



This *Secondary Grading and Reporting Policy* rescinds and supersedes all previous policy, memoranda, and/or guidance promulgated by DCPS on this subject matter.

Chancellor Approval: *Lewis D. Fuchs*
Effective: August 26, 2024

Secondary Grading and Reporting Policy

I. PURPOSE AND SCOPE

The District of Columbia Public Schools (DCPS) mission is to ensure that students reach their full potential through rigorous and joyful learning experiences provided in a nurturing environment. DCPS is focused on accelerating growth for students of all identities and abilities by ensuring equitable access to opportunity and removing barriers to learning. This policy conveys DCPS requirements for grading and reporting on student academic progress for secondary students (i.e., grades 6 – 12).

DCPS believes that grades are in the service of ongoing learning, provide timely feedback, and help plan personalized instruction, while making a record of growth and development over a student’s school career. As such, grades are a measure of a state of skill and knowledge of content that is taught, learned, and demonstrated based on the DCPS curriculum and are transparent and consistent among all schools, within set parameters. Grades are based on standards-based evidence of student learning demonstrated in foundational course engagement, assignments, and assessments throughout the term. Grades are not a mechanism used to sort students, perpetuate opportunity gaps, or manage students’ behavior. Grades are not based on institutional compliance or compatibility nor are they a tool for teaching accountability or consequence lessons to students.

This policy rescinds and supersedes all previous policy, memoranda, and guidance promulgated by DCPS on this subject matter.

II. AUTHORITY AND APPLICABLE LAW¹

Source	Citation
District of Columbia Law	D.C. Official Code § 38-781.01 <i>et seq.</i> – Student Promotion
District of Columbia Municipal Regulations	Office of the State Superintendent of Education <ul style="list-style-type: none"> - 5-A DCMR Chapter 21 – Compulsory Education and School Attendance - 5-A DCMR § 2203 – Academic Requirements [for Graduation] - 5-A DCMR Chapter 24 – Dual Enrollment Regulations - 5-A DCMR § 2813 – [Nonpublic School] Grades and Promotions District of Columbia Public Schools <ul style="list-style-type: none"> - 5-B DCMR § 2103 – Truancy - 5-B DCMR Chapter 22 – Grades, Promotion, and Graduation Original Title 5 <ul style="list-style-type: none"> - 5-E DCMR Chapter 22 – Grades, Promotion, and Graduation - 5-E DCMR Chapter 26 – Student Records

¹ Nothing in this policy will supersede federal, state, or local law.

III. KEY TERMS AND DEFINITIONS

Advanced Placement (AP) means college-level courses following The College Board guidelines and testing system.²

Dual Enrollment Program means high school students enroll in approved college courses, taken on a college campus, and earning both high school and college credit.³

Excused Absence means when a school-aged student is absent from school with a recognized valid excuse in alignment with the District of Columbia Municipal Regulations (DCMR) and DCPS *Attendance and Truancy Policy*.⁴

Grade Point Average (GPA) means an average of a student's grades accumulated during the term or school year.

High School Transcript means the official record of the courses, grades, and GPA of a student pursuing a high school diploma.

Honors means courses which cover more content in greater depth than general courses of the same subject.⁵

International Baccalaureate (IB) means the program of study following requirements of the International Baccalaureate Organization.⁶

Late Entry means when a student enrolls in a course after 50% of the instructional time has passed.

Multilingual Learner means a student who is eligible for ESOL (English for Speakers of Other Languages) services in order to access grade-level content; previously referred to as English language learner.

Parent means a natural parent, adoptive parent, stepparent, other primary caregiver, or any person who has legal custody of a student by court order.⁷

Unexcused Absence means when a school-aged student is absent from school without a recognized valid excuse in alignment with the DCMR and DCPS *Attendance and Truancy Policy*,⁸ with or without parental approval.⁹

² 5-B DCMR § 2200.7.

³ 5-A DCMR § 2400.1.

⁴ Available at dcps.dc.gov/publication/attendance-and-truancy-policy.

⁵ 5-B DCMR § 2200.7.

⁶ 5-B DCMR § 2200.7.

