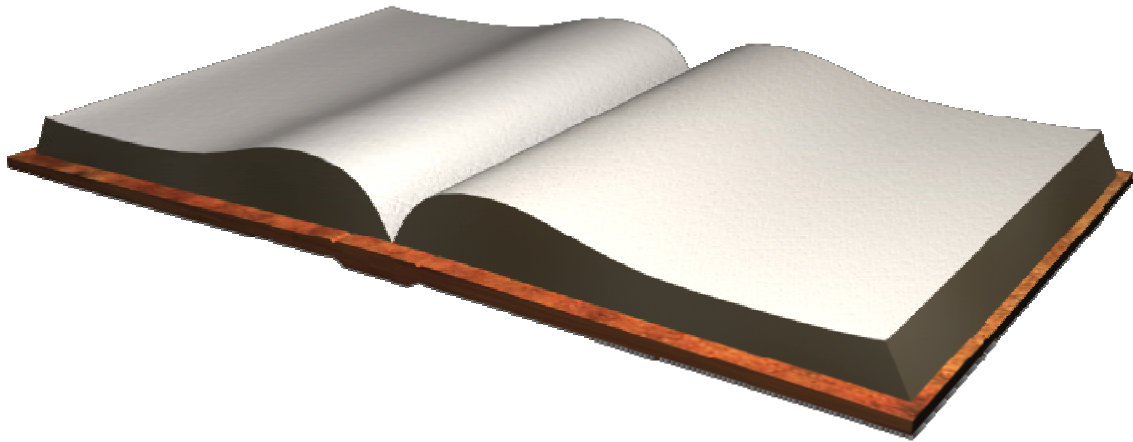


GRADING HANDBOOK



2008-2009

Tyler Independent School District

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Tyler, Texas 75710

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PREFACE

This manual includes material from legal statutes, State Board of Education rule, School Board Policy, and Administrative Regulation.

Citations include:

Texas Education Code, TEC
Legislature
<http://tlo2.tlc.state.tx.us/statutes/ed.toc.htm>

State statutes adopted by the Texas

Texas Administrative Code, TAC
State Board of Education
<http://www.sos.state.tx.us/tac/index.shtml>

Rules and regulations adopted by the

TISD Policy (LEGAL)
<http://www.tasb.org/policy/pol/private/212905/>

TISD Board approved policies that are mandated by, and referenced to, a source of authority common to all school districts such as Texas Education Code or Texas Administrative Code – when no parenthetical reference is made, Legal policy is assumed – Example: Policy EIF refers to Policy EIF (LEGAL)

TISD Policy (LOCAL)
<http://www.tasb.org/policy/pol/private/212905/>

TISD Board adopted policies derived from legal references or from District initiated material

Other useful publications that interpret district practice may be accessed at:
<http://www.tylerisd.org/01ABOUT/handbooks.htm>

Student Code of Conduct

Student and Parent Handbook

TISD Policy On Line

Table of Contents

AWARD OF CREDIT	1
Academic Achievement Record	1
Advanced Courses	1
Aging Out.....	1
Award of Credit	2
Certificates of Coursework Completion	2
Correspondence Courses.....	2
Courses Taken in Middle School for H.S. Credit	2
Credit by Examination with Prior Instruction.....	2
Credit by Examination without Prior Instruction.....	3
Dual Credit Courses.....	3
Early Graduation.....	3
Graduation: Academic Achievement Requirements.....	4
Notification of Graduation Requirements.....	4
Pass/Fail Courses	4
Personal Graduation Plan.....	4
Physical Education Excuses, Exemptions.....	5
Physical Education Substitutions.....	5
Private or Comm.-Sponsored Phys. Activity Programs.....	5
Reading for State Graduation Credit.....	5
Repeat Courses.....	6
State Graduation Requirements	6
Transfers from Out-of-State or Nonpublic Schools.....	6
CLASS RANK.....	6
Class Ranking	6
Class Ranking for Early Graduation.....	7
Valedictorian and Salutatorian.....	7

