A student shall enroll in the courses necessary to complete the curriculum requirements for the Foundation High School Program and the curriculum requirements for at least one endorsement. *Texas Education Code 28.025(c); 19 TAC 74.11(a), (c)*

A student must earn at least 22 credits to complete the Foundation High School Program and must demonstrate proficiency in the following core courses:

1. English language arts—4 credits;
2. Mathematics—3 credits;
3. Science—3 credits;
4. Social Studies—3 credits;
5. Languages other than English—2 credits;
6. Physical Education—1 credit;
7. Fine Arts—1 credit; and
8. Elective courses—5 credits

## ENDORSEMENTS

A student shall specify in writing any endorsement that the student intends to earn upon entering grade 9. A student may earn any of the following endorsements:

1. Science, technology, engineering, and mathematics (STEM);
2. Business and industry;
3. Public services;
4. Arts and humanities; and
5. Multidisciplinary studies.

The District must make at least one endorsement available to students. A district that offers only one endorsement curriculum must offer multidisciplinary studies.

To earn an endorsement a student must demonstrate proficiency in the curriculum requirements for the Foundation High School Program and, in accordance with 19 Texas Administrative Code 74.13(e), earn:

1. A fourth credit in mathematics;
2. An additional credit in science; and
3. Two additional elective credits.

A course completed as part of the four courses needed to satisfy an endorsement requirement may also satisfy a requirement under the Foundation High School Program, including an elective requirement.

The District shall permit a student to enroll in courses under more than one endorsement before the student's junior year and to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated.

A student must earn at least 26 credits to earn an endorsement, but a student is not entitled to remain enrolled to earn more than 26 credits.

The District may define advanced courses and determine a coherent sequence of courses for an endorsement area, provided that prerequisites in 19 Texas Administrative Code Chapters 110–118, 126, 127, and 130 are followed.

*Texas Education Code 28.025; 19 TAC 74.13*

### **Exception:**

A student may graduate under the Foundation High School Program without earning an endorsement if, after the student's sophomore year:

1. The student and the student's parent or person standing in parental relation to the student are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements; and
2. The student's parent or person standing in parental relation to the student files with a school counselor written permission, on a form adopted by TEA, allowing the student to graduate under the Foundation High School Program without earning an endorsement.

*19 TAC 74.11(d)*

### **DISTINGUISHED LEVEL OF ACHIEVEMENT**

A student may earn a distinguished level of achievement by successfully completing the curriculum requirements for the Foundation High School Program and the curriculum requirements for at least one endorsement, including four credits in science and four credits in mathematics, including Algebra II. *19 TAC 74.11(e)*

### **PERFORMANCE ACKNOWLEDGEMENTS**

In accordance with the requirements of 19 Texas Administrative Code 74.14, a student may earn a performance acknowledgment on the student's transcript for:

1. Outstanding performance:
  - a. In a dual credit course;
  - b. In bilingualism and biliteracy;
  - c. On a College Board advanced placement test or international baccalaureate examination;
  - d. On an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument used to measure a student's progress toward readiness for college and the workplace;
  - e. On an established, valid, reliable, and nationally norm-referenced assessment instrument used by colleges and universities as part of their undergraduate admissions process; or
2. Earning a nationally or internationally recognized business or industry certification or license.  
*Texas Education Code 28.025(c-5); 19 TAC 74.14*

### **IGC (INDIVIDUAL GRADUATION COMMITTEE)**

Without complying with the requirements above, a student may receive a diploma if the person is eligible for a diploma as determined by an individual graduation committee (IGC) established under Texas Education Code 28.0258. *TEC 28.025(c-6)*

For each 11th or 12th grade student who has failed to comply with the end-of-course (EOC) assessment instrument performance requirements under Education Code 39.025 for not more than two courses, the district shall establish an IGC at the end of or after the student's 11th grade year to determine whether the student may qualify to graduate. A student may not qualify to graduate before the student's

12th grade year.

The committee shall be composed of:

1. The principal or principal's designee;
2. The teacher of the course for each EOC assessment on which the student failed to perform satisfactorily;
3. The department chair or lead teacher supervising the teacher(s) above; and
4. As applicable:
  - a. The student's parent or person standing in parental relation to the student;
  - b. A designated advocate if the parent is unable to serve; or
  - c. The student, at the student's option, if the student is at least 18 years of age or is an emancipated minor.

