



Boerne ISD

Secondary Grading Guidelines

2024-2025



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2021 GRADING REVIEW COMMITTEE

In the Spring of 2021, a secondary grading review committee was formed to review current BISD practices and guidelines and to make recommendations for improvement. The driving philosophy for the committee was to create guidelines by adopting a growth mindset and remain student-centered and student-focused throughout the decision making process. The committee membership included teachers and administrators selected from a diversification of content areas and grade levels and representative of each secondary campus. Committee members collaborated to identify areas of focus through researching similar school districts' grading polices and scholarly articles on the topic to make recommendations for change. To further include a collective voice in the process, a survey was sent to all BISD teaching staff and administrators to elicit feedback. Responses were collected and analyzed in conjunction with the committee's research and discussion to reach consensus. Recommendations were then presented to district content coordinators for further suggestions. An extensive, collaborative effort resulted in the revision of five key areas: homework, late work, make-up work, reteaching and reassessing, and required number of grades.

FORWARD

Grading is the process by which a teacher assesses student learning and progress towards mastery of course objectives as aligned with the Texas Essential Knowledge and Skills (TEKS). Grading is part of the teaching and learning process. This process includes establishing clear learning goals and setting standards and evaluative criteria which guide student learning so changes in instruction are driven by assessment data. Additionally, the grading process should provide clear and consistent feedback so students can take an active role in their own learning.

Reporting is the process by which the teacher communicates information to students and parents/guardians about student mastery of course content and skills. The formal reporting process includes checklists, report cards and progress reports, and may also include a combination of anecdotal notes, emails, telephone conversations, and conferences as appropriate.

The purpose of this manual is to present a consistent set of grading and reporting regulations. The regulations adhere to the requirements of the Texas Education Code (TEC), the Texas Administrative Code (TAC), and Boerne ISD Board polices and regulations.

This manual describes the District's grading system which all teachers will implement. It encourages a better understanding of grading, reporting, and promotion for teachers, parents, and students. This manual serves to foster consistency in grading and reporting student achievement and in promotion and retention practices across the District, (EIE LOCAL).

Teachers, students, and parents/guardians should understand the impact of grades on high school class rank, (EIC LOCAL).

GRADING PHILOSOPHY

Teachers use grading as part of the intricate process of developing lifelong learners while extending and supporting the learning process for all students. Using the TEKS as the foundation of the curriculum, teachers:

- thoughtfully consider what the students already know, what they need to learn, and how they can best learn it.
- design assignments that will both facilitate and assess students' learning.
- establish fair, clear standards and criteria and apply those criteria consistently to student work.
- use previously disclosed rubrics when assessing the students' skills.
- offer feedback to their students in the form of comments and grades.
- provide meaningful opportunities within the classroom setting for students to assess their own work.
- use what they learn from the grading process to monitor student progress and adjust instruction.

Teachers work to develop lifelong learners prepared for postsecondary success in the form of College and Career Readiness (CCR) by creating and sustaining a positive learning environment and by basing grades on the student's knowledge and skills as demonstrated by a wide variety of assessments.

In compliance with Texas Education Code §28.0216, grading in Boerne ISD:

- must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment.
- may not require a classroom teacher to assign a minimum grade for an assignment without regard for a student's quality of work.
- may allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

By law in the State of Texas, 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 school district grading policy, (DGBA (LEGAL) and FNG (LEGAL).

In addition, grading should help the teacher:

- communicate progress to the student and parents/guardians on the mastery of the TEKS.
- appraise the effectiveness of teaching strategies and modes of instruction.
- evaluate strengths and needs of each student.
- determine if credit will be awarded.

Grading should help the parents/guardians:

- understand their child as a learner.
- be knowledgeable about the student's progress towards the mastery of the TEKS.
- guide the student in making academic progress.
- encourage the student to give maximum performance in academic areas.

Grading should help the student:

- evaluate and see personal progress towards the mastery of the TEKS.
- recognize how work may be improved.
- set his/her goals for future learning.

STUDENT MASTERY OF LEARNING

As used in these regulations, the term mastery is the attainment and demonstration of knowledge and skills necessary for academic success. Grades earned reflect the degree to which students attain mastery in any given class. Further, student mastery implies foundational understanding necessary in developing skills and processes on a continuum from simple to complex.

Teachers rely on the state Texas Essential Knowledge and Skills (TEKS) as reflected in the District's scope and sequence and curriculum guides, and/or advanced course curricula to determine the content on which mastery is based. This mastery is supported by research-based instructional practices, available technology, community resources, and other adopted instructional materials. Pulling from the vast range of resources, the teacher creates lessons that reflect the TEKS being targeted and include strategies appropriate for the learning of all students.

Teachers use a variety of formative and summative assessments to provide students with multiple opportunities to demonstrate mastery of content and skills being taught. Assessments may include but are not limited to student performances and projects, teacher observation of developmental skills, work samples, oral interviews, written assignments, district common assessments, and teacher-made tests. Grading strategies will also differ depending on whether or not a teacher is assessing skills, content, theory, processes, or products.

Demonstrating mastery at one point in time does not ensure lifelong mastery, nor does it relieve teachers of the responsibility of reviewing content as part of ongoing instruction.

STATE ASSESSMENTS - STAAR

The State of Texas Assessments of Academic Readiness (STAAR) is designed to measure the extent to which a student has learned and is able to apply the defined knowledge and skills at each tested grade level. Every STAAR assessment is directly aligned to the TEKS and is administered at the following middle school grade levels:

STAAR Grade/Test Administration

- 6 Mathematics and Reading
- 7 Mathematics and Reading
- 8 Mathematics, Reading, Science, and Social Studies

High school students are required to take five end-of-course (EOC) examinations and achieve the Approaches Grade Level as a graduation requirement for the following courses:

EOC Test Administration

- Algebra I
- English I & English II
- Biology
- U.S. History

Students failing any portion of the state assessment program will be assigned accelerated instruction (tutorials) and/or specifically designed electives in that subject area to better prepare them for the next assessment administration. A Personal Graduation Plan will be developed by the counseling department for any student who has failed any part of the state's assessment program. For more information, see EOC Assessment webpage and STAAR Assessments FAQ.

STATE ASSESSMENTS - STAAR

The STAAR program includes assessments that address students receiving special education services and also for Emerging Bilinguals (EBs) who meet particular participation requirements:

- Assessments for Students Receiving Special Education Services: [STAAR Alternate 2](#)

Additionally, Emerging Bilinguals (EBs), including parent denials, must participate in the Texas English Language Proficiency Assessment System (TELPAS). Each student must be tested in listening, speaking, reading and writing.

