



**Assessment, Grading,
and Reporting
Procedures Handbook
SY 2024 - 2025**

Superintendent

Dr. Veronica Vijil

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SEGUIN ISD CURRICULUM AND INSTRUCTION PreK-12

LEARNING, LEADERSHIP, and INNOVATION VISION/MISSION

Vision Statement: **Enhancing leadership through collaborative learning**

Mission Statement: **Cultivate, inspire, and empower students to grow and learn.**

CURRICULUM

State Curriculum

Curriculum content is prescribed by the Texas Education Agency through the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS). Local curriculum documents are based upon the state curriculum framework and SBOE approved standards. Curriculum content is not prescribed in detail by the Texas Education Agency, but provides a framework to draw upon for the development of the district's locally adopted curriculum.

TEA Links ([TEKS](#), [TEKS in Spanish](#), [ELPS](#), [PreK Guidelines](#))

Local Curriculum - [EIA \(LOCAL\)](#)

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

Each elementary school maintains a balanced curriculum. Curriculum offerings include language arts (reading, literature, oral language, composition writing, handwriting, spelling), science, mathematics, social studies, fine arts, physical education/wellness, and technology applications.

STATE POLICY – [EIA \(LEGAL\)](#)

Texas Education Code (Sec. 28.0216) establishes that a school district shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. The District grading policy:

1. Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment;
2. May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work; and
3. 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.

SEGUIN ISD GRADING PHILOSOPHY

Seguin ISD believes that all grading and reporting practices will be a meaningful, accurate reflection of individual student success.

Seguin ISD defines “mastery” as a student’s ability to meet targeted objectives/TEKS. Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher.

GRADING POLICY

Grading procedures are developed to clarify and ensure adherence to Board-approved grading policies [EIA \(LEGAL\)](#) and [EIA \(LOCAL\)](#). To ensure compliance with Board policy, these procedures should be reviewed in conjunction with Board policy [EIA \(LOCAL\)](#). These procedures are intended to clarify Board policies, not to duplicate all policy requirements.

Grades entered for academic work must reflect student achievement only. Grades should not be given for returning signed papers, attending school functions (does not include course required performances), bringing school supplies, etc.

GENERAL CONSIDERATIONS (PreK-12)

STUDENTS IN SPECIAL PROGRAMS

Teachers must follow all IEP, 504, and EB accommodations for students served in special programs. It is the campus responsibility to ensure that teachers receive documented accommodations for students served in special programs in a timely manner.

REPORT CARDS - [EIA \(LOCAL\)](#)

Report cards are issued to students following each reporting period during the school year. Please refer to the [GRADE REPORTING CALENDAR](#).

The report card will be issued on a form approved by the Superintendent or designee, and may include supplemental information, such as universal screening results. Performance shall be measured in accordance with this policy and the standards established in [EIE \(LOCAL\)](#).

PROGRESS REPORTS - [EIA \(LOCAL\)](#)

Interim progress reports shall be issued for all students. Please refer to the [GRADE REPORTING CALENDAR](#).

Supplemental progress reports may be issued at the teacher's discretion. Parent conferences may be requested by a teacher or parent as needed to review student progress.

TEACHER CONTACT INFORMATION

For grades PreK-12, every campus teacher will develop a Seesaw Classroom or Google classroom which will include contact information and schedule to be updated regularly.

For grades K-5, Teachers will leverage the power of Seesaw messages as a valuable communication tool to establish seamless and effective connections with parents. Seesaw, an innovative digital platform, enables educators to foster a collaborative environment where they can engage in open dialogue and share pertinent information regarding their students' academic progress and overall development.

For grades 6-12, a one-page syllabus which will include, but not limited to, the following information:

- Contact information
- PLC/teacher tutorial schedules (ensure all PLC members' schedules are included)
- Classroom rules and procedures
- Grading policy which includes: reteach/reassess, make-up work, and late work policies
- Description of academic dishonesty and consequences
- ([Syllabus Template](#))

HOMEWORK

Homework may be used to enrich or reinforce topics covered in class and should satisfy at least one of the following objectives:

- To give students practice and extension of skills or concepts learned in class
- To extend learning beyond the material that can be covered in class
- To develop effective study methods
- To help the student prepare for classroom work
- To allow students to make up work after absences

If homework is assigned, the teacher is responsible for designing effective, well-planned homework assignments that aid the student in the mastery of the essential knowledge and skills. Homework may be used as a daily grade. Homework expectations, including timelines, need to be communicated to parents and students. Students will be provided ample notice of impending major homework assignments or projects.

MAKE-UP WORK

Students are required to make up assignments, homework, and assessments missed due to absences. Students are encouraged to make prior arrangements with teachers for making up missed work when the absence can be anticipated, e.g. a dental appointment, court appearance or appointment, approved school related activities, etc.

Students are allowed one school day for every day of class missed to make up any missed work. If students do not complete make-up work in the time allotted, the late work policy will apply. Make-up work and tests for all absences will be of the same rigor, but not necessarily the same format, as the original activity, assignment, or test. Students will not be required to take a quiz or test on the day returning to class from an absence, if the quiz or test was announced during the student's absence. All students will receive credit for satisfactory make-up work after an absence, including excused absences, unexcused absences, and absences due to suspension from school.

LATE WORK

Late work is defined as any assignment that is not submitted on the due date and class period with the exception of make-up work for absences or approved school activities. Alternative assignments may be given if the original assignment has already been assessed and returned.