The superintendent shall establish procedures for convening the committee.

The district shall provide an appropriate translator, if available, for a parent, advocate, or student who is unable to speak English. *Texas Education Code 28.0258(a), (c), (c-2)*

## **GRADE LEVEL CLASSIFICATION**

Grade-level advancement for students in grades 9-12 shall be earned by course credits. [See EI]

### **GRADE CLASSIFICATION:**

The following procedures will apply to Freshmen beginning with school year 2012-2013. Grade 9 students must have successfully completed 6 state graduation required credits in order to advance to San Benito High School as Sophomores.

Three of those 6 credits must be English I, Algebra I and World Geography or Biology credit.

Grade 9 students who do not earn the required credits will remain at Veterans Memorial Academy and will be re-classified mid-year if they successfully complete the required credits to advance to San Benito High School.

Students who fail an EOC credit course but who pass the EOC exam for the required credit course, may be administered a locally developed credit by exam in order to give the students an opportunity to earn the required course credit.

Juniors who are possible spring graduates will be re-classified mid-year.

A student entering Grade 9 in the 2007 – 2008 and thereafter will be based on the following number of state graduation credits:

- Freshmen.....< 6.0
- Sophomores.....≥ 6.0 – 12.5
- Juniors.....≥ 13.0 – 19.5
- Seniors.....≥ 20.0

### **SAN BENITO HIGH SCHOOL//VMA PGP**

A principal shall designate a school counselor or school administrator to review PGP options with each student entering grade 9 together with that student’s parent or guardian if applicable. The PGP options reviewed must include the distinguished level of achievement and endorsements.

Before the conclusion of the school year, the student and the student’s parent or guardian must confirm and sign a PGP for the student that identifies a course of study that:

1. Promotes college and workforce readiness and career placement and advancement;
2. Facilitates the student’s transition from secondary to postsecondary education.

The District may not prevent a student and the student’s parent or guardian from confirming a PGP that includes pursuit of a distinguished level of achievement or an endorsement.

A student may amend the student’s PGP after the initial confirmation of the plan. If a student amends the student’s PGP, the school must send written notice to the student’s parents regarding the change. *Education Code 28.02121*

### **GRADES 9-12**

Grade-level advancement for students in grades 9-12 shall be earned by course credits. [See EI]

### **MAKE UP WORK AND LATE PROJECTS**

Students shall be expected to make up assignments, projects, and tests after absences. Students shall receive a zero for any assignment, project, or test not made up within an allotted time.

A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher. A reasonable amount of time for completion of an assignment will be established by the teacher.

## **STUDENTS RECEIVING SPECIAL EDUCATION SERVICES**

Students receiving special education services will follow the SBCISD grading/retention procedures. Any necessary deviations will be determined by the Admission, Review and Dismissal (ARD) Committee and will be documented in the student's Individual Education Plan (IEP). The student's Individual Education Plan may include accommodations/modifications that enable the student to successfully meet the district's grading/grading procedures. All students in special education will receive a standardized district report card. Grades must be entered into the Online Grading System (Skyward). Numerical grades will be used for all students that are enrolled in grades K – 12th. Instructional accommodations/modifications for students in special education must be followed as determined by an ARDC. If a student's grade is derived without following the required accommodations/modifications outlined in his/her IEP, the grade is invalid and a new grade must be determined after accommodations/modifications are in place. Implementation of accommodations/modifications is the responsibility of the general education teacher and/or the special education teacher. Campus administrators and special education personnel shall monitor the implementation of the accommodations/ modifications.

In addition to the district report card, students receiving special education services must receive an IEP Progress Report every nine weeks reporting on academics, behavior and/or instructional/ related services as determined by the student's goals and objectives.

All students, regardless of their instructional placement, must have a schedule in Skyward that is aligned to the schedule in general education. The Skyward schedule must match the schedule of services in the student's IEP. It is the expectation that all students will be taught on grade level TEKS regardless of their instructional setting. However, students who are performing significantly lower than their grade level should be taught at their prerequisite skills and work toward progress.