STAAR Readiness and Supporting Standards

STAAR also assesses the state-mandated TEKS curriculum but at greater depth and rigor. At tested grade levels and content areas, the TEKS have been divided into Readiness Standards and Supporting Standards.

- In general, Readiness Standards are essential for success in the current grade or course; are important for preparedness for the next grade or course; support college and career readiness, necessitate in-depth instruction; and, address broad and deep ideas.
- In general, Supporting Standards may be introduced in the current grade or course and emphasized in a subsequent year; may be emphasized in a previous year and reinforced in the current grade or course; may play a role in preparing students for the next grade or course but not a central role; and, may address more narrowly defined ideas.

Readiness, Supporting and Process Standards are identified in the assessed curriculum documents, which are posted on the TEA Student Assessment website at <http://www.tea.state.tx.us/student.assessment/staar>.

STAAR Performance Levels

The four STAAR Performance Levels, as determined by TEA, are described below.

Masters Grade Level: Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

Meets Grade Level: Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

Approaches Grade Level: Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.

Did Not Meet Grade Level: Performance in the category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate sufficient understanding of the assessed knowledge and skills.

STAAR Alternate 2 assessment labels are as follows and policy definitions can be found at STAAR 2 Alternate

- Level I: Developing Academic Performance
- Level II: Satisfactory Academic Performance
- Level III: Accomplished Academic Performance

STAAR EOC GRADUATION REQUIREMENTS

Middle School

Students who take high school core courses while enrolled in middle school will be required to take the applicable EOC assessments required for those courses. The EOC scores will be recorded on the student's transcript.

Students Transferring from Out-of-State, Out-of-Country, or Private School

A student who receives high school credit out-of-state or country or from a private school for a course assessed by STAAR is not required to take the corresponding STAAR EOC assessment to fulfill his or her graduation requirement if the Texas school district accepts the course credit from the school in which the course was taken. The student is required to take the corresponding STAAR EOC assessment to fulfill his or her graduation requirement when they take the corresponding course if the Texas school district does not accept the transfer course credit.

Students Enrolled as a Foreign Exchange Student

A foreign exchange student is required to take STAAR EOC assessments for courses in which he/she is enrolled. However, the student is not required to retest if the student did not meet grade level unless he/she is planning to earn a Texas high school diploma.

Students Enrolled in Advanced Placement Courses

Students who earn Texas high school course credit through an AP course that is substituting for a TEKS-based course required for graduation (e.g. AP Biology instead of TEKS-based Biology) are required to take the STAAR EOC assessment. However, if the student is taking the AP test, the student may be able to use the AP test score instead of the STAAR EOC assessment score to fulfill his/her biology testing requirements for graduation.

Students Enrolled in Distance Learning Programs, Correspondence Courses, or Dual Credit Courses

Students who earn Texas high school course credit through distance learning programs (e.g. the Texas Virtual School Network), correspondence courses, or dual credit courses are required to pass all five STAAR EOC assessments to fulfill their testing requirements for graduation.

Students Receiving Credit through Credit-by-Examination (CBE)

If a student uses CBE to gain credit for a course in which he or she has had some prior instruction based on TAC §74.24(c)(9), the student is required to pass the corresponding STAAR EOC assessment. However, if a student uses CBE to gain credit for a course in which he or she has had no prior instruction based on TAC §74.24(c)(5), the student is not required to take the corresponding STAAR EOC assessment. More information about CBE can be found in TAC 74.24.

GRADING OVERVIEW

Grades will reflect a student's progress in a well-balanced, TEKS-based curriculum. Lessons may consist of oral, written, and participatory activities that encompass higher order thinking skills. The foundation curriculum includes English language arts/reading, mathematics, science, and social studies. The enrichment curriculum includes fine arts, health, physical education, and technology integration and, to the extent possible, Languages Other than English (LOTE). The teachers will differentiate instruction to support students' mastery of the required content.

At the beginning of the school year, or later in the school year as new students enroll, the teacher will inform students and parents/guardians of how grades will be determined in a particular class. Teachers will inform students in advance of the grading criteria or rubrics to be used in evaluating major assignments.

DETERMINING STUDENT GRADES

A. The student's demonstration of mastery of the instructional expectations as aligned in the TEKS for grade-level subjects or courses shall be the major factor in determining the student's grade for a subject or course. [EIA(LOCAL)]

B. Grades will be sufficient in number and category, e.g. daily assignments, quizzes, and tests, to reflect an accurate measure of a student's progress and achievement.

C. No "blanket" grades are to be used. A blanket grade is giving every student in the class the same grade for an assignment without regard to individual achievement.

D. In order to obtain a grade average for a particular grading period that is a fair assessment of the student's achievement, a teacher may employ one or more of the campus- and/or department-approved options listed below. Examples include:

- Allowing students the opportunity to do additional work within the grading period.
- Omitting the lowest grade in a category before averaging.
- Including a participation grade when appropriate to the learning objective, e.g. oral responses in a LOTE class.

E. The actual numerical grade will be recorded in the student's permanent cumulative records. The grades recorded on the permanent record are semester averages. [EIA(LOCAL)]

F. Cooperative learning structures may be used as an instructional strategy in order to encourage academic achievement in a team context. The rubric or grading standards for a cooperative activity or project will be shared with the students in advance indicating whether they will be graded for individual academic achievement, team achievement, or both.

G. The responsibility for grading belongs with the teacher. While peer review, e.g. peer editing and marking, can be a valuable learning activity, students will not grade tests or other major assignments. Peer marking of homework and/or other assignments is acceptable, but the teacher must review the work before assigning the final grades. Students must not record or have access to other students' grades.

H. Grades which are identifiable by individual students must not be posted or announced publicly by teachers or students.

DETERMINING STUDENT GRADES

I. A student's academic grades will not be affected by non-academic behavior or adherence to procedural rules, e.g. using the proper heading, using a certain color of ink, bringing certain supplies to class, or returning of signed forms/papers. Behavior and adherence to classroom rules will be evaluated under "Conduct/Citizenship" on the report card.

J. Student work is to be graded and the grades recorded in a timely manner in order to provide feedback to students and parents. Teachers will have grades entered one week from the due date and two weeks from the due date for special projects and lengthy written assignments.