All assignments are due as directed by the teacher. Assignments turned in late will be graded like all other papers; however, the maximum grade that can be earned is an 80% for grades K-5 and 70% for grades 6-12. Late assignments will be accepted within five school days, not to exceed the end of the grading period.

It is recommended that teachers contact parents and notify them of late work. Habitual late work, as determined by campus PLCs, should be monitored and documented in Panorama.

Extenuating circumstances may occur that prevent the completion and turning in of assignments on the due date. It is the parent/guardian and/or student's responsibility to inform the teacher of any such circumstances so that an exception to the rule may or may not be granted. The teacher may grant exceptions based on these circumstances.

RETEACH AND REASSESS FOR MASTERY

The District's goal is for every student to master all the TEKS specified for each grade level at a minimum level of 80% for grades K-5 and 70% for grades 6-12. Each student will be provided instruction that allows for application and practice of the concepts and skills in the TEKS and then assessed for mastery. If a student does not receive a passing grade on the concepts and skills specified in the TEKS and necessary for future learning, a reteach opportunity will be provided for the

student to achieve mastery to include, but not limited to, instructional strategies different from the original instruction.

To determine mastery after reteaching, an alternate assessment must be given that addresses the same skill or concept as the original assessment. Examples of alternate assessments could include an oral examination, an essay or paper, a report or presentation, or a formal test. Test revisions and/or corrections do not constitute an appropriate alternate assessment. Students will be assigned a grade no higher than an 80% for grades K-5 and 70% for grades 6-12 on alternate assessments.

EXTRA CREDIT

Extra credit may be offered at the discretion of the teacher and should be awarded on the basis of an academic product that can be directly related to the Seguin ISD curriculum objectives. If extra credit is offered, it must be offered to all students in the class, subject area, or grade level. Extra credit will not cause an excessive financial burden on the student or be given for bringing in basic school supplies. The awarding of extra credit for previously assigned work a student has failed to complete is not allowed.

NOTE: Extra credit cannot be provided unless all prior assignments have been attempted.

CONDUCT REPORTING

Conduct reporting should not impact classroom grades. Classroom grades reflect the student's relative mastery of a standard (TEKS). Other factors, including behavior or participation, should not be calculated in a grade unless it appears in the standard (TEKS). Behavior and participation issues will be addressed by and are not limited to the following:

- Phone calls to parents
- Written notices to parents
- Office Referrals
- Report Card comments
- Individual student conferences
- Parent conferences
- Parent self-serve

GENERAL GRADING

Grades shall be posted weekly by Tuesday at 5:00 PM for the previous week's assignments/tests.

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

Each grade must reflect the student's relative mastery of an assignment.

TRANSFER GRADES

For more information, refer to Board Policy [EIC \(LOCAL\)](#).

PROMOTION AND RETENTION - [EIE \(LOCAL\)](#)

Promotion shall be based on mastery of the curriculum. The District shall comply with applicable state and federal requirements when determining methods for students with disabilities or students who are English learners to demonstrate mastery of the curriculum.

Before a student may be retained, the campus shall convene a review committee consisting of the student's parent, primary teacher, and the principal or designee. The committee shall review the student's work and make a final recommendation for promotion or retention. As a general practice, students in pre-k or kindergarten shall not be retained. If retention is considered, it must be for academic purposes.

For more information, refer to Board Policy [EIE \(LOCAL\)](#) and the Seguin ISD Student/Parent Handbook.

[HOUSE BILL 1416](#)

Texas law requires all students who do not achieve approaches or higher on STAAR grades 3- 8 or EOC assessments be provided accelerated instruction. [HB1416 TRACKER](#)

These requirements, modified by House Bill 4545 of the 87th legislature and recently updated with the passage of House Bill 1416 in the 88th legislature, provide that qualifying students must be:

- Assigned a TIA designated teacher for the subsequent school year in the applicable subject area;
- OR
- Provided supplemental instruction aligned with the research on high impact tutoring in the TEKS for the applicable grade levels and subject area in the following manner:
 - No less than 15 or 30 hours depending on student performance and is provided in the summer or at least once per week in the school year;
 - Limited to two subjects per year, prioritizing Math and RLA;
 - Provided in a group of no more than four students, unless the parent or guardian of each student in the group authorizes a larger group;
 - Designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and includes effective instructional materials designed for supplemental instruction;
 - Provided by a person with training in the applicable instructional materials for the supplemental instruction and provided by one person for the entirety of their accelerated instruction.

House Bill 1416 updated accelerated instruction requirements from House Bill 4545 by:

- Removing the requirement for Accelerated Learning Committees while requiring Accelerated Education Plan after student fails to achieve approaches or higher on two consecutive assessments in the same subject area
- Limiting tutoring to 2 subjects and no longer including optional assessment administration
- Increasing student to tutor ratio from 3:1 to 4:1 ratio for tutoring group size
- Clarifying that students who take STAAR-Alt 2, are retained, or take substitute high school assessments aren't subject to requirements
- Reducing minimum hour requirement from 30 to 15 for some students
- Adding Local Education Agencies (LEAs) receiving compensatory education funding as a criteria for included LEAs (previously LEAs receiving funding from Strong Foundations Grant Program, CRRSAA or ARP)
- Providing student to teacher ratio waivers for use of approved online curriculum
- Clarifying that parents may modify or remove supplemental instruction requirements with a letter to campus administrator
- Clarifying that parents must be notified of student failure to perform on applicable tests
- Requiring TEA to monitor implementation of accelerated instruction

The supports available for supporting HB 1416 implementation:

- Accelerated Instruction Webpage: TEA will provide accelerated instruction supports – including frequently asked questions and example resources. [TEA Accelerated Instruction webpage](#). *Additional resources will be added as developed.