⁷ See D.C. Official Code § 38-781.01(4).

⁸ Available at dcps.dc.gov/publication/attendance-and-truancy-policy.

⁹ See 5-A DCMR § 2102; see also 5-A DCMR § 2199.

IV. REQUIREMENTS

A. Grading

Teachers have primary responsibility for evaluating the work of the student.¹⁰

All students will receive instruction leading to the achievement of DCPS content standards, including Multilingual Learners (MLs) and students with disabilities.¹¹ MLs will receive dedicated instruction leading to the development of English language skills and the mastery of academic content. A student's grade in the content area will not reflect the student's acquisition of English language skills but rather achievement of the content standards.¹² Individualized Education Program (IEP) teams or Section 504 teams will determine appropriate accommodations and curricular modifications where necessary. A student's grade will not reflect that accommodations have been made.¹³

All schools offering Central Services-approved competency-based courses, including credit recovery courses, must provide students and families with written explanations of how course grades will be determined if term grades will be determined differently than the calculations required by [Section IV.B \(Term Grade Calculations\)](#). Written explanations must be provided at the beginning of each course or upon enrollment.

1. Grade Entry

Teachers in secondary courses (i.e., grades 6 – 12) must record a minimum of two (2) grades for every five (5) school days in which the course meets.¹⁴ Teachers are encouraged to exceed this requirement and to regularly return graded work to provide ongoing, timely feedback to students and parents. Teachers are also encouraged to record a mix of Student Engagement, Student Practice & Application, and Assessment grades¹⁵ to provide varied feedback to students and parents throughout the term.

In the gradebook, assignments may be given possible point values of 10, 20, 25, 50, or 100 points depending on their significance (e.g., a homework assignment may be worth only 10 points, while a test may be worth 100 points). Gradebooks will be monitored weekly for the timely recording of assignment grades. Teachers are prohibited from entering a term grade if they have not submitted at least nine (9) assignments for the term.

Teachers must assign a minimum grade of "F" (calculated at 63%) to assignments in which a student put forth reasonable effort (i.e., evidence of student input, response, effort, or attempt at the task) as defined by the school in its handbook or on its website. All assignments graded as an "F" should be viewed as incomplete, so that the student can revise and resubmit the assignment. If a student did not work on an assignment or did not turn it in, the assignment should be graded as "WS" (calculated at 50%).

¹⁰ 5-B DCMR § 2200.4.

¹¹ 5-B DCMR § 2200.5.

¹² 5-B DCMR § 2200.5(a).

¹³ 5-B DCMR § 2200.5(b).

¹⁴ This requirement is intended as a continuation of current grading and recording practices and is meant to adapt expectations set for A/B course schedules to accommodate the semesterized schedule.

¹⁵ See [Section IV.B \(Term Grade Calculations\)](#) for descriptions of these grade categories.

Students must be provided an opportunity to revise any substandard work (i.e., work graded as a “D+” or below) if they put forth reasonable effort as described above when submitting the original assignment. Teachers are expected to provide targeted and actionable feedback to students to support their improvement as they revise assignments. Alternative assignments that are aligned to the standards of the original assignment may be given at the discretion of the teacher, and teachers should follow standard grading procedures and timelines when recording revised grades in the gradebook. All resubmitted work must be submitted by the late work deadline as defined in [Section IV.C.6 \(Makeup and Late Work\)](#), and can only be resubmitted once. Except for Required Curricular Tasks, the maximum grade a student can receive on revised work is a “C.”

All Required Curricular Tasks from the Canvas Course Companions can be revised and resubmitted subject to the deadlines described in this section. However, revised Required Curricular Tasks do *not* have a maximum grade restriction and can receive any grade up to an “A.”

2. Grading Scales

At the secondary level (i.e., grades 6 – 12), grades of “A” through “F” will be assigned by the teacher according to this policy and to indicate the degree of achievement by a student of the content standards in each course.¹⁶ Final grades are the average of all term grades, with no additional weighting for midterm or final exams.¹⁷

Grades will be as follows:¹⁸

[table on next page]

¹⁶ 5-B DCMR §2200.7.