K. Common assessments for which instruction has been provided, may be used in calculating student grades.

- Common assessments are designed to measure student mastery of the taught curriculum (TEKS) at the end of a major unit of study, nine week grading period, or semester.
- Common assessments are the result of a collaborative effort between teachers to improve instruction and gain data to respond to the diverse needs of students.
- Common assessments include establishing test administration standards that are consistently applied by campus or department. Common test procedures may include the use of instructional materials, such as study guides, textbooks, and note cards.

L. Diagnostic benchmarks (i.e. STAAR Interim Assessments) are administered to provide data on TEKS mastery toward STAAR preparation and to determine differentiated interventions that meet student needs. Diagnostic benchmark scores may not be used in calculating student grades.

M. Students found to have engaged in academic dishonesty are subject to grade and disciplinary penalties in accordance with the Student Handbook and Student Code of Conduct. Academic dishonesty includes cheating or copying work of another student, plagiarism, and unauthorized communication between students during an assessment. 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, (EIA(LOCAL).

***The unauthorized use of Artificial Intelligence (AI) can be considered as engaging in Academic Dishonesty and can be subject to grade and disciplinary penalties. 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.**

N. A student may not be given credit for a class unless the student is in attendance at least 90% of the days for each semester after the first date of enrollment in the District. A student, who is in attendance for at least 75%, but less than 90% of the days a class is offered, may be given credit if the student completes a plan approved by the principal that provides for the student to meet the instructional requirement of the class, (FEC(LEGAL).

RIGHT OF ACCESS TO CURRICULUM MATERIALS/EXAMS

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered. A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day. See also Board policy (EF LEGAL). Exams with copyright policies such as AP Practice Exams may be excluded from this policy. When tests are requested for parental review, either in person or sent home with the student, teachers will attach a cover sheet with the following statement:

"As a Boerne ISD parent you are receiving a copy of your child's test to use at home for the purposes of review of content only. You hereby agree that you will not disclose or disseminate to any other person (besides your child), content contained in the test such as, but not limited to test items, graphics, tasks, scoring rubrics, item specifications, test design, content limits, and measurement/research/report data. Disclosure of test items would severely undermine the validity of future exams."

GRADE CALCULATION, GPA, & SEMESTER/FINAL CREDIT

Grade 12: All High School Courses & Grades 9-11: All non-EOC-tested Courses

A. Semester averages and credit for non-EOC-tested courses will be determined as follows.

- 1st 9 Weeks (42.5%) + 2nd 9 Weeks (42.5%) + Semester Exam (15%) = 1st Semester Average
- 3rd 9 Weeks (42.5%) + 4th 9 Weeks (42.5%) + Semester Exam (15%) = 2nd Semester Average

Semester averages will be used to determine course credit. Semester averages, including applicable weighted points, will be included in the student's adjusted grade average for calculating class rank.

B. Credit is awarded for a semester average that is ≥ 70 . Semester grades shall be averaged to award one full unit of credit if the yearly average is ≥ 70 .

GRADE CALCULATION, GPA, & SEMESTER/FINAL CREDIT

STAAR EOC-tested Courses & Middle School Students Enrolled in an EOC-tested Course

A. Semester Averages and Credit for the EOC-tested courses will be determined as follows:

- 1st 9 Weeks (42.5%) + 2nd 9 Weeks (42.5%) + Semester Exam (15%) = 1st Semester Average
- 3rd 9 Weeks (50%) + 4th 9 Weeks (50%) = 2nd Semester Average

Semester averages will be used to determine course credit. Semester averages, including applicable weighted points, will be included in the student's adjusted grade average for calculating class rank for students in grades 9-12.

B. Credit is awarded for a semester average that is ≥ 70 . Semester grades shall be averaged to award one full unit of credit if the yearly average is ≥ 70 .

GRADING IN SPECIAL PROGRAMS

Dual Language, Bilingual, and English as a Second Language (ESL) Programs

A. EB students are not exempt from grades. In order for EB students to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated. The accommodations must be commensurate with the student's level of English Language proficiency.

B. All EB students participating in an ESL program must receive grades based on grade level expectations and English Language Proficiency Standards (ELPS) utilizing the Sheltered Instruction framework whenever possible to improve student understanding of concepts. Teachers should consider the content being assessed, the linguistics accommodations checklist, and the appropriate proficiency level descriptors.

C. The Skyward gradebook system allows the teacher to leave the grade blank or to select "Exclude" for EB students, particularly new arrivals to the country or those at the A & B proficiency levels. Selecting "Exclude" is the preferred option as doing so indicates that the grade is deliberately omitted by the teacher.

D. Emerging Bilingual (EB) students should not have failing grades based only on their inability to speak English.

E. A campus Language Proficiency Assessment Committee (LPAC) representative must review teacher documentation of routinely utilized accommodations a minimum of once per grading period.

GRADING IN SPECIAL PROGRAMS

F. The LPAC must make recommendations for additional appropriate instructional and assessment accommodations, if necessary. Accommodations for EB students include extra time for assignments and tests, shorter assignments and tests, oral quizzes, peer assistance, use of bilingual dictionaries, reading the directions to the students, and use of visual aids.

Fine Arts

A. Grades for Fine Arts students will be determined with regard to mastery of the TEKS for the particular course, including performance. While performance is not the only component considered during assessment/evaluation, it is a legitimate part of assessment.

B. If a performance is the culminating activity based on implementation of the TEKS, a grade may be given for participation or nonparticipation. Extenuating circumstances shall be considered when a student misses a performance but shall not necessarily be the final determinative criteria.

Section 504 and Dyslexia Programs

A. Students identified for dyslexia programs who are served through special education or §504 will be graded as all other general education students with appropriate accommodations/modifications through their Individualized Education Plan (IEP), Individualized Accommodations Plan (IAP), or through their Section 504 Plan.

B. The report card may not contain statements of accommodations provided for students identified under Section 504. The student's grade is reported on the report card in the same way as grades are reported for all students.

Special Education Programs

A. Any variations in District grading procedures should be related to the student's specific disability, which shall be determined by the Admission, Review, and Dismissal (ARD) committee and included in the student's Individualized Education Plan (IEP).

B. The level of instruction in the TEKS and content expectations should be clearly articulated in a student's IEP, along with accommodations and/or modifications related to measuring mastery. This information is critical for teachers to develop appropriate classroom evaluations and to make decisions regarding statewide assessments.