SECONDARY CONSIDERATIONS (6-12)

GPA/RANK/WEIGHTS - [EIC \(LOCAL\)](#)

For more information, see Board Policy [EIC \(LOCAL\)](#).

UNIVERSAL INTERSCHOLASTIC LEAGUE (UIL) ELIGIBILITY - [FM\(LEGAL\)](#) and [\(LOCAL\)](#)

(Refer to UIL website <https://www.uil texas.org/policy/eligibility>)

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL) – a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#); a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at 512-463-9581 or curriculum@tea.texas.gov.

[See [UIL Texas](#) for additional information on all UIL-governed activities.]

A student who receives, at the end of any grading period **after the first six weeks of the school year (regardless of grading cycle)**, a grade below 70 in any academic class or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks. However, an ineligible student may practice or rehearse.

A student shall be exempt from grade eligibility requirements only for a grade no lower than 60 in any advanced course listed in [FM\(LEGAL\)](#). In addition to the courses defined as advanced courses in [FM\(LEGAL\)](#), a student shall be granted exemption (**Appendix C*) from grade eligibility requirements twice per semester for a grade no lower than 60 in only one of the District-identified advanced classes listed in [FM\(LOCAL\)](#) with.

The student regains eligibility when the principal and teachers determine that he/she has: (1) earned a passing grade (70 or above) in all academic classes, other than those that are advanced, and (2) completed the three school weeks of ineligibility. All schools must check grades for all participants at the end of the **first six weeks of the school year (regardless of grading cycle)**. From that point, grades are checked at the end of each nine week grading period. Students who pass remain eligible until the end of the next grading period.

A student with an “Incomplete” grade is ineligible at the end of the seven day grace period unless the “Incomplete” was replaced with a passing grade prior to the end of the seven day grace period. Students with an “Incomplete” grade either within or beyond the end of the seven day grace period may regain eligibility if the work is made up in accordance with district policy in regard to time

allowed for make-up work and the conditions under which make-up work are allowed. (From UIL-TEA Side-by-Side Document)

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

UIL Eligibility Note: Students must complete makeup work prior to the end of the grading period for continued eligibility. Make-ups may continue into the new grading period, per specified timeline, but the makeup result would only impact the grade, not eligibility.

Reference policy [FM\(LOCAL\)](#) regarding the number of absences a student is allowed in a school year for extracurricular activities. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions. An absence for participation in an activity that has not been approved will receive an unexcused absence.

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you are entitled to review the district's records regarding the age of each football helmet used by the district, including when the helmet has been reconditioned.

Eligibility Regulations

A student shall be permitted to participate in extracurricular activities, subject to the following restrictions:

- During the initial six-week period of the school year, all students are eligible to participate in extracurricular activities if they have the necessary credits.
- A student is permitted up to 10 activity-related absences in any one semester or one year course in order to participate in school-related or school-sanctioned activities on or off campus. All UIL activities come under this provision, also.
- A student in grades 9-12 may participate in extracurricular activities on or off campus at the beginning of the school year only if the student has earned the cumulative number of credits in state-approved courses indicated in this subsection:
 - Beginning at the ninth grade year-has been placed or promoted from the eighth to the ninth.
 - Beginning of the second year of attendance at SHS-at least five (5) credits toward graduation.
 - Beginning of the third year of attendance at SHS-at least ten (10) credits toward graduation or a total of five credits which count toward high school graduation requirements must have been earned during the 12 months preceding the first day of the current school year.
 - Beginning of the fourth year of attendance at SHS-at least fifteen (15) credits toward graduation or a total of five (5) credits which count toward high school graduation requirements must have been earned during the 12 months preceding the first day of the current school year.

UIL Attendance Requirements

Students shall be in attendance for a minimum of one-half day the day of the activity or competition. For grades 9-12, students shall be in attendance a minimum of four class periods on the day of the activity or competition.

No Pass-No Play Exemptions (through UIL Regulation)

A student who receives a grade below 70 at the end of a grading period in any class may not participate in extracurricular activities for at least three school weeks. Exemptions to the No Pass No Play rule can be found in policy [FM\(LEGAL\)](#) and [FM\(LOCAL\)](#).

For more information, refer to the [Seguin ISD Handbook](#) and the UIL policy and administration page on the website <http://www.uiltexas.org/policy>.

EXTRACURRICULAR ACTIVITIES

The student should be encouraged to collect and/or make arrangements before the scheduled activity and to complete all work that is missed due to extracurricular activities such as, but not limited to, Athletics, Band, Choir, Stock Shows, etc. In accordance with the make-up work policy, students are allowed one school day for every day of class missed to make up any missed work. If students do not complete make-up work in the time allotted, the late work policy will apply.

For more information, refer to the [Seguin ISD Handbook](#).

ADDITIONAL CONSIDERATIONS - SPECIAL EDUCATION

- Any variations in District grading procedures should be determined by the student's Admission, Review and Dismissal (ARD) committee and included in the student's individual education plan (IEP).
- The student's ARD committee must ensure that the student receives instruction in the least restrictive environment and determine accommodations and/or instructional modifications to enable the student to participate in the general curriculum to the maximum extent possible.
- Individualized student goals and/or objectives will be developed to describe the specially designed instruction that the student must receive.
- 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 mandated accommodations and/or modifications.
- The student's grade must be reported on the report card in the same way as grades are reported for all students. The ARD committee will determine if report card grades are reported by the general education teacher, the special education teacher or a combination of both.
- In addition to the report card, all students in special education receive an IEP progress report that 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 and will be provided to all students in special education programs at each grading period at a minimum or more frequently as determined by the student's ARD committee.