¹⁷ See 5-B DCMR § 2200.7.

¹⁸ See 5-B DCMR § 2200.7.

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Grades	Numerical Equivalent	Credit	GPA	Grade Point Value ¹⁹			Additional Comments
				On Grade (Unweighted)	Honors, Pre-AP	AP, IB, Dual Enrollment ²⁰	
A	93% to 100%	Yes	Yes	4.0	4.5	5.0	
A-	90% to 92%	Yes	Yes	3.7	4.2	4.7	
B+	87% to 89%	Yes	Yes	3.3	3.8	4.3	
B	83% to 86%	Yes	Yes	3.0	3.5	4.0	
B-	80% to 82%	Yes	Yes	2.7	3.2	3.7	
C+	77% to 79%	Yes	Yes	2.3	2.8	3.3	
C	73% to 76%	Yes	Yes	2.0	2.5	3.0	
C-	70% to 72%	Yes	Yes	1.7	2.2	2.7	
D+	67% to 69%	Yes	Yes	1.3	1.8	2.3	
D	64% to 66%	Yes	Yes	1.0	1.5	2.0	
F	63% ²¹	No	Yes				
W	Withdrawn	No	No				
L	Late entry	No	No				Converts to AUD (Audit) at end of following term if coursework is not completed.
I	Incomplete	No	No				Converts to F after 10 school days if coursework is not completed.
M	Medical	No	No				
P	Pass	Yes	No				
AUD	Audit	No	No				
S	Satisfactory	No	No				For use in homeroom or other non-academic time.
U	Unsatisfactory	No	No				For use in homeroom or other non-academic time.
WS ²²	Waiting for Submission	No	Yes				Notes assignments that have not yet been submitted. Calculated at 50%.

¹⁹ For additional information on calculating high school grade point averages, please see dcps.dc.gov/publication/calculating-high-school-grade-point-averages.

²⁰ See 5-A DCMR § 2403.3.

²¹ DCPS calculates a grade of "F" as a 63%.

²² The "WS" mark is intended as a temporary grade to be replaced after submission of an assignment.

Grades in courses failed and retaken for credit in grades kindergarten through twelve (12) will not replace previously earned grades for any given course but are included in the student's cumulative Grade Point Average (GPA).²³ Grades earned in extended education programs such as Summer Learning, STAY School, Opportunity Academy, and Evening Credit Recovery courses have the same credit and GPA value as standard year courses.²⁴

B. Term Grade Calculations

Term grades²⁵ should reflect the diverse nature of student work and will be calculated using the following categories and weights: 10% Student Engagement, 50% Student Practice & Application, and 40% Assessment. All categories must have multiple assignments recorded in them by the end of the term.

Categories and weights are pre-populated into teachers' gradebooks and defined as follows:

- **Student Engagement (10%):** This category includes demonstration of active engagement in schooling through a variety of means, including students submitting work, revising work, or creating weekly work plans to manage their time and tasks, and completing their work plans. Work plans may include personalized revision or extension work, as needed. In addition, credit for evidence of listening, speaking, writing, interacting, or leading during class discussions or group activities will be included in this category. Engagement contributes to student learning. Absences will not count against the Student Engagement grade.
- **Student Practice & Application (50%):** This category includes all student work products that practice and apply discrete and cumulative skills acquired from individual lessons throughout a unit. Assignments allow students to integrate skills successfully and acquire content through application and practice. Tasks leading to the Required Curricular Tasks in the Canvas Course Companions include assignments in this category. If students do not demonstrate proficiency on these tasks, they receive specific qualitative feedback to revise the tasks, raise the grade, and demonstrate increased proficiency. Work in this area should increase in complexity over the course of a unit, building toward cumulative assessments. These assignments are completed in class or outside of class, and they can be supported by teachers, peers, or resources.
- **Assessment (40%):** This category includes all formal evaluations of individual student skills, knowledge, progress, and proficiency. Assessments in the Required Curricular Tasks in the Canvas Course Companions – which are included in this category – range from traditional tests and quizzes to performance-based tasks that demonstrate student skill and knowledge of an entire unit. Assessments are completed independently within a set amount of time in a formal testing environment and honor student accommodations. They can be administered by DCPS or by teachers. Students who do not demonstrate proficiency on assessments receive specific qualitative feedback on revision and can revise or retake the assessment as provided in [Section A.1 \(Grade Entry\)](#) to raise the grade and demonstrate increased proficiency.