C. Grades for students in special education will be based on performance that demonstrates progress toward mastery of the TEKS following the application of the ARD-recommended accommodations and/or modifications intended to increase the potential for successful student learning.

D. Report card grades can be reported by the special education teacher, the general education teacher, or a combination of both as determined by the ARD committee.

E. The report card may not contain statements of accommodations and/or modification provided to students.

F. In addition to the report card, all students in special education receive a nine-week progress report which describes their progress on specific IEP goals and/or objectives. This report is completed by special education staff with input as appropriate from general education teachers.

GRADING SYMBOLS

A. The grades recorded on progress reports and report cards will be numerical averages utilizing a 0-100 scale.

- 90 – 100 A: Excellent
- 80 – 89 B: Above Average
- 70 – 79 C: Average
- 69 and below Failing – a parent conference is necessary

B. Additional notations seen on reports may include the following:

INCOMPLETE

“I” is assigned by the teacher to indicate incomplete student work due to extenuating circumstances, such as a prolonged illness, which should be made up within two weeks from the close of the grading period. Incomplete grades not made up after two weeks will be converted to a grade of zero. Extensions beyond the two-week period must be approved by the principal and will be considered on an individual basis.

UIL rules state that a student remains eligible if he/she drops a class in which the grade is below 70 before the end of the fourth week of school. UIL rules also specify that an “Incomplete” must be replaced with a passing grade within seven calendar days of the close of the grading period in order to for the student to be eligible for extracurricular activities.

MISSING

“M” is assigned by the teacher to indicate that a grade is missing. The “M” will appear as a pop-up in Skyward Family Access to inform a parent that his/her student has a late assignment that may still be turned in for a late grade. If the student does not turn in the assignment by the time determined by the teacher, the teacher can enter a grade of zero which would calculate into the student's average.

C. Transfer Grades

- When a student transfers grades for properly documented courses from an accredited school, the campus will assign weight to grades based on the categories and grade weight system used if similar or equivalent courses are offered to the same class of students.
- When a student transfers from a non-accredited school, including a home school, the District will accept and/or assign grades through course verification and the grade will be recorded as on-level course GPA points for class of 2023 and thereafter.
 - Example: A student enrolls with credits and grades reported from a non-accredited school/homeschool and the parent provides supporting documentation, e.g. portfolio, curriculum documents, etc. The campus will administer a credit by exam from Texas Tech University to verify mastery of the TEKS in that course. If the student scores a 70 or higher on that exam, the student will receive credit for the course, and the score on the CBE will be recorded as the transcript grade and will receive on-level grade points. Transfer grades from a non-accredited school, including a home school, are not applicable for advanced course grade points.
 - If the course verification assessment differs significantly from the grade provided by the parent, the student has not demonstrated TEKS mastery; therefore, credit is not awarded and the student is enrolled in the applicable course(s).
 - When credit-by-exam (CBE) assessments are administered, course credit is awarded when the grade is 80 or above(with no prior instruction) or 70 or above(with prior instruction).

GRADING SYMBOLS

- Transfer alpha grades are converted to numerical values as seen below. For all other conversions, counselors should consult the sending school district for the conversion scale (EIA LOCAL).

A+ = 100; B+ = 89; C+ = 79; D+ = 74

A = 95; B = 85; C = 77; D = 72

A- = 90; B- = 80; C- = 75; D- = 70; F = 69

- Weighted GPA values are only applied to semester grades, not to transfer grades during or at the end of a marking period. A student must remain in the course for the duration of the semester to receive the applicable weighted GPA values, e.g., Honors, AP, Dual Credit, and Practicum-level CTE. A grade change form will document the transferred grade(s).

HOMEWORK

A. Homework assignments should be effectively designed to support in-class learning and assessment.

B. Homework assignments should not be used as the primary determination of a student's class grades.

C. Homework should:

- Be an extension of the learning occurring in the classroom.
- Not be punitive.
- Be evaluated in a timely manner.
- Not place an undue burden on parents or students in terms of resources, including time.

INTERVENTIONS & ACCELERATION

A. For a student in grades 6-12 who has not performed satisfactorily on any section of the STAAR assessment, who is not likely to receive a diploma before the fifth school year following enrollment in grade 9, or who is at-risk of dropping out of school, a Personal Graduation Plan (PGP) must be developed with the participation of the student and the parent/guardian. Texas Education Code §28.0121 and §29.081

B. The PGP may determine the program of acceleration, or the Multi-Tier System of Support(MTSS) team may assist in designing the accelerated instruction. The Multi-Tier System of Support (MTSS) process should continue to be used for screening and monitoring of identified students. Data related to ongoing intervention will be used as the basis for decision making concerning referral for evaluation of a suspected disability.

C. Interventions occur during the regular school day, as well as during other times determined by each campus.

Accelerated Instruction includes:

- An Individualized Education Plan (IEP) designed by the ARD through Special Education
- Course and credit recovery programs
- Emerging Bilingual (EB) programs
- Local credit courses to improve academic readiness
- On-line tutorials
- Summer school programs
- Trailer courses
- Tutorial assistance before, during, and/or after school
- When an electronic PGP is developed, the plan is to be shared with all appropriate teachers and is to be monitored, updated, and revised, as necessary.

LATE WORK

- A. Late work is defined as any assignment that is not turned in at the announced due date and time.
- B. Late work turned in after the grading period is over, except for work to make up an absence, cannot be counted when determining a student's eligibility for extracurricular activities.
- C. Failing grades due to the application of a late work penalty will not constitute the need for reteaching.
- D. Extenuating circumstances may occur that are out of the student's control and prevent the completion of and turning in assignments on the due date. It is the responsibility of the parent/guardian and student to inform the teacher and/or an appropriate administrator of any such circumstances so that an exception to the rule may be considered and/or granted.
- E. Late work should be accepted by all teachers regardless of grade, subject or course level by adhering to the following:

Maximum Grade	70	50	0 credit
Timeline	1 class	2 classes	over 2 classes

A/B Block Schedule will be followed. Example: A student misses an A day, they have until the next A day to turn in late work.

EXTRA CREDIT

If extra credit is given, each department, in conjunction with campus administrators, will develop guidelines that includes the following. The intent of extra credit is for academic enrichment in a class, not to gain mastery of the TEKS.

- Extra credit will not be given for non-academic purposes or procedural rules, such as bringing in school supplies or returning signed forms.
- Extra credit awarded will not account for more than 5% of the student's nine-week average.
- Extra credit will not cause an excessive financial burden on the student.

