

Teachers are not prohibited from permitting multiple opportunities for students desiring to retake assignments/assessments to improve a grade.

Teacher retake policies

Unless a teacher creates an alternate policy for their classroom that is approved by the principal, listed in the teacher's syllabus, and posted on the teacher's website (as part of the syllabus or separate), the following assumptions exist regarding teacher retake policies of all teachers at GHS:

- All retakes are due to the teacher prior to the end of the 9-weeks, as required by teacher. The teacher is not required to accept work submitted 5 minutes after dismissal on the final day of the 9-weeks, unless teacher and student have made a prior (and mutually agreeable) arrangement.
- A successful retake will change the score to the minimum passing grade.
- Only failed assignments may be retaken.
- The teacher may require one or more of the following as part of the retake process:
 - The teacher may require that the student submit corrections to the original, failed version of the assignment prior to the retake.
 - The teacher may require that the student submit copy of the student's class notes covering all or part of the material covered by the assignment, prior to the retake.
 - The teacher may require that the student complete the retake at a pre-arranged and mutually agreed upon time or in a special supervised environment.
 - The teacher may administer a different version of the assignment. For the purposes of test security, "different version" includes versions specially created for the retake that may differ substantially from the original version in format, but covering the same standards.
 - The teacher may deny retakes if the student did not put in significant effort on the original assignment. Significant effort requires: three fourths of questions are attempted, no randomly marked answers, and work represents meaningful and deliberate thought.
- If a teacher has a 9-weeks test, that test score may be used to replace pre-defined assignments in lieu of a re-take (for example, a teacher may determine that a 9-weeks test score is going to replace the lowest test score). Such arrangements must be outlined in the teacher's syllabus.
- If a student's IEP, 504, or any other special education plan conflicts with any of these expectations, the special education document shall prevail.