GRADING	7
Academic Dishonesty	7
Elementary Conduct Grades	7
Elementary Grade Book Guidelines	8
Elementary Grading Guidelines.....	8
Exemptions from Semester and Final Examinations	9
Gifted and Talented Program.....	9
Grade Penalties for Make-Up Work and Late Projects	9
Grading Guidelines	10
Grading Guidelines for Accelerated Reader Program	10
Grading of LEP Students	11
Grading of Special Education Students	11
Homework.....	11
Interim Reports (Progress Reports).....	12
Make-Up Work.....	12
Notice to Parents	12
Parent Conferences	12
Parent Grade Book Viewer	12
Progress Reporting (Report Cards).....	13
Relation to Essential Knowledge and Skills	13
Secondary Conduct Grades.....	13
Secondary Grade Book Guidelines	14
Secondary Grading Guidelines	15
RETEACHING AND TUTORIAL SERVICES	16
Reteaching and Tutorials.....	16
Dropout Recovery Education Programs	17
Mentoring Services Program	17
STUDENT ATTENDANCE	17
Absence from Class or School - Elementary	17
Absence from Class or School - Secondary.....	17
Absence from School and Participation in Extracurricular Activities.....	17
Absences	17

Attendance Accounting.....	18
Attendance Committee.....	18
Attendance Comm. Conditions for Awarding Credit	18
Attendance Comm. Guidelines on Extenuating Circum.....	18
Attendance for Credit.....	19
Attendance for State Funding Purposes.....	19
Dismissal.....	19
Make-Up Work for Absences	19
Medical and Dental Appointments	20
Minimum Enrollment.....	20
Off Campus Errands	20
Parental Notice of Excessive Absences	20
Personal Illness	20
Tardiness.....	20
Truancies/Class Cuts.....	21
STUDENT PROMOTION.....	21
Local Criteria for Promotion, Retention and Grade Adv.....	21
State Criteria for Promotion, Retention and Grade Adv.....	22
SUMMER SCHOOL	25
Elementary	25
Secondary.....	25

GRADING HANDBOOK

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AWARD OF CREDIT

Academic Achievement Record (9-12) Policies EI, FDA and FL

The District shall use the academic achievement record (transcript) form designated by the State Board and shall be maintained permanently by the District. Any credit earned must be recorded on the transcript regardless of when the credit was earned. Copies of the record shall be made available to students transferring to another district, and the District shall respond promptly to all requests for student records from receiving districts.

Advanced Courses TAC 74.30, Policy FM (LOCAL)

The following are identified as advanced classes concerning extracurricular activities:

- All College Board Advanced Placement courses, International Baccalaureate courses, and high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One)" in the disciplines of English language arts, mathematics, science, social studies, fine arts, and languages other than English
- Precalculus;
- Art IV, Dance IV (not to include drill team activities), Music IV, and Theatre IV;
- Languages other than English courses Levels IV-VII
- All Pre-AP and Pre-IB courses in the core areas

Aging Out Policy EIF

A student receiving special education services may also graduate and receive a regular high school diploma upon the ARD committee determining that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP. 19 TAC 89.1070

Award of Credit TAC 74.26, Policy EI

The award of credit for a course by a school district affirms that a student has satisfactorily met all state and local requirements. A student may not be given credit for a class unless the student is in attendance for at least 90 percent of the days the class is offered. Education Code 25.092 [See FEC] Credit for courses for high school graduation may be earned only if the student received a grade of 70 on a scale of 100, based upon course-level, grade-level standards of the essential knowledge and skills curriculum. Credit earned toward state graduation from an accredited school district shall be transferable and must be accepted by any other school district in the state. A district may not prohibit a new student from attending school pending receipt of transcripts or records from the school district the student previously attended. Credit earned in a local-credit course may be transferred only with the consent of the receiving school district. A school district must ensure that the records or transcripts of out-of-state, out-of-country, or Texas nonpublic school students are evaluated and that the student is placed in appropriate classes promptly.

Certificates of Coursework Completion Policy EI (LOCAL)

The District shall not issue certificates of coursework completion to students who fail to meet all state and local requirements for graduation. (See also EIF, EIG, 19 TAC 74.14)

Correspondence Courses Policy EEJC (LOCAL)

All high school students are eligible to take correspondence courses and earn credit toward graduation. Prior approval is required before enrollment in a course. Students may earn a maximum of two (2) state required credits through correspondence courses and may be enrolled in only one course at a time. The score and credit earned in a course shall be placed on the student's transcript and the score shall be used to calculate class rank.

Courses Taken in Middle School for High School Credit Policies EI, EHAC

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

Credit by Examination with Prior Instruction Policy EEJA (LOCAL)

If a student has failed to demonstrate mastery for a course due to a failing grade or excessive absences, Credit by Examination may be used to regain credit. Examinations are offered six times a year, posted on the district's assessment calendar, with registration procedures. Credit By Examination shall not be used to gain eligibility for participation in extracurricular activities. A fee is charged by the District to purchase each exam. To receive credit, students shall score a grade of 70 or above on an examination. If a score of 70 or above is attained, the score shall be placed on the student's transcript and shall be used to calculate class rank, when applicable. If an attempt to pass an examination is unsuccessful, a failing score shall not be reported on the student's transcript.