The ARDC determines, on an individual basis, the need of instructional accommodations/ modifications. The accommodations/modifications apply to daily work assignments, homework, tests and grading techniques, not the calculation of the final grade.

If a child is receiving special education services and is not earning passing grades, the failure should be addressed and documented by a special education/general education teacher(s). An Admission, Review and Dismissal (ARD) Committee must convene to consider the reason(s) for failure and possible IEP modification after each grading period.

Lesson Plans should reflect accommodations/modifications as implemented for students with an Individualized Education Plan (IEP) or 504 plan. Documentation in lesson plans should be in accordance with FERPA requirements.

For a student receiving special education services, the student's ARD committee and the District are responsible for developing the student's PGP.

A student's IEP developed under Education Code 29.005 may be used as the student's PGP. *Education Code 28.0212(c); 19 TAC 89.1050(a)* [See EHBAB]

## **SECTION §504**

The section 504 Committee determines, on an individual basis, the need for instructional accommodations. Section 504 guidelines for accommodations will be followed.

Monitoring of these guidelines is the responsibility of the regular education teacher, (campus principal), campus administrators, and campus Section 504 Coordinator/s. If a student's grade is derived without following the required accommodations outlined in his/her Individual Accommodation Plan (IAP), the grade is invalid and a new grade must be determined after accommodations are implemented.

Students in Section 504 will follow the SBCISD grading/retention procedures. Any necessary accommodations will be determined by the Section 504 committee and will be documented in the Student Services Plan. The Student Service Plan may include accommodations that enable the student to successfully meet the district's grading procedures. All students in Section 504 will receive a standardized district report card. In measuring the academic or proficiency of a student with disabilities identified under 504, the student's potential for achievement or proficiency in the area must be considered by the Section 504 committee.

## **EMERGENT BILINGUALS**

In assessing Emergent Bilinguals for mastery of the essential knowledge and skills, the District shall be flexible in determining methods to allow the students to demonstrate knowledge or competency independent of their English language skills in the following ways: (EIE Local)

- Assessment using ESL methodologies
- English Language Proficiency Standards (ELPS) required by 19 TAC, Chapter 74, Subchapter A, §74.4
- assessment with multiple varied instruments (See EHBE Legal)
- TELPAS (Texas English Language Proficiency Assessment System)

## **EARLY AWARD OF CREDIT**

### **Awarding of High School Credit for Middle School Students**

The District may offer courses designated for grades 9-12 in earlier grade levels. Credit must be awarded if the student has demonstrated achievement by meeting the standard requirements of the course, including demonstrated proficiency in the subject matter, regardless of the time the student has received instruction in the course or the grade level at which proficiency was attained. The academic achievement record shall reflect that students have satisfactorily completed courses at earlier grade levels from grades 9-12 and have been awarded state graduation credits.

TAC§74.26(b)

## **List of Board-Approved Advanced Courses**

Creative Writing, English I, II, Honors  
English Language AP  
English Literature AP  
English IV / Comp. I & II Dual Enrollment  
Forms in Literature Dual Enrollment Algebra I,  
II Honors  
College Algebra Dual Enrollment  
Statistics AP/Dual Enrollment  
Geometry Honors  
Pre-Calculus Honors / AP/ Dual Enrollment  
Calculus AB AP  
Calculus BC AP  
Computer Science Principles AP  
Computer Science I Honors  
Computer Science I AP  
Computer Science II Honors  
Computer Science II AP  
Integrated Physics Chemistry Honors Biology  
Honors, AP / Dual Enrollment Biology II Dual  
Enrollment  
  
Physics Honors, AP / Dual Enrollment  
Physics II Dual Enrollment  
Chemistry Honors, AP/Dual Enrollment  
Environmental Science AP  
Anatomy and Physiology I Dual Enrollment  
Anatomy and Physiology II Dual Enrollment  
GeoScience Dual Enrollment  
World History AP  
World Geography Honors  
Human Geography AP  
U. S. History AP  
U. S. History / History I & 2 Dual Enrollment  
U. S. Government & Politics AP Government  
AP  
Macroeconomics AP/Dual Enrollment  
Microeconomics Dual Enrollment  
European History AP  
Spanish II Honors