²³ 5-B DCMR § 2200.8

²⁴ 5-B DCMR § 2200.8.

²⁵ DCPS divides its academic calendar into four “terms,” each consisting of a nearly equal number of school days. An “advisory” period, as referenced in the DCMR, is equivalent to a DCPS “term.”

C. Reporting and Supporting Student Progress

1. Notification

Parents and students will be informed, in writing and on a regular basis, of the progress students make toward achieving the content standards.²⁶ To that end, principals are responsible for ensuring parents are notified by the end of September of the name and contact information for the school staff member they should call about concerns impacting their child's academic, social, or behavioral progress. When assessing student progress for Multilingual learners, both content mastery and WIDA English Language Development Standards should be utilized. When assessing students' productive language, the WIDA Speaking and Writing Rubrics should be used alongside the content rubric.

2. Progress Reports

Progress reports are to be issued to all students at the midpoint of each term. Teachers should provide grades and comments on the progress report to indicate any change in progress toward achieving the content standard or to encourage students to continue their satisfactory progress. Teacher comments are required for students receiving a "C" or below. The comments must specifically state why the student is struggling or failing and what they need to do to pass or improve their progress in the class. Families who have indicated that their preferred correspondence language is a language other than English must receive either a translation of the document or a thorough explanation of the document through telephonic interpretation (e.g., Language Line).²⁷

All students should be given the opportunity to demonstrate achievement after progress reports are issued, even if they are failing when they receive their progress report. Teachers must work with designated staff, the student's parent(s), and the student to identify appropriate interventions.

3. Report Cards

Report cards for secondary schools will be distributed at the end of each term and will include the student's final term grade for each class. Report cards will be distributed no later than twelve (12) school days after the end of the term.²⁸

4. Parent-Teacher Conferences

Parent-teacher conferences are scheduled meetings between the parent of the student and the teacher of the class, course, or subject in which the student is enrolled. It is best practice to include the student at these conferences. These meetings or conferences are designed for the parent and student to be informed of the student's progress and for the group to discuss strategies, supports, and plans for the student's success. Topics to be discussed at a conference can include academics, attendance, and behavior. Parent-teacher conferences must be held within two (2) weeks of report card distribution for students who receive an "F" for the term. If a student has an "F" in multiple classes, the teachers in those classes may hold a joint conference with the parent(s).

²⁶ See 5-B DCMR § 2200.9.

²⁷ For more information about language access requirements, please see the *Language Access Policy* at dcps.dc.gov/page/language-access-policy.

²⁸ 5-B DCMR § 2200.10.

5. Supports for Students with Failing Grades

Teachers must notify parents in writing if, by the mid-point of a term, the teacher considers the student to be at risk of failing and, if appropriate, refer the student to the Student Support Team (SST).²⁹ An instructional support plan must then be developed for students who have a failing grade. These plans should identify what each student needs to do to improve their grade. Students with an IEP or Section 504 plan can also have a support plan. Instructional support plans will range in duration and intensity and should be aligned with current school practices, intervention planning, and the Student Support Team (SST) process.³⁰

While all plans will be documented and approved by teachers, it is best practice for students to be given the opportunity to help draft their own plan. Teachers should also maintain written documentation of all efforts taken to communicate the plan with the student and parent. Copies of plans should be provided to the student's parent(s) and retained in the student's file.

Each adult student, or the parent of a student who is a minor, will be informed in writing no later than twelve (12) school days after the close of the third term of the student's promotion or graduation status.³¹ Progress reports and report cards will be used to share this information and notify students and parents of the student's promotion or graduation status. Any student who has not met the standards in a course or grade will be notified no later than the last day of school to ensure timely enrollment in summer learning.³²

6. Makeup and Late Work

Teachers must provide students with an opportunity to make up work when a student is absent from class, and late work must be accepted and graded. All late work for assignments due before progress reports must be submitted by the end of the progress report marking period. Assignments due before this period will not be accepted after this deadline. All late work for assignments assigned after the end of the progress report marking period is due by the end of the term. Teachers will communicate the date of the end of the progress report marking period for each term with students.