Extra credit is offered to all students within the department.

MAKE-UP WORK FOR ABSENCES

- A. Students will be allowed reasonable time to make-up assignments, homework, projects, quizzes, and tests due to absences.
 - In general, reasonable time is defined as one class day per class missed after the student returns to the missed class. For example, if a student misses 2nd period on Monday and returns to 2nd period on Wednesday, his/her make-up work is due at the beginning of 2nd period on Friday.
 - Extra time may be given at the teacher's discretion, and the teacher may exempt a student from some assignments if doing so will not negatively impact the student's ability to master the content or unfairly bias his/her grade. Exceptions may be granted by the principal in extenuating circumstances.
 - For extended absences, make-up assignments shall be made available to students after two consecutive class days of an excused absence.
 - Students are expected to make up an "I" grade for incomplete work within two weeks after the end of the grading period. NOTE: UIL rules specify that an "Incomplete" must be replaced with a passing grade within seven days of the close of the grading period in order for the student to be eligible for extracurricular activities.

MAKE-UP WORK FOR ABSENCES

B. Make-up work and tests for all absences should be of the same rigor, but not necessarily the same format, as the original activity, assignment, or test.

C. Make-up tests or presentations may be scheduled before school, after school, during the lunch period, or during the student's class period at the teacher's discretion to ensure that new and/or significant content is not missed.

REQUIRED NUMBER OF GRADES/WEIGHTS

A. At least 2 major grades must be recorded in the grade book one week before the end of the 9 weeks.

B. The table below applies to all content areas and course levels except:

- Dual Credit courses (Refer to Course Syllabus);
- Any course with a Memorandum of Understanding with an Institute of Higher Education such as: College Prep ELAR/Math (Refer to MOU) and;
- When 50% of the class fails an assessment- reteaching and retesting must occur for up to full credit.

Category	Weights	Min. Grades per 9 weeks	Reassessment	
Minor	50%	7	Opportunities to reassess should be given within a reasonable time frame	
Major	50%	2	within 1 week	maximum grade of 70

PROMOTION & RETENTION

A. Promotion for middle school students is based on the following criteria, (EIE LOCAL).

- Students must have an overall average of 70 for all courses taken.
- Students must have a final course average of 70 or above in English Language Arts, Mathematics, Science, and Social Studies.

B. Promotion for high school students is based on the following criteria, (EIE LOCAL):

- Grade-level advancement for students in grades 9-12 shall be earned by course credits.
- Changes in grade-level classification shall be made at the beginning of the fall and spring semesters.
- Grade-level advancement requires the following earned state credits for all students entering the ninth grade:
 - Grade 9: 0 – 5.5credits
 - Grade 10: 6 – 12.5 credits
 - Grade 11: 13 – 18.5 credits
 - Grade 12: 19 credits OR the student is able to enroll in all courses needed to graduate on the Foundation High School Program (FHSP) at the end of the current school year

C. Graduation and Credit Requirements are as follows:

- All students graduating from high school must meet the minimum credit units required by TEA and any additional graduation requirements as set by the Board of Trustees.
- In addition to satisfying all course and credit requirements, graduates must also meet state assessment requirements.
- Course credit may be earned through special credit options, such as correspondence courses, credit-by-exam, summer school, and TxVSN.

REPORTING GRADES

The electronic grade book is the legal repository, is an accurate record of each student's work and achievement, and is electronically archived at the District level. The Parent Portal contains data from the District's electronic grading program and allows parents/guardians with Internet access to view recorded grades, check attendance, and email teachers any time during the school year.

Paper copies may be kept by the teacher as back-up documentation for electronic grade book programs. The grade book or paper copy of an electronic grade book must be turned into the campus administration at the end of each school year.

Progress Reports

A. Progress reports will be made available through Skyward after the end of the third and sixth weeks of the grading period.

B. Unless the student is no longer a minor, progress reports must be signed by the parent/guardian and returned to the school when a student's performance in English, math, science, and/or social studies is consistently unsatisfactory. Texas Education Code §28.022

C. BISD uses an electronic platform (Skyward) for communicating student grades and performance information to parents. We may permit a parent to sign a required notice electronically, so long as the district retains a record verifying the parent's acknowledgment of the required notice. (EIA (Legal)).

D. Teachers must contact parents/guardians any time after the sixth week progress report if the student's previously reported passing average drops below 70, if the student's grade drops significantly (e.g. 95 to 70), or if the student's behavior is unsatisfactory. The teacher will maintain ongoing dialogue and documentation of the communications.

Report Cards

A. Report cards will be made available to parents/guardians through Skyward at the end of each nine-week grading period and indicate academic progress, citizenship, tardies, and attendance.

B. When a student is in jeopardy of failing and/or the student's behavior is unsatisfactory, the teacher will request a parent/guardian conference and maintain ongoing dialogue and documentation of the communications,

C. In compliance with Texas Education Code §28.022, the report card, or other form of written receipt, must be signed by the parent/guardian and returned to the school unless the student is no longer a minor.

Communication with Parents/Guardians

A. Teachers are expected to conference with parents/guardians, especially those whose students are experiencing difficulties. Whenever a student is in jeopardy of failing or his/her behavior is unsatisfactory, the teacher will communicate directly with the parents/guardians and maintain ongoing dialogue and documentation of the communication.

B. Teachers or parents/guardians may request conferences at any time. However, when a personal conference cannot be scheduled, a telephone conference or email may be used as an alternate form of communication.

C. Since teacher web pages are communication tools for parents/guardians, teachers should maintain a current web page with all appropriate information as determined by the campus administrator.

D. Informational meetings for parents/guardians and students may be scheduled when appropriate for program orientation and review.

RETEACHING & REASSESSING

The District's goal is for every student to master all the TEKS specified for each grade level at a minimum level of 70%. Each student will be provided instruction that allows for application and practice of the concepts and skills mandated in the TEKS and then assessed for mastery.

Reteaching is the provision of additional instruction to students who fail to demonstrate mastery of an objective or set of objectives. Reteaching should employ instructional strategies different from the original instruction including, but not limited to: alternate homework assignments, peer teaching, small group or individual instruction, and tutoring.

Reassessing involves giving the student an additional opportunity to demonstrate his/her mastery of the TEKS objectives.

A. Reteaching and reassessing will be provided during class time if 50% or more of students in a class do not demonstrate mastery of TEKS on a summative assessment, and all students in the class will be given the opportunity for reteach and retest.