Spanish III Honors  
Spanish IV AP  
Spanish Dual Enrollment  
Social Studies Advanced Studies I, II Dual Enrollment  
Art / Drawing AP/Dual Enrollment  
Music Appreciation Dual Enrollment  
Film Appreciation Dual Enrollment  
Federal Government Dual Enrollment  
Texas Government Dual Enrollment  
Psychology Dual Enrollment  
Sociology Dual Enrollment  
Public Speaking Dual Enrollment  
Interpersonal Communication Dual Enrollment

### **PARTIAL AWARD (HIGH SCHOOL/VMA)**

In accordance with the District's local policy, a student who is able to successfully complete only one semester of a two-semester course can be awarded credit proportionately. 19 TAC 74.26(d)

A student passing one quarter/semester and failing the second quarter/semester will receive full credit if the term/yearly average is 70 or above. However, if the term average is less than 70, the student will be required to repeat only the quarter/semester failed. Credit will be granted contingent on the student repeating and passing the quarter/semester failed.

A student who fails both quarters/semesters of a two-quarter/semester course must repeat and pass both quarters/semesters before credit will be granted. Successful completion of a one-quarter/semester course earns  $\frac{1}{2}$ -unit credit; a two-quarter/semester course earns one (1) unit credit.

### **GRADE REPORTING**

Grade reports shall be issued every nine weeks for students in kindergarten through grade 8 and every nine weeks for students in grades 9-12 on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIA (LOCAL).

**PROGRESS  
REPORTS**

Interim progress reports shall be issued for all students after the third week and the sixth week of each grading period. Supplemental progress reports may be issued at the teacher's discretion. EIA (LOCAL)

Conferences may be requested by a teacher or parent as needed.

**CONFERENCES  
PROJECTS**

Projects can be a way to challenge or differentiate for students. Enrichment activities can be provided through the use of whole class and individualized projects.

Teachers shall clearly communicate to students and parents the criteria for grading such projects and the timeline to complete the assignment (project).

**LATE  
PROJECTS**

Teachers may assign a late penalty to any project turned in after the due date in accordance with previously established guidelines approved by the principal and disseminated to students (as specified in campus student handbook).

**MAKE-UP WORK**

Students shall be expected to make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time (as specified in campus student handbook).

Students shall be permitted to take tests administered in any class missed because of absence.

For any class missed, the teacher may assign the student make-up work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student shall be responsible for **obtaining** and **completing** the make-up work in a satisfactory manner and within the time specified by the teacher.

**MAKE-UP WORK/** Identified migrant students who enroll late or withdraw early shall

## **MIGRANTS**

make-up missed assignments. Students should complete all course work in a timely manner after enrolling or before withdrawing.

## **RETEACHING/ RETESTING**

Reteaching and remediation are integral parts of instruction. Throughout a daily lesson the teacher should monitor student understanding. Such monitoring alerts both teacher and student to the possible need for remediation or reteaching. Instruction that provides student practice with teacher assistance before student's work independently also helps to prevent student failures and understanding.

In addition, formal or informal assessment may identify some students who have not understood the concept presented. The teacher should then select reteaching activities and/or provide tutorial options that present the content in a new or different learning modality. If the initial instruction was primarily visual, the corrective activity might be a manipulative. In this way, the student will gain a new perspective on the task.

Documentation that re-teaching has occurred may consist of entries in the teacher's lesson plans and/or grade book. There must be documentation of at least one instance of reteaching when the teacher has determined that the student has not mastered the grade level skills.

The decision as to how to reassess skills that are retaught is the option of the classroom teacher. Reassessment methods include, but are not limited to:

- Oral questioning
- Observation
- Demonstration
- Correcting tests
- Class discussion / review

Retesting Documentation of reassessment for individual students will be shown with a numerical grade in the grade book.

1. All retest grades will be recorded.
2. When averaging grades for a reporting period, a passing retest grade will be counted as a 70.
3. If the retest grade is failing, the higher of the two grades (original / retest) will be used.
4. Retesting is required only for unit tests and major tests.
5. Quarter exams or semester exams are not subject to retesting.