Federal and state laws pertaining to the education of students in special education address the following points:

- All students will have access to the content standards (TEKS) for their appropriate grade level.
- When the ARD committee determines, students may access the grade level standards using the [TEA developed Vertical Alignment Document and Essence Statements](#) for all grade levels and subjects.
- The student's IEP and the student's goals and objectives should reflect the appropriate level at which the student is receiving instruction.
- Grades will be determined based on the student's mastery of the modified TEKS.
- The student's IEP progress report will also reflect a measurement of the student's progress toward mastery of the individualized goals and objectives.

PRE-K GRADE REPORTING

GRADE REPORTING

The SISD pre-kindergarten report card charts student mastery towards grade level expectations:

M = Student has mastered the skill

E = Student is emerging in the skill

D = Student is developing in the skill

The following non-numerical grades may also be used to report grades in citizenship:

- E - Exceeds expectations
- S – Satisfactory
- N – Needs improvement

Report cards will be given out to parents every 9 weeks.

ELEMENTARY (K-5) GRADE REPORTING

GRADE REPORTING

Grades K–1

The SISD K–1 report card charts student mastery towards grade level expectations in core content areas, special areas, and social emotional learning using the designations of:

- 4 = Masters grade level expectations- exhibits understanding beyond grade level expectations
- 3 = Meets grade level expectations- with appropriate support the student can consistently demonstrate concepts/skills
- 2 = Approaches grade level expectations- with minimal guidance the student can, with increasing frequency demonstrate concepts/skills
- 1 = Does not meet grade level expectations- with direct guidance/support the student is only beginning to demonstrate concept/skills

Grades 2–5

The SISD 2–5 report card charts student mastery towards grade level expectations in core content areas using the following letter grades:

A = 90 - 100

B = 80 - 89

C = 70 - 79

F = Below 70 (Failure)

INC = Incomplete (Grade will be given when work is completed)

WD = Withdrawn

Grades in each of the courses will be calculated as follows:

- Daily Grades (Minimum of 1 daily grade per content per week) - 60%
 - Class assignments, daily quizzes, exit tickets, class activities, and other similar assignments
- Major Grades (Minimum of 3 grades per nine weeks) - 40%
 - Summative Assessments such as unit tests, weekly tests, chapter tests
 - Research or other projects and other similar assignments

The following non-numerical grades may also be used to report grades in special areas and citizenship:

- E – Exceeds expectations
- S – Satisfactory
- N – Needs improvement
- U – Unsatisfactory

SECONDARY (6-12) GRADE REPORTING

GRADE REPORTING

Grades 6–12

Student mastery towards grade level expectations is documented using the following number grades in grades 6-12:

A = 90 - 100

B = 80 - 89

C = 70 - 79

F = Below 70 (Failure)

INC = Incomplete (Grade will be given when work is completed. See UIL Eligibility Section below.)

WD = Withdrawn

Grades reflect the student's relative mastery of class assignments.

Grades in each of the courses will be calculated as follows:

- Daily Grades (Minimum of 2 daily grade per week) - 50%
 - Formative Assessments such as class assignments, homework, class activities, exit tickets, daily quizzes and other similar assignments (excluding participation grades - see Conduct Reporting)
- Major Grades (Minimum of 3 grades per nine weeks) - 50%
 - Summative Assessments such as interim assessments, common formative assessment (CFA), unit assessments (UA), and performance assessments (PA) developed with a well-defined and detailed rubric.
 - Research projects, formal compositions, projects based on TEKS with detailed, well-defined rubric, and other similar assignments

*No "blanket" grades are to be issued for any grading period. A blanket grade is giving every student in the class the same grade for an assignment without regard to individual achievement. Each grade must reflect the student's relative mastery of an assignment.

ADDITIONAL PROCEDURES

Secondary (Grades 6-12) General Assessment Procedures and Resources

For teachers **with** access to content in TEKS Resource system: Assessments are created in Eduphoria with accessibility to online testing. Questions should correlate to the TEKS. PLCs will support this process.

Disaggregation of data will be done with PLC teams to plan for closing instructional gaps.

*STAAR Tested EOC contents will administer Interim Assessments that are cumulative. Interim assessments are a major grade. TEKS Resource System or similar district approved test bank will be used to ensure high levels of rigor similar to the STAAR test. Data will be housed in Eduphoria and disaggregated with PLC teams, administrators, and the academic dean or instructional coach to plan for closing instructional gaps.

OFFICIAL GRADE REPORTS

Progress Reports and Report Cards

Progress reports and report cards with each student's grades or performance and absences in each class or subject are issued at all grade levels. A parent/teacher conference will be scheduled, upon request, if a student receives a failing grade on the report card. For details about UIL eligibility, see **Seguin ISD Handbook**.