B. Reassessing will be provided when a student fails to demonstrate mastery of TEKS by earning a grade of 69 or below on a summative assessment. If a student is eligible to retest, he/she must attend at least one tutorial session or complete other remedial activities recommended by his/her teacher before taking the retest.

C. Reassessing will be completed within seven calendar days after grades are communicated to the student through Skyward or verbally.

D. Reassessing is most often a formal test formatted similarly to the original test or assessment; however, a teacher may use an alternate method including, but not limited to oral examination, additional practice activities, an essay or paper, a report or presentation, or revision of a paper or project.

E. Reassessing is limited to one retest for each major summative assessment failed.

F. Reassessing provisions do not apply to semester exams.

**All major grades below a 70 must be given the opportunity to be recovered up to a 70.
This does not apply to failing major grades due to late work.**

SEMESTER EXAMS & EXEMPTIONS

Fall Semester

Students enrolled in a one semester course in the Fall may be exempt from the semester exam when meeting the criteria below. Fall and spring semester exams will be weighted 15% for all high school courses at all grade levels.

Spring Semester

A student may be exempt from final exams for one or more courses during the spring semester based upon the guidelines as outlined below. Exempted students are required to attend school on exam dates.

Students who are enrolled in a STAAR EOC-tested course (Algebra I, Biology, English I, English II, and U.S. History) will substitute an assessment for a stand-alone semester exam during the spring semester. The cumulative assessment will be administered on the semester exam date and will be included as a major test grade during the 4th nine-week period. An assessment includes but is not limited to a chapter test, nine-week test, or project-based project.

SEMESTER EXAMS & EXEMPTIONS

Semester exams will be weighted 15% for all other high school courses at all grade levels.

Exemption Criteria

HS Credit courses in Grade 8; Grades 9 – 11: A student who meets the following criteria may exempt up to four non-AP course classes.

- Minimum grade of 90 for the semester,
- No more than three absences* in the class,
- Enrolled a minimum of one full grading period.

Grade 12: A senior may exempt an unlimited number of non-AP courses if he/she meets the following requirements in the course.

- Minimum grade of 90 in the semester,
- No more than three absences* in the class,
- Enrolled a minimum of one full grading period.

AP Courses: A student who elects not to take an AP exam must take the applicable semester exam.

- A student enrolled in AP U.S. History is highly encouraged, but not required, to take the AP U.S. History exam. AP U.S. History students will substitute an assessment for a stand-alone, 15% semester exam that will be included as a major test grade during the 4th nine-week period.
- A student who is enrolled in an AP class must have no more than three absences* and take the AP exam to exempt the semester exam.

Dual Credit Courses: A student who is enrolled as a dual credit student must complete the required college syllabus standards including, but not limited to, taking the applicable semester exam.

Articulated Courses: A student who is enrolled in College Prep English or College Prep Math must complete the required college syllabus standards including, but not limited to, taking the applicable semester exam and/or portfolio.

Absences associated with religious holy days, documented health-care appointments in which the student returns to school on the same day, required court appearances, activities related to a student obtaining U.S. citizenship, service as an election clerk, and school-related absences are not included.

*Does not include approved school-related absences and other Exemptions to Compulsory Attendance as outlined in the BISD Student Handbook.

ACADEMIC ACHIEVEMENT - CLASS RANK

Note:

- **The 1/2 (0.5) credit of Health is not required for the graduating class of 2026 and beyond.**

A student's grade point average is calculated by averaging semester grades earned in eligible courses that satisfy state and district graduation requirements to a maximum of 20.5 course credits. Eligible courses are those courses listed in Chart A: Courses used in GPA Calculation.

Using an incremental denominator (a denominator that accrues over time), eligible courses are applied to a student's GPA in the order in which they are taken, unless the course meets the exclusion criteria stated below.

The following courses are excluded by board policy, and will not be included in the calculation of a student's GPA:

- Course evaluated as pass/fail
- Local credit courses
- Courses with grades exempted in accordance with a student's individualized education plan (IEP)

If a student receives credit for an otherwise eligible course from Chart A, but the course is excluded for one of the above listed exclusions, the graduation credit will be considered fulfilled. The denominator in the student's GPA calculation will not include that excluded course credit and will be reduced by the amount of the excluded credit.

Eligible courses that meet a graduation requirement in more than one subject area as designated by TEA could affect a student's GPA depending on the order in which the student takes those courses. For on level courses that meet both the science and CTE graduation requirements (examples include Engineering Science, Anatomy/Physiology, Advanced Animal Science, Food Science and Forensic Science), these courses will default to CTE courses for GPA calculation purposes. For on level math courses that meet both the math and CTE graduation requirements (Financial Math for example), these courses will default to CTE courses for GPA calculation purposes. Students seeking to have these courses included in their GPA as science or math courses will need to make a request to their campus counselor prior to an official GPA run.

If two eligible courses are taken simultaneously in the same semester, the eligible courses will be applied to the student's GPA in the following manner:

- At the end of semester 1, and after any honors or advanced course weight is applied, the higher of the two semester grades will be used for semester 1
- At the end of semester 2, and after any honors or advanced course weight is applied, the higher of the two semester grades will be used for semester 2
- The remaining semester 1 and semester 2 grades will be applied only if they fulfill another eligible course requirement.

Chart A: Courses Used in GPA Calculation found on page 19.