*NOTE:* If the majority of students (>50%) fail to demonstrate mastery, retesting will be utilized as the assessment method. Only the higher of the two grades will be averaged with the other grades.

Re-teaching and retesting will occur in any area where a student has not demonstrated mastery (<70% on a major grade). When re-teaching / retesting must occur, the following options are examples of activities for consideration while planning the re-teaching / retesting.

Re-teaching must be accomplished with a different instructional strategy from the original presentation, such as:

- Direct / Indirect instruction,
- Experiential learning,
- Collaborative,
- Interactive instruction
- Peer tutoring,
- Tutoring, and / or
- Structured group activities

## **HOMEWORK**

Homework will be carefully examined and constructed so that it becomes a meaningful part of learning. Homework assignments shall be planned in accordance with the following principles:

1. If the homework is to have value, its purpose and relation to what has been learned in the classroom must be clearly understood by the student.
2. Students shall understand not only what to do, but also how to do it independently.
3. The homework assignment should pertain to previously taught skills.
4. Homework assignments should be reasonable in view of the students' home resources.
5. Every homework assignment should be properly evaluated.
6. Documentation of homework assignment should be referenced in lesson plans and/or grade book.
7. Homework should be an integral part of the classroom activities. Homework will not be used as a means of punishment.
8. Prompt feedback concerning the quality of work should be provided. Homework collected but not graded in a timely manner is almost without value to the students, parents, and teacher.

## **ACADEMIC**

A student found to have engaged in academic dishonesty shall

<b>DISHONESTY</b>	have a zero recorded for assignments or tests with no opportunity for retesting and shall be subject to disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, 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 professional employee, taking into consideration written materials, observation, or information from students.
<b>CURRICULUM MASTERY</b>	Promotion and course credit shall be based on mastery of the curriculum. 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 EHBC] EIE (LOCAL)
<b>STANDARDS FOR MASTERY</b>	<p>In addition to the factors as stated in law that must be considered for promotion, mastery shall be determined as follows:</p> <ol style="list-style-type: none"> <li>1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.</li> <li>2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final examinations or may be administered separately. Mastery of at least 70 percent of the objectives shall be required. EIE (LOCAL)</li> </ol>
<b>CREDITS AND RECORDS</b>	Credits earned in local credit courses may be transferred at the enrolling district's discretion. Transfer students shall not be prohibited from attending school pending receipt of transcripts or academic records from the district the student previously attended. <i>19 TAC 74.26(a)(1)</i>
<b>NONPUBLIC SCHOOLS</b>	Records and transcripts of students from Texas nonpublic schools or from out of state or out of the country (including foreign exchange students) shall be evaluated, and students shall be placed promptly in appropriate classes. The District may use a wide variety of methods to verify the content of courses for which a transfer student has earned credit. <i>19 TAC 74.26(a)(2)</i>
<b>HOME SCHOOL STUDENTS</b>	<p>Students transferring from home to schools should be afforded the same treatment as students transferring from unaccredited private schools. Awarding of credit for courses taken may be determined by reviewing the curriculum and/or work of the student, or by using appropriate assessments.</p> <p>When appropriate assessments are used for determination of placement, the passing standard for those students who have been homeschooled should be no higher than the standard required of students transferring from unaccredited private schools. As the Texas Education Agency has stated in the past, school districts may assess students by administering valid and reliable assessment</p>

instruments. The determination of whether or not to use such an instrument is a local matter. Districts may place students according to a review of the curriculum, course of study, and work of the student coming from a homeschool environment. Section 28.021 of the Texas Education Code requires advancement or credit to be awarded on the basis of “academic achievement or demonstrated proficiency of the subject matter.”

If assessments are utilized for determining placement, the agency would suggest the following guidelines for assessing students:

1. Secondary students may be assessed using the credit by-examination methods for individual subject areas.
2. A secondary student assessed using the credit-by-examination method should be given adequate time to prepare for the test, particularly if multiple examinations are required. The standard of 70% for students to receive credit for courses they have already taken should be used rather than the 90% standard for earning credit for courses not previously taken.

## **EXTRACURRICULAR ACTIVITIES**

### **UIL Grades 9-12**

All UIL activities are subject to UIL Regulations of “No Pass, No Play Rule”.