To incentivize on-time submission of assignments and proper attendance, the grade for late assignments submitted following an unexcused absence will be reduced by one (1) letter grade (e.g., "A-" will change to a "B-"). Students with excused absences must be given the opportunity to earn full credit and will be provided with an equivalent period of time to complete the missed work (i.e., no less than one (1) additional calendar day for each day missed) with all assignments submitted by the corresponding deadlines. Otherwise, teachers should follow standard grading procedures when grading makeup work. Alternative assignments may be given at the discretion of the teacher, and standards must be aligned to the original assignment. Teachers must provide written communication to students at the beginning of the course regarding the school-wide makeup work policy.

D. Academic Integrity

Schools are vital places of learning and growth for students where they develop academically; prepare

²⁹ 5-B DCMR § 2200.9(b).

³⁰ For additional information on SSTs, please see dcps.dc.gov/page/student-support-teams.

³¹ 5-B DCMR § 2204.1.

³² 5-B DCMR § 2200.11.

for their future lives and careers; and develop important personal qualities, such as perseverance, problem-solving, fairness, and honesty. Cheating, plagiarism, and other acts that violate principles of academic integrity threaten the school environment and are prohibited in DCPS.

Violations of the principles of academic integrity occur when a student does not do their own work or does not complete assignments in accordance with the guidelines set by their teachers. Schools will respond to violations of academic integrity with the following interventions and consequences based on the level and repetition of offense:

		Share Documented Notification with Student	Hold Documented Meeting with Parent/Guardian	Log in Student Behavior Tracker (SBT) and Panorama ³³	Initial Assignment Grade	Resubmission
Minor Offense	1 st offense	Yes	Optional	Optional	Graded as "F"	One resubmission allowed for full credit
	2 nd offense	Yes	Yes	Optional	Graded as "F"	One resubmission allowed with one letter grade deduction
	3 rd offense or more	Yes	Yes	Optional	Graded as "F"	No resubmission allowed
Major Offense	1 st offense	Yes	Yes	Yes	Graded as "F"	One resubmission allowed with one letter grade deduction
	2 nd offense or more	Yes	Yes	Yes	Graded as "F"	No resubmission allowed

Offenses are cumulative by individual courses in a given school year, and the count is reset at the beginning of each school year.

The specific classification of offenses (i.e., what behavior qualifies as a minor or major offense) is at the discretion of each school. A non-exhaustive list of example classifications of offenses is as follows:

- **Minor Offenses:** Improper or lack of citations, plagiarizing a minor portion of an assignment, impermissibly³⁴ using artificial intelligence (AI) on a minor portion of an assignment, copying answers on a minor portion of an assignment, or Practice & Application assignments.
- **Major Offenses:** Using an AI program to plagiarize an entire assignment; copying answers or using AI on all or most an assignment; or cheating on an exam, project, or major assignment.

³³ When a school logs an infraction into SBT, that information will automatically be logged into Panorama.

³⁴ DCPS staff can visit the [Ed Tech Information & Resources SharePoint](#) for more resources on using AI in the classroom, including the DCPS Artificial Intelligence Toolkit.

E. Failure Due to Absence

Secondary students with ten (10) unexcused absences in any class will receive an initial written notice that they are at risk of receiving a grade of “FA” (Failure Due to Absences) in that subject upon accumulating more than thirty (30) unexcused absences, unless an exception applies.³⁵ Secondary students with fifteen (15) unexcused absences in any class will receive an additional written warning that they are at risk of receiving a grade of “FA” (Failure Due to Absences) in that subject upon accumulating more than thirty (30) unexcused absences.³⁶

Secondary students accumulating more than thirty (30) unexcused absences in a course within a full school year will receive a failing final grade (i.e., an “F”) in that course with a resulting loss of course credit.³⁷

F. Appeals

1. Appeals for Failures Due to Absence

A written appeal may be filed by a parent, primary caregiver, or student on behalf of any student receiving a failing grade(s) due to unexcused absences.³⁸ This appeal must be submitted to the principal of the school attended or to a designee of the Chancellor within ten (10) school days after receipt of the failing grade(s).³⁹ All appeals must be accepted in the preferred communication language of the family.