Chart A: Courses Used in GPA Calculation

Course Category	Courses	Credits
English Language Arts and Reading Courses	English 1	1
	English 2	1
	English 3	1
	English 4	1
Mathematics Courses	Algebra 1	1
	Geometry	1
	Any third mathematics course offered for state graduation See Texas Administrative Code Chapter 111, Subchapter C and Chapter 74, Subchapter B. credit.	1
	Any fourth mathematics course offered for state graduation credit. See Texas Administrative Code Chapter 111, Subchapter C and Chapter 74, Subchapter B.	1
Science Courses	Biology	1
	Any Lab Science course offered for state graduation credit. See Texas Administrative Code Chapter 112, Subchapter C, and Chapter 74, Subchapter B.	1
	Any third science course offered for state graduation credit. See Texas Administrative Code Chapter 112, Subchapter C, and Chapter 74, Subchapter B.	1
	Any fourth science course offered for state graduation credit. See Texas Administrative Code Chapter 112, Subchapter C, and Chapter 74, Subchapter B.	1
Social Studies Courses	World Geography Studies (if World History credit has not already been earned)	1
	World History Studies (if World Geography credit has not already been earned)	
	United States History	1
	United States Government	0.5
	Economics	0.5
Languages Other Than English Courses	Any Level course from Texas Administrative Code Chapter 114, Subchapter C* (for example, Level I, Novice Mid to Novice High Proficiency, Spanish I, German I, ASL I, etc.)	1
	Any Level course from Texas Administrative Code Chapter 114, Subchapter C** (for example, Level II, Novice Mid to Novice High Proficiency, Spanish II, German II, ASL II etc.). Course must be from the same language as the previous Level course.	1
Fine Arts	Any Fine Arts course listed in Texas Administrative Code Chapter 117, Subchapter C	1
Physical Education	Any Physical Education course listed in in Texas Administrative Code Chapter 116***, Subchapter C	1
Health	Health I****	0.5
Career and Technical Education (CTE)	Any Career and Technical Education (CTE) course listed in Texas Administrative Code Chapter course listed in Texas Administrative Code Chapter 130, Subchapter C.	1
Total		20.5

*Computer Science 1 may be substituted
 **Computer Science 2 may be substituted

***Certain activities are allowed to substitute for the Physical Education requirement: Athletics, JROTC, Off Campus Physical Education, Drill team, Marching band, and Cheerleading
 **** Semester 1 of Principles of Health Science may be substituted

ACADEMIC ACHIEVEMENT - CLASS RANK

A. The District shall categorize and weight eligible courses as Advanced courses and On-Level courses in accordance with provisions of Board policy (EIC (LOCAL)) and as designated in appropriate District publications.

B. Eligible Honors, Advanced Placement (AP), and dual credit courses shall be categorized and weighted as Advanced courses. All other eligible courses shall be categorized and weighted as on-level courses.

C. The District shall assign weights to semester grades earned in eligible courses and calculate a weighted numerical grade average, in accordance with the following:

Category	Weight
Advanced Courses	multiplied by 1.1
On-Level Courses	multiplied by 1.0

D. For the purpose of class rank calculation, the student's actual or adjusted weighted grade for each eligible course shall be used. No minimum figure shall be substituted. The District shall record unweighted numerical grades on student transcripts.

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

F. Class rank will not be reported on a student's transcript: students in the top ten percent after the fall semester of their junior year and thereafter will receive certification indicating that they are in the top ten percent. This certification will also be sent with college applications.

G. The lowest GPA in the top ten percent, in the first quartile, in the second quartile, and in the third quartile will be communicated to all students at the end of the second semester of their sophomore year.

H. The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must have been continuously enrolled in the same district high school for the four semesters immediately preceding graduation and enrollment must have occurred by October 1 of the year preceding graduation; have completed the Foundation Program with the Distinguished Level of Achievement; be graduating after exactly eight semesters of enrollment in high school; and, have been enrolled in at least seven class periods during his or her entire senior year.

I. In case of a tie in weighted numerical grade averages after calculation to the thousandths place for valedictorian, the District shall recognize all students involved in the tie as sharing the honor and title. In case of a tie in weighted numerical grade averages after calculation to the thousandths place for salutatorian, the District shall recognize all students involved in the tie as sharing the honor and title.

J. To qualify to give the valedictorian or salutatorian speech, a student shall not have engaged in any serious misconduct violation of the Student Code of Conduct, including removal to a DAEP, a three-day suspension, or expulsion during his or her last two semesters.

K. In order to receive honor graduate recognition, a student must have been enrolled in a district high school for at least one semester prior to graduation, have completed the Foundation Plan with the Distinguished Level of Achievement, and be ranked in the top 15 percent of his or her graduating class based on an unrounded cumulative average.

ACADEMIC ACHIEVEMENT - CLASS RANK

The student's class rank will be calculated through the third nine-week grading period of the senior year to determine honors conferred during graduation activities. The grade for the third nine-week grading period is used as the semester grade for this purpose. Eligible honor graduates will be classified and have the classification noted on their diploma in accordance with the following:

- Cum Laude Top 15%
- Magna Cum Laude Top 10%
- Summa Cum Laude Top 5%

L. When a student transfers grades for properly documented courses from an accredited school, the District shall assign weight to those grades based on the categories and grade weight system used by the District if similar or equivalent courses are offered to the same class of students in the District.

M. When a student transfers from a non-accredited school, including a home school, the District shall accept and/or assign grades in accordance with the secondary grading and reporting administrative regulations

GRADUATION REQUIREMENTS

A. To graduate under the Foundation High School Program (FHSP), a student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law;
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education; and
- Participate in CPR and Interactions With a Police Officer training as required by the state of Texas.

B. Within the FHSP are five endorsements, which are paths of interest that include Arts and Humanities, Business and Industry, Multidisciplinary Studies, Public Service, and STEM (Science, Technology Engineering, and Mathematics). Endorsements earned by a student will be noted on the student's transcript. The FHSP also involves the term "Distinguished Level of Achievement," which reflects the completion of at least one Endorsement and Algebra II as one of the required advanced mathematics credits.

C. State laws and rules prohibit a student from graduating solely under the FHSP without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the FHSP without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student's desired college or university.

D. Graduating under the FHSP will also provide opportunities to earn "performance acknowledgements" that will be denoted on the student's transcript. Performance Acknowledgements are available for outstanding performance in bilingualism and biliteracy; in a dual credit course; on an AP exam; on the PSAT, ACT-Plan, SAT, or ACT exam, which are national exams; or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgements are prescribed by state rules, and the school counselor can provide more information about each.

E. A student who has failed the EOC assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an Individual Graduation Committee (IGC) determination.

2024-2025



Progress Report/Report Card Schedule



1st 9 weeks

AUGUST 12 - OCTOBER 10, 2024

- AUG. 30** End of 3rd Week
- SEPT. 3** Grades submitted by 11:59 pm
- SEPT. 4** Progress reports available in SKYWARD

- SEPT. 20** End of 6th Week
- SEPT. 23** Grades submitted by 11:59 pm
- SEPT. 24** Progress reports available in SKYWARD

- OCT. 10** End of 9th Week
- OCT. 14** Grades submitted by 11:59 pm
- OCT. 16** Report cards available in SKYWARD

2nd 9 weeks

OCTOBER 16 - DECEMBER 20, 2024

- NOV. 1** End of 3rd Week
- NOV. 4** Grades submitted by 11:59 pm
- NOV. 5** Progress reports available in SKYWARD

- NOV. 22** End of 6th Week
- DEC. 2** Grades submitted by 11:59 pm
- DEC. 3** Progress reports available in SKYWARD

- DEC. 20** End of 9th Week
- JAN. 8** Grades submitted by 11:59 pm
- JAN. 10** Report cards available in SKYWARD

PLEASE NOTE:

For the last cycle of the 4th 9 weeks, all grades must be entered by May 23, 2025 at the designated times.