Additionally, grades are available for viewing through the Parent Portal:

- [Welcome to Seguin ISD Parent Self Serve](#)

2024-2025 GRADE REPORTING CALENDAR FOR (PK-12)

Dates Updated: August 1, 2024

	Teachers post and finalize grades	Run and distribute failure reports by 12:00 PM	Review and distribute to students	UIL eligibility check	Reporting Period Window
Progress Report 1	09/05/2024 12:00 AM - 09/10/2024 8:00 AM	09/10/2024	09/11/2024		1st 9 weeks 08/15/2024 to 10/18/2024
Progress Report 2	09/26/2024 12:00 AM - 10/01/2024 8:00 AM	10/01/2024	10/02/2024	*09/27/2024	
Report Card 1	10/17/2024 12:00 AM - 10/22/2024 8:00 AM	10/22/2024	10/25/2024	10/19/2024	2nd 9 weeks 10/21/2024 to 12/20/2024
Progress Report 3	11/07/2024 12:00 AM - 11/12/2024 8:00 AM	11/12/2024	11/13/2024	11/08/2024	
Progress Report 4	12/05/2024 12:00 AM - 12/10/2024 8:00 AM	12/10/2024	12/11/2024	12/06/2024	3rd 9 weeks 01/08/2025 to 03/07/2025
Report Card 2	12/19/2024 12:00 AM - 01/08/2025 8:00 AM	01/08/2025	01/10/2025	12/20/2024	
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Progress Report 7	04/03/2025 12:00 AM - 04/08/2025 8:00 AM	04/08/2025	04/09/2025	04/04/2025	
Progress Report 8	04/24/2025 12:00 AM - 04/29/2025 8:00 AM	04/29/2025	04/30/2025	04/25/2025	
Report Card 4	05/21/2025 12:00 AM - 05/23/2025 8:00 AM	05/23/2025	05/23/2025		

***For UIL Eligibility, the first six weeks is a progress report and needs to be current as this is the one progress report that students can lose eligibility.**

ACADEMIC INTEGRITY

Academic dishonesty as defined in the Seguin ISD Policy ([EIA](#)):

“A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, 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.”

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

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

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

- Any misrepresentation of another’s work as one’s own, including the copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, electronic media, and other similar works.
- Paraphrasing another’s work as one’s own without proper citation

Academic dishonesty may result in academic and behavioral consequences

- A student found to have engaged in academic dishonesty will be subject to loss of credit for the work in question, as well as disciplinary penalties, according to the Student Code of Conduct. The teacher may consider alternative consequences based on the circumstances.

CONSEQUENCES OF ACADEMIC DISHONESTY

<p>ELEMENTARY (Grades K-5) <u>First infraction:</u> Parent contact with behavior consequence; redo assignment under monitored setting</p> <p><u>Second infraction:</u> Parent/student/teacher conference to develop prevention plan; redo assignment under monitored setting</p> <p><u>Third infraction:</u> Parent/teacher/student/administrator conference; redo in a monitored setting with a maximum grade of 70</p>	<p>SECONDARY (Grades 6-12) <u>First infraction:</u> 0 (zero) on daily, test or major grade; can redo for a maximum grade of 70 and parent contact</p> <p><u>Second infraction:</u> 0 (zero) on daily, test or major grade; no redo and parent/student/teacher conference to develop prevention plan and referral to administrator</p> <p><u>Third infraction:</u> 0 (zero) on daily, test or major grade; no redo and referral to administrator and counselor with behavior contract as well as a parent/teacher/student/administrator conference</p> <p>*SEE ADVANCED PLACEMENT AND DUAL CREDIT CONTRACTS FOR COURSE-SPECIFIC INFORMATION</p>
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REQUIRED ATTENDANCE

To receive credit or a final grade in a class, a student in kindergarten through grade 12 must attend the class at least 90% of the days it is offered. A student who attends between 75% to 89% of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends less than 75% of the class days or does not complete the principal approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy [FEC.](#)]

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences for the reasons listed in the Compulsory Attendance - Exemptions section of the Student/Parent Handbook will be considered extenuating circumstances.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- Absences incurred due to the student's participation in board approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the student or the student's parent had any control over the absences.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and discuss ways to earn or regain credit or a final grade.

The student or parent may appeal the committee's decision to the board by following policy [FNG\(LOCAL\)](#).

SECONDARY PROCEDURES

SCHEDULE CHANGES

Schedule changes can have a significant impact on the calculation of the nine week average. Schedule changes will be considered for the following reasons:

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

COURSE LEVEL CHANGES

ADVANCED* COURSES

Course level changes may be considered at the end of the first nine weeks for courses other than Advanced Placement. To be eligible for a course level change, a student must be misplaced in the current course. Course level change options and grading considerations for such changes include the following:

1. In order to transfer to an on-level class, the student must have made a sincere effort to succeed, as determined by the campus personnel, by completing work, and attending tutorials. A student's request for a course level change is dependent upon available space in the on-level course and the following criteria:

- Parent contact to report student concerns/struggles
- Attend a minimum of three tutorial sessions with teacher
- Attend face-to-face student/parent/teacher/counselor conference
- Approval from campus principal or Associate Principal of Instruction.

If a student earns a grade below a 70 for any nine weeks in an advanced course, the following must occur:

- The student must attend tutoring a minimum of once a week for the subsequent nine weeks period
- A parent/teacher conference must be schedule to address the student's progress

2. A student who transfers to an on-level course from an advanced course after the first nine weeks is **not** eligible to earn weighted points for the semester. However, if a student transfers to an on-level course after the first semester, the student will receive weighted points for the first semester only.

ADVANCED PLACEMENT (AP) COURSES

Contact the campus for information about the **ADVANCED PLACEMENT CONTRACT** for exit policy and processes.

DUAL CREDIT COURSES

Contact the campus for information about the **DUAL CREDIT CONTRACT** for exit policy and processes.