Upon receipt of such an appeal, the principal or Chancellor’s designee will appoint an Appeals Panel and will forward all written appeal requests to the panel chairperson within three (3) school days.⁴⁰ This Appeals Panel must consist of not less than three (3) members to be selected from the following, one of which must be from category (a):

- a. A person designated by the principal or Chancellor’s designee, who will be the panel chairperson;
- b. A guidance counselor;
- c. A department chairperson;
- d. A teacher, other than the one involved in the matter being appealed;
- e. An attendance staff person, or
- f. A representative from DCPS Central Services.⁴¹

Substitutions of no more than two (2) members of the Appeals Panel may be made when necessary.⁴²

The Appeals Panel must hold a hearing within ten (10) school days after its appointment by the principal or Chancellor’s designee.⁴³ The student, their parent(s)/guardian(s), or duly authorized representative will appear at the hearing to represent the student. One of these individuals will be given the opportunity to present the student’s case and, upon request, to question the involved teacher and to be

³⁵ 5-B DCMR § 2103.4.

³⁶ 5-B DCMR § 2103.5.

³⁷ 5-B DCMR § 2103.6.

³⁸ 5-B DCMR § 2103.7.

³⁹ 5-B DCMR § 2103.8.

⁴⁰ 5-B DCMR § 2103.9.

⁴¹ 5-B DCMR § 2103.10.

⁴² 5-B DCMR § 2103.11.

⁴³ 5-B DCMR § 2103.12.

duly informed of the panel's recommendations.⁴⁴

Each appeals panelist, including the chair, will have an equal vote; however, two (2) voting members can render a decision.⁴⁵ In the case of a tie vote, the initial grade is deemed to be upheld by the Appeals Panel.⁴⁶ The Appeals Panel's recommendation will be forwarded immediately to the principal or Chancellor's designee who will issue the Panel's decision within ten (10) school days after the hearing.⁴⁷

The student, their parent(s), or duly authorized representative may appeal the decision of the Appeals Panel by writing to the Chancellor's official grade appeal designee within ten (10) school days after receipt of the decision.⁴⁸ Contact information for this designee will be included with the Appeal Panel's decision. When an appeal of the Appeals Panel's decision is filed, the Chancellor's official grade appeal designee will review all documentation submitted and issue the final administrative decision in the matter.⁴⁹ This written determination will be issued within five (5) school days of the review and consideration of all submitted evidence.⁵⁰ In these second-level appeals of the Appeals Panel's decision, the burden to show why the grade(s) in question should be changed will be on the student or their parent, and strict rules of evidence will not apply.⁵¹

2. Other Grade Appeals⁵²

A parent or student has the right to seek to amend educational records believed to be inaccurate, misleading, or in violation of a student's privacy. An initial request for grade modification must be submitted in writing to the school principal.

The school principal will immediately notify, in writing, the affected teacher of the challenge and ask the teacher to provide all tangible, pertinent, detailed, and dated records to substantiate the grade given.⁵³ Within ten (10) school days of receipt of the appeal, the principal will review and consider all submitted records with the challenging party or representative and the teacher and issue a determination in writing. If any grade modifications are made pursuant to this grade challenge process, the principal must notify the affected teacher in writing prior to the grade modification and include the reasons for the modification.⁵⁴

A parent or student may appeal the principal's decision by submitting a written appeal to the school's

⁴⁴ 5-B DCMR § 2103.13.

⁴⁵ 5-B DCMR § 2103.14.

⁴⁶ 5-B DCMR § 2103.15.

⁴⁷ 5-B DCMR § 2103.16.

⁴⁸ 5-B DCMR § 2103.17.