### **UIL Exemptions 9-12**

Exemptions from “No Pass, No Play” Rule students enrolled in any of the advanced courses are exempt if they receive a grade of 60 or higher on a **Grades** scale of 100. If the student receives a grade lower than 60 after a grade evaluation period, the student “shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the school district” (TEC 33.081 [c] will be applied).

NOTE: Until a final grade, awarded by an IHE professor, is posted on the SBCISD student transcript, the course grade may not be considered for UIL eligibility

### **TUTORIAL SERVICES**

The District may provide tutorial services at District schools. If the District provides tutorial services, it shall require a student whose grade in a subject for a reporting period is lower than the equivalent of 70 on a scale of 100 to attend tutorials.

The District may provide transportation services to accommodate students who are required to attend tutorials and who are eligible for regular transportation. [See EHBC (LEGAL)]

## **ACADEMIC ACHIEVEMENT: CLASS RANKING**

*Note:* The following provisions shall apply to students beginning with the graduating class of 2022.

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### **CALCULATION**

The District shall include in the calculation of class rank the semester grades earned in high school credit courses taken during the school day in grades 9–12 only, unless excluded below.

The class rank calculation shall not include semester grades from a course that is retaken after a passing grade has been earned.

The calculation shall include failing grades. (EIC Local)

### **EXCLUSIONS**

#### **Exclusions-Weighted Grade System Categories**

The calculation of class rank shall exclude grades earned in any non-approved course taken in an abbreviated quarter or semester, or through credit by examination, with or without prior instruction.

The District shall categorize and weigh eligible courses as Category I, Category II, and Category III in accordance with provisions of this policy and as designated in appropriate District publications.

Eligible Advanced Placement and academic dual credit, and academic concurrent enrollment courses shall be categorized and weighted as Category I courses.

Eligible honors and technical dual credit, and technical concurrent enrollment courses shall be categorized and weighted as Category II courses.

All other eligible courses shall be categorized and weighted as Category III courses.

### **WEIGHTED GRADE POINT AVERAGE**

The District shall convert semester grades earned in eligible courses to grade points in accordance with the following table and shall calculate a weighted GPA:

<b>Grade</b>	<b>Category I</b>	<b>Category II</b>	<b>Category III</b>
95-100	6.0	5.0	4.0
90-94	5.5	4.5	3.5
85-89	5.0	4.0	3.0
80-84	4.5	3.5	2.5
75-79	4.0	3.0	2.0
70-74	3.5	2.5	1.5
Below 70	0	0	0

A student shall receive additional grade points for eligible courses in any category if they earn qualifying scores on the corresponding AP exams, taken in grades 9–11 at the first opportunity after enrolling in the course, in accordance with the following:

<b>Score on AP Exam</b>	<b>Additional Grade Points</b>
3	1.00
4	1.50
5	2.0



### **TRANSFERRED GRADES**

When a student transfers semester grades for courses that would be eligible under Category III and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District only if a similar or an equivalent course is offered to the same class of students in the District.

### **LOCAL GRADUATION HONORS**

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the fall semester of the senior year for courses taught on a traditional calendar and at the end of the third quarter of the senior year for accelerated/blocked courses.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

## **HONOR GRADUATES**

The District shall recognize as an honor graduate the top ten ranked students according to their weighted GPA.

## **VALEDICTORIAN AND SALUTATORIAN**

The valedictorian and salutatorian shall be the eligible students with the highest and second highest-rank, respectively. To be eligible for this local graduation honor, a student must:

- Have been continuously enrolled in the same District high school for the two school years immediately preceding graduation;
- Be graduating after exactly four years of enrollment in high school; and
- Have completed the foundation program with the distinguished level of achievement.

The District shall recognize as an honor graduate each of the top ten ranked students.

## **BREAKING TIES**

In case of a tie in weighted GPAs after calculation to the fifth decimal place, the District shall calculate the overall course grade average, on a 100-point scale, for all courses taken in grades 9–12 for the students involved in the tie to determine recognition as a top ten honor graduate.

If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.

## **HIGHEST RANKING GRADUATE**

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.