EXEMPTIONS FOR NO PASS NO PLAY

ADVANCED, ADVANCED PLACEMENT, AND DUAL CREDIT COURSES*

Students enrolled in high school courses will be permitted to use the UIL Waiver Request form for two courses each semester. Waiver forms can only be used for grades(s) of 60 or above in Advanced*, Advanced Placement (AP), or Dual Credit courses. Students are not permitted to waive failing grades in any other courses.

All of the high school Advanced*, Advanced Placement and Dual Credit qualify for exemptions under the No Pass No Play rule. The list of courses that can be exempted from No Pass No Play can be found on the UIL Waiver Request form.

Students wishing to apply the exemption waiver may submit the UIL Waiver Request form in Appendix B, C, or D to the Academic Dean.

**As of the 2020-2021 school year, Pre-Advanced Placement (or Pre-AP) will now be labeled as "Advanced".*

CREDIT BY EXAMINATION

Reference: [CBE District Procedures](#)

[For further information, see the school counselor and policy [EHDB\(LOCAL\)](#).]

[For further information, see policy [EHDC\(LEGAL\)](#).]

CREDIT BY EXAM TESTING DATES FOR 2024-2025

FALL 2024		SPRING 2025	
Test Dates	Registration Deadline	Test Dates	Registration Deadline
July 29 - August 09	July 22	January 20 - January 31	January 10
October 14 - October 25	October 04	May 12 - May 23	May 2

EDGENUITY: CREDIT RECOVERY VERSUS ORIGINAL CREDIT

Overview of Online Curriculum Program

Seguin ISD utilizes Edgenuity to provide students in grades 6-12 access to online curriculum. Comprehensive Courses are aligned to the Texas Essential Knowledge and Skills (TEKS) and provide a level of rigor and learning similar to regular classes. Courses are computer-based and students complete the work in a self-paced setting with a facilitating teacher. The online setting of Edgenuity courses may not allow for the higher-level, problem solving, critical thinking skills that would be possible with a teacher during daily face-to-face instruction in a regular classroom setting.

Students in Seguin ISD may use Edgenuity in the following settings:

1. Credit Recovery
2. Original Credit

Credit Recovery Program for a Course With Prior Instruction

Credit Recovery is an opportunity for students who have received prior instruction in a course, but did not earn credit due to a failing grade, to complete coursework in order to earn the credit. This option is used for students to complete courses that are required for graduation in order to keep them on track to graduate with their cohort.

***Course credit recovered through Edgenuity **cannot** be used to reinstate UIL eligibility nor is it recognized by the NCAA Eligibility Center.

***Students may not complete a course in which they have already obtained credit.

Original Credit Without Prior Instruction in a Course

Edgenuity may be used for original credit when a student's regular schedule prevents him/her from remaining on cohort because of extracurricular courses such as band, football, ROTC, etc. Additionally, students who plan to graduate as juniors, and have successfully mastered areas of the STAAR End-of-Course (EOC) Exams, may take Edgenuity elective courses to remain on cohort.

GPA (Grade Point Average)

All grades earned for credit recovery coursework using Edgenuity are EXCLUDED from the calculation of a student's class rank, per Seguin ISD Board Policy [EIC \(Local\)](#).

All grades earned for original credit coursework, completed using Edgenuity WILL be included in the calculation of a student's class rank, per Seguin ISD Board Policy [EIC \(Local\)](#).

A list of Edgenuity courses can be found [here](#). To request access to Edgenuity, please contact your school counselor.

COLLEGE, CAREER, AND MILITARY READINESS

Every student entering the ninth grade will develop a personal graduation plan (PGP) with their counselor. The PGP will include a pathway to earn an indication for college, career, and/or military readiness in order to be prepared for post-secondary endeavors. Below is a list of the indicators:

- 1) ***TSI Initiative***: Meeting TSI college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in the Texas Education Code §28.014 in both reading and mathematics.
- 2) ***Advanced Placement (AP)***: Meeting the criterion score on an AP examination in any subject area. Criterion score is 3 or more for AP.
- 3) ***Dual Course Credit***: Earning at least three credits in ELA or mathematics or at least nine credit hours in any subject.
- 4) ***Armed Forces***: Enlists in the US Army, Navy, Air Force, Coast Guard, or Marines.
- 5) ***Associates Degree***: Earning an associate's degree prior to graduation from high school.
- 6) ***IEP and Workforce Readiness***: Receive a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services.
- 7) ***Earn an Industry-Based Certification***.
- 8) Complete an ***OnRamps Dual Enrollment Course*** (Seguin ISD does not offer OnRamps.)
- 9) ***Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student***: A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA).
- 10) ***Earn a Level I or Level II Certificate***: A graduate earning a Level I or Level II certificate in any workforce education area.

DISTRICT TESTING

Eduphoria

All non-project based summative assessments must be created in Eduphoria as campus or district assessments. Online testing must be available for each assessment and therefore quick keys will not be allowed. Additionally, all questions must have TEKS attached for data analysis purposes. The standard format for assessment naming shall mimic the following convention:

<School Year> <Campus*> <Grade> <Subject> <Level**> <Sequencing Number>

Example:

- 2023-2024 AJB Grade 8 Math Adv Unit 1

**Only include campus name if the assessment will ONLY be administered on that specific campus*

***Level should be included for Advanced Placement (AP) or Dual Credit*

Questions that require teacher scoring are expected to be scored **within 3 days** of the test being administered. The following PLC meeting from test administration shall be designated to analyze the results of the assessment utilizing [District Data Analysis Protocol](#). PLCs may use the district [Data Action Plan](#) (Secondary) or a campus-based template (Elementary) to document action plans developed. The PLC will develop a plan for spiraling back/providing interventions for any TEKS in which students performance was below grade level expectations.