⁴⁹ 5-B DCMR § 2103.18.

⁵⁰ 5-B DCMR § 2103.19.

⁵¹ 5-B DCMR § 2103.19.

⁵² 5-E DCMR § 2602 provides regulations related to this process.

⁵³ Collective Bargaining Agreement Between The Washington Teachers Union Local #6 of the American Federation of Teachers and The District of Columbia Public Schools; October 1, 2020 – September 30, 2023; Art. 19.1.1.-2, available at dcps.dc.gov/page/washington-teachers-union-wtu.

⁵⁴ Collective Bargaining Agreement Between The Washington Teachers Union Local #6 of the American Federation of Teachers and The District of Columbia Public Schools; October 1, 2020 – September 30, 2023; Art. 19.1.2, available at dcps.dc.gov/page/washington-teachers-union-wtu.

Instructional Superintendent⁵⁵ within ten (10) school days of receipt of the principal's decision.

When an appeal is submitted to the Instructional Superintendent, the Instructional Superintendent will have ten (10) school days within receipt of the appeal to review and consider all submitted evidence and issue a final determination in writing. The following procedural guidelines will apply:

- The burden to show why the grade(s) in question should be changed will be on the student or their parent; and
- Strict rules of evidence will not apply.

G. Transfer Students

Students transferring into DCPS from another school district or charter school will have their transcripts reviewed and will be placed into the appropriate courses for the current term.⁵⁶ If an incoming transfer student cannot provide their transcript, it is the responsibility of the student's new school to request the transfer student's prior records from their previous school upon enrollment. If a student enters a course in which they were enrolled in at their previous school, their corresponding previous grades should be transferred over, and the student should be permitted to continue progressing in the course.

If a student enters a course in which they were not previously enrolled within the first half of a term, they should be enrolled in the course, provided the opportunity to make up the missed work for that term by the end of that term, and permitted to earn a grade upon completion of the work.

- If the student enters a course within the first ten (10) school days that that course meets, all typical deadlines for late work as described in [Section IV.C.6 \(Makeup and Late Work\)](#) will apply.
- If a student enters a course after the tenth meeting of the course, their teacher will create individualized deadlines for their makeup assignments based on when in the term they entered the course and their competency with the coursework. If the student misses the typical or individualized deadlines for submission of their makeup assignments, they will receive a letter grade reduction as described in [Section IV.C.6 \(Makeup and Late Work\)](#).

If a student enters a course in which they were not previously enrolled in the second half of the term, they are considered a Late Entry. These students may enroll in the course and will be provided the opportunity to make up the missed work from that term until the end of the following term. If they have not completed all coursework by the end of the current term, they will receive an "L" (Late Entry) on their report card. If the coursework is completed by the end of the following term, the "L" will be removed and the student will receive their appropriate grade.

If a student is not enrolled for the full length of a course but has participated in at least 25% of the scheduled class, they should be provided the opportunity to demonstrate mastery in the material that was covered and earn credit through a competency-based assessment.

⁵⁵ See dcps.dc.gov/page/instructional-superintendents to identify the respective Instructional Superintendent and for contact information.

⁵⁶ For additional information on incoming transfer students and transfers of credits, please see dcps.dc.gov/publication/transfer-of-credit-policy.

V. POLICY IMPLEMENTATION REQUIREMENTS

All DCPS employees are required to comply with the requirements set forth in this policy. To support its implementation, secondary school principals are expected to inform all staff of required activities and timelines within this policy on an annual basis.

Implementation of this policy will be reinforced through a central oversight process which includes regular data reviews, record sampling, reviews of underlying documentation, and site visits, as necessary. This framework will ensure that DCPS builds a system of continuous improvement and prevent noncompliance.

DCPS is committed to serving every student with equity, excellence, transparency, and accountability. Questions or concerns regarding this policy should be directed to the Office of SEAD Strategy or the Office of Integrity. For any concerns about or violations of this directive, contact the Office of Integrity by completing the Online Referral Form⁵⁷ or sending an email to dcps.cio@k12.dc.gov.

⁵⁷ Available at dcps.dc.gov/page/office-integrity.