Once Skyward Gradebook is locked, a grade change request must be submitted and approved by an administrator for any grade change.

3rd 9 weeks

JANUARY 13 - MARCH 7, 2025

- JAN. 31** End of 3rd Week
- FEB. 3** Grades submitted by 11:59 pm
- FEB. 5** Progress reports available in SKYWARD

- FEB. 21** End of 6th Week
- FEB. 24** Grades submitted by 11:59 pm
- FEB. 25** Progress reports available in SKYWARD

- MAR. 7** End of 9th Week
- MAR. 17** Grades submitted by 11:59 pm
- MAR. 18** Report cards available in SKYWARD

4th 9 weeks

MARCH 17 - MAY 22, 2025

- APR. 4** End of 3rd Week
- APR. 7** Grades submitted by 11:59 pm
- APR. 8** Progress reports available in SKYWARD

- APR. 25** End of 6th Week
- APR. 28** Grades submitted by 11:59 pm
- APR. 29** Progress reports available in SKYWARD

- MAY 22** End of 9th Week
- MAY 23** Grades submitted by 10:30 am (K-5)
- MAY 23** Grades submitted by 1:30 pm (6-12)
- MAY 28** Report cards available in SKYWARD

2024-2025
UIL “No Pass-No Play” Eligibility Schedule

Friday, August 30	Three-week progress reports for students whose grades are borderline or failing.
Friday, September 20	End of the 1 st six weeks and grade check for all extracurricular participants.
Friday, September 27	Suspension period begins at the end of the school day based on <u>September 20</u> grade check.
Thursday, October 10	End of the grading period. Check eligibility for all participants.
Friday, October 18	Suspension period begins/ends at the end of the school day based on <u>October 10th grades</u>
Friday, November 1	End of the three-week evaluation period and grade check for suspended students only.
Friday, November 8	Suspension ends for students passing on <u>November 1st</u>
Friday, November 15	End of three-week evaluation period and grade check for suspended students only.
Friday, November 22	Suspension period ends for students passing on <u>November 15th</u>
Friday, December 20	End of the grading period. Check eligibility for all participants.
<u>Note:</u>	<u>All students are eligible during the holiday break beginning at the end of school on December 20th.</u>
Friday, January 3	Suspension begins/ends for students based on <u>December 20</u> grades.
Friday, January 31	End of the three-week evaluation period and grade check for suspended students only.
Friday, February 7	Suspension ends for students passing on <u>January 31st</u> .
Friday, February 14	End of three-week evaluation period and grade check for suspended students only.
Friday, February 21	Suspension period ends for students passing on <u>February 14th</u> .
Friday, March 7	End of grading period. Check eligibility for all participants.
<u>Note:</u>	<u>All students are eligible during holiday break beginning at the end of school on March 7th.</u>
Friday, March 21	Suspension begins/ends for students based on <u>March 7th</u> grades.
Friday, April 4	End of the three-week evaluation period and grade check for suspended students only.
Friday, April 11	Suspension ends for students passing on <u>April 4th</u> .
Friday, April 25	End of the three-week evaluation period and grade check for suspended students only.
Friday, May 2	Suspension ends for students passing on <u>April 25th</u> .

06/06/24



BOERNE INDEPENDENT SCHOOL DISTRICT

235 Johns Rd. • Boerne, Texas 78006 • (830) 357-2000

2024-2025 SCHOOL CALENDAR

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

DATES TO REMEMBER	
July 22	New Teacher Orientation
May 29-30, July 23-25	Boerne U
August 1	First Day for Teachers
August 12	First Day for Students
May 22	Last Day for Students
May 23	Last Day for Teachers
May 22	Boerne High School Graduation
May 23	Champion High School Graduation

CLASS START/DISMISSAL TIMES	
Elementary	
7:35 AM - 3:00 PM	
7:35 AM - 11:35 AM Early Release	
Secondary	
8:30 AM - 4:00 PM	
8:30 AM - 12:35 PM Early Release	

HOLIDAYS & OBSERVANCES	
September 2	Labor Day
October 14	Columbus Day
November 28	Thanksgiving
December 25	Christmas
January 1	New Year's Day
January 2025 (usually first week of January)	Kendall County Stock Show
January 20	Martin Luther King, Jr., Inauguration Day
February 17	Presidents' Day
April 18	Good Friday
May 26	Memorial Day
July 4	Independence Day

2024-25 TESTING DATES	
October 2024	PSAT
December 3-13	ELA I Retest
December 3-13	Alg 1, Biology, US History Retest
December 3-13	ELA II Retest
February 17 - March 28	TELPAS
April 8 - April 18	3-8 Reading, ELA I
June 17 - June 27	ELA II
April 15 - April 25	Gr 5 Science, Gr 8 Science
April 15 - April 25	Gr 8 Social Studies, US History EOC
April 22 - May 2	3-8 Math
April 22 - May 2	Algebra
June 17 - June 27	ELA I
April 22 - May 2	Algebra, US History
April 22 - May 2	ELA II
June 17-June 27	Biology/Makeups

All dates subject to change. Date ranges indicate tentative testing windows.

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

CAMPUS CONTACT INFORMATION				SYMBOLS	
Boerne HS	(830) 357-2200	Fabra ES	(830) 357-4200		Staff Development
Champion HS	(830) 357-2600	Fair Oaks Ranch ES	(830) 357-4800		Teacher Work Day
Boerne MS - N	(830) 357-3100	Herff ES	(830) 357-4300		Holiday - Student & Faculty
Boerne MS - S	(830) 357-3300	Kendall ES	(830) 357-4600		Student Holiday/Teacher Exchange
Voss MS	(830) 357-3500	Van Raub ES	(830) 357-4100	[]	Nine Weeks - Begins/Ends
Cibolo Creek ES	(830) 357-4400	Viola Wilson ES	(830) 357-4700		Early Release-Students
Curington ES	(830) 357-4000	Boerne Academy/AC	(830) 357-3900		A Day
					B Day