Campus administration teams will review and monitor action plan implementation and track performance and growth of individual TEKS throughout the year. Campus Principals will report the analysis to central office administration at campus check-ins.

Eduphoria Professional Learning

- [Eduphoria Teacher Learning Site](#) - free digital learning website
- [Eduphoria Online Help Guide](#)
- Seguin ISD Eduphoria Google classroom. (*Classroom Code: osausgp*)

Request for campus based professional learning, campus administrators should contact Kristi Miranda for Eduphoria Aware and/or contact Danica Murillo for Eduphoria Strive.

Data Dialogues

Data dialogues will occur quarterly and will include, but not be limited to:

- A review and analysis of student performance in state tested subjects and grade levels on campus and district level assessments
- Spiraling/intervention plans for low performing TEKS
- Address support for subpopulations such as SPED, ELL, etc.
- Action Plan in response to student performance

The following protocol can be used: [Data Analysis Protocol](#)

Year-at-a-Glance (YAG)

Please refer to the Canvas Resource Course (internal link) for more information about instructional expectations.

STANDARDIZED TESTING

Secondary Grade Levels

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate examination to take; these examinations are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT and more information can be obtained on these assessments from the school counselor.

PSAT/SAT Testing

PSAT link	SAT link
Students generally tested: <ul style="list-style-type: none">• Juniors• Sophomores	Students generally tested: <ul style="list-style-type: none">• Seniors who have yet to take the SAT and have passed all EOCs

*Students who are not selected to test can sign up on a first come, first serve basis if there are additional tests available.

Note: Participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness) Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student’s ARD committee.

STAAR Spanish is available for eligible students through grade 5 for whom a Spanish version of STAAR is the most appropriate measure of their academic progress and documented in the students’ LPAC.

High School Courses, End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments will be administered for the following courses:

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

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR end-of-course (EOC) Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student’s ARD committee.

An admission, review and dismissal (ARD) committee for students receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student’s personal graduation plan (PGP).

STUDENT SUPPORTS FOR ONLINE TESTING

*Testing Accommodations

The following table below lists possible, but not all, accommodations for consideration for standardized testing. Students may be eligible for these supports on standardized testing if they are **routinely and effectively** used during classroom instruction and testing. Click on the links for more information.

A one-time upload of student online accommodations will be uploaded to Eduphoria at the beginning of the academic year. After the initial upload at the beginning of the year, changes or updates must be made by the ARD facilitator or campus administrator at the the time of the ARD, 504, LPAC or MTSS/RTI meeting.

Additionally, student documentation (IEP, 504,MTSS/RTI or LPAC paperwork) should be uploaded to Eduphoria into the students profile. Teachers are responsible for viewing the documents and implementing the accommodations.

[Student Documentation in Eduphoria Student Profiles](#)

- How to load documents in a student profile.
- How to verify if a teacher has viewed a student's forms.
- How teachers locate newly updated forms to view.

For information on updating online testing accommodations in Eduphoria, please refer to the following document: [Managing Student Supports in Eduphoria](#)

<u>Accessibility Features</u> (No approval required.)	Designated Supports (Approval from special programs committee required.)	Designated Supports (Approval from TEA and special programs committee required.)
<ul style="list-style-type: none"> ● Bilingual Dictionaries ● Real Aloud to Self ● Scratch Paper ● Colored Overlays ● Magnifying Devices ● Highlighters ● Amplification Devices ● Projection Devices ● Tools for Minimizing Distractions ● Individual Testing ● Small-Group Testing ● Reminders to Stay on Task 	<ul style="list-style-type: none"> ● <u>Basic Transcribing</u> ● <u>Braille/Refreshable Braille Calculation Aids (Grades 3-7)</u> ● <u>Content and Language Support (Online only)</u> ● <u>Extra time (Same Day)</u> ● <u>Individualized Structured Reminders</u> ● <u>Large Print</u> ● <u>Oral/Signed Administration (Paper only)</u> ● <u>Text-to-Speech (Online only)</u> ● <u>Manipulating Test Materials</u> ● <u>Mathematics Manipulatives</u> ● <u>Spelling Assistance</u> ● <u>Supplemental Aids</u> 	<ul style="list-style-type: none"> ● <u>Complex Transcribing</u> ● <u>Mathematics Scribe</u> ● <u>Other (Not addressed by any accessibility features or designated supports.)</u>

TESTING CALENDARS

To access calendars, please click on the links below.

All assessments with dates presented next to them have been set by TEA or the College Board. All other assessments are subject to being administered in the timeframe specified.

[2024-2025 Assessment Calendar](#)

APPENDIX A: SEGUIN ISD RESOURCE LINKS

Board Policies	RESOURCE LINK	
Curriculum - Grading	EIA (LOCAL)	EIA (LEGAL)
Retention and Promotion	EIE(LOCAL)	EIE(LEGAL)
Class Ranking	EIC (LOCAL)	EIC (LEGAL)
Student Activities	FM (LOCAL)	FM (LEGAL)
Attendance for Credit	FEC (LOCAL)	FEC (LEGAL)
Student Rights - Grievances	FNG (LOCAL)	FNG (LEGAL)
Credit by Exam w/ prior instruction	EHDB (LOCAL)	EHDB (LEGAL)
Credit by Exam w/o prior instruction	EHDC (LOCAL)	EHDC (LEGAL)

TOPIC	RESOURCE LINK	
Curriculum TEA Links	TEKS TEKS in Spanish ELPS PreK Guidelines STAAR Alt 2 Resources and Essence Statements	
Course Syllabus Template	Syllabus Template	
House Bill 1416	HB1416	
HB1416 TRACKER	HB1416 Campus/Teacher Hour TRACKER	
TEA Accelerated Instruction site	Accelerated Instruction	
UIL website - Eligibility	UIL Eligibility	
UIL Parent Information Manual	UIL Parent Manual	
UIL Texas	UIL Texas	
UIL Policy	UIL Policy	
Seguin ISD Parent Self Serve	Seguin ISD Parent Self Serve	
Credit by Exam	CBE District Procedures	
Edgenuity courses	Edgenuity	
Data Action Plan	Data Action Plan	
Data Analysis Protocol	Data Analysis Protocol	
Eduphoria Teacher Learning Site	Eduphoria Teacher Learning Site	
Student Documentation Eduphoria	Student Documentation in Eduphoria Student Profiles	
Student Supports Eduphoria	Managing Student Supports in Eduphoria (Accommodations)	
2024-2025 Assessment Calendar	2024-2025 Assessment Calendar	

APPENDIX B: SEGUIN ISD HIGH SCHOOL ADVANCED PLACEMENT (AP) and DUAL CREDIT (DC) ACADEMIC WAIVER 2024-2025

Print Student Name: _____

Student ID: _____

Date: _____

Grading Period: _____

UIL Coach/Sponsor: _____

Activity: _____

This course exemption request is for _____ (Nine Weeks Average:) and is listed under [Sequin ISD's FM\(LOCAL\)](#) exemption policy. Restrictions for a Local UIL waiver are as follows:

- may be used ***only twice per semester*** for a grade between 60-69,
- and may only be used for one course at a time.

The ***district-identified*** honors classes are

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. English/Language Arts <ul style="list-style-type: none"> ▪ All AP Courses ▪ All Dual Credit Courses 2. Fine Arts <ul style="list-style-type: none"> ▪ All AP Courses 3. Languages other than English <ul style="list-style-type: none"> ▪ All AP Courses ▪ All Dual Credit Courses | <ol style="list-style-type: none"> 4. Mathematics <ul style="list-style-type: none"> ▪ All AP Courses ▪ All Dual Credit Courses 5. Science <ul style="list-style-type: none"> ▪ All AP Courses ▪ All Dual Credit Courses 6. Social Studies <ul style="list-style-type: none"> ▪ All AP Courses ▪ All Dual Credit Course |
|---|---|

Eligibility will be reinstated under the following conditions:

- Return this waiver form within the 7-day grace period of a new grading period to the Academic Dean with the parent/guardian's decision to exercise waiver and their signature; no later than 4:05 p.m.
- Signature of academic dean (*copy will be given to student if requested*)
- The original copy of this form will reside with the Academic Dean for the fiscal school year in progress

___ I choose to exercise the waiver for my child.

___ I choose to NOT exercise the waiver for my child.

Print Parent Name

Parent Signature

Date

Print Academic Dean Name

Academic Dean Signature

Date

Received By _____ Date _____ Time _____

**APPENDIX C: SEGUIN ISD MIDDLE SCHOOL
ADVANCED ACADEMIC WAIVER
2024-2025**

Print Student Name: _____

Student ID: _____

Date: _____

Grading Period: _____

UIL Coach/Sponsor: _____

Activity: _____

This course exemption request is for _____ (Nine Weeks Average:)
and is listed under [Seguin ISD's FM\(LOCAL\)](#) exemption policy. Restrictions for a Local UIL waiver are as follows:

- may be used ***only twice per semester*** for a grade between 60-69,
- and may only be used for one course at a time.

1. Mathematics
 - Algebra I Advanced
 - Geometry Advanced
2. Languages other than English
 - All MS Spanish course

Eligibility will be reinstated under the following conditions:

- Return this waiver form within the 7-day grace period of a new grading period to the Academic Dean with the parent/guardian's decision to exercise waiver and their signature; no later than 4:05 p.m.
- Signature of academic dean (*copy will be given to student if requested*)
- The original copy of this form will reside with the Academic Dean for the fiscal school year in progress

___ **I choose to exercise the waiver for my child.**

___ **I choose to NOT exercise the waiver for my child.**

Print Parent Name

Parent Signature

Date

Print Academic Dean Name

Academic Dean Signature

Date

Received By _____ Date _____ Time _____

**APPENDIX D: SEGUIN ISD MIDDLE SCHOOL
ADVANCED MATHEMATICS PARENT OPT-OUT AGREEMENT**



Seguin ISD

**Middle School Advanced Mathematics Program
Parent/Guardian Opt-Out Agreement**

The Texas Education Code, Section 28.029(c), allows a parent or guardian to opt out their student from the Middle School Advanced Mathematics Program. The purpose of this program is to give students the opportunity to take Algebra I in grade 8 and thereby Calculus before graduating high school.

Student Information

Student Name: _____

Student Grade: _____ Campus: _____

Parent or Guardian

I have received written notice regarding the benefits to my child participating in the middle school advanced mathematics program and I grant permission for my child to return to grade-level instruction.

Signature of Parent/Guardian

Date

School Administrator

I certify that (student name) meets the criteria below to return to grade-level mathematics instruction.

- The student and his or her parent/guardian have been advised by a school counselor of the specific benefits of remaining in the middle school advanced mathematics program.

Signature of school administrator

Date

Title