Credit by Examination without Prior Instruction Policy EEJB (LOCAL)

If a student wishes to take an examination for acceleration, no fee shall be charged. The District requires students to reimburse the cost of exams that were scheduled and not attempted by the student. If a parent or student requests an alternative examination, the District may administer the test purchased by the parent or student from a State Board approved university. If a score of 90 or above is made, credit shall be awarded. The score and credit shall be placed on the student transcript and shall be used to calculate class rank, when applicable. If an attempt to pass an examination is unsuccessful, a failing score shall not be reported on the student's transcript.

For Kindergarten Acceleration the criteria shall include:

- Scores of 90 percentile or better on a readiness test(s) and/or achievement test(s) that is administered by appropriate District personnel;
- Recommendation of the kindergarten or preschool the student has attended;
- Chronological age and observed social and emotional development of the student;
- Parent and Administrative approval; and
- Other criteria deemed appropriate by the principal and Superintendent.

Dual Credit Courses Policy EHDD

Juniors and seniors who meet entrance requirements may be granted credit for college courses taken at approved institutions. Students must submit a written request for credit to the high school principal. College courses may be taken concurrently with high school courses or during the summer. Students must pay all costs associated with taking college courses such as tuition, textbooks, etc. Upon completion of a course, a student must furnish the District an official college transcript. To receive high school credit, a course grade shall be no lower than a 70. Grades earned through college courses are not used in calculation of class rank or for honor roll purposes.

College courses offered concurrently with high school courses are taught by high school teachers approved by Tyler Junior College and are offered within the high school advanced placement program. The Coordinator of Advanced Studies approves the AP course curriculum in coordination with Tyler Junior College. Qualified students may take the number of concurrent courses offered on their campus during the time span of their junior and senior years. The college grade for courses taught on the high school campus through distance learning TV or the internet shall be calculated under the rules of the college.

Early Graduation Policy EIF

A parent is entitled to request, with the expectation that the request will not be unreasonably denied, that the parent's child be permitted to graduate from high school earlier than the child would normally graduate, if the child completes each course required for graduation. The decision of the Board concerning the request is final and may not be appealed. Education Code 26.003(a)(3)(C) 26.003(b) [See FMH, FNG]

To be eligible to graduate early, a student shall complete all coursework and exit-level testing required of the ninth-grade class in which he or she begins high school. A student wishing to graduate in fewer than four years and be considered as an honor students shall complete a written application in the counselor's office at the beginning of his or her sophomore year. Written parental approval shall be submitted with

the application. The student shall receive counseling regarding requirements and schedules. Policy EIC (LOCAL)

Graduation: Academic Achievement Requirements Policy EIF

A student may graduate and receive a diploma only if the student successfully completes:

- The curriculum requirements identified by the State Board of Education and has performed satisfactorily on the exit-level assessment instruments for English language arts, mathematics, social studies, and science as identified in Education Code 39.025 and administered by a Texas school district, Texas education service center, open enrollment charter school, the Texas Education Agency (TEA); or other individual or organization designated by the Commissioner of Education; or
- An individualized education program (IEP) developed under Education Code 29.005. [See EHBAB]

Notification of Graduation Requirements Policy EIF

In order to provide timely and full notification of graduation requirements, the Superintendent shall be responsible for:

- Notifying each student and the student's parent or guardian in writing no later than the beginning of the student's seventh-grade year of the testing requirements for graduation.
- Notifying each student in grades 7-12 new to the District and the student's parent or guardian in writing of the testing requirements for graduation; and
- Notifying each student who shall take the tests required for graduation and the student's parents or guardian, as well as out-of-school individuals, of the dates, times, and locations of testing. 19 TAC 101.13

Pass/Fail Courses Policy EHAC

The school district shall allow a student who wishes to take core courses in excess of the state and local requirements to take such courses on a Pass/Fail basis. High school students who have completed the required credits in math, science, English, social studies or foreign language may opt to take additional classes in these subjects on a Pass/Fail designation. The student must declare intent to take the course on a Pass/Fail basis prior to the fifth day of the course on a block schedule. Students who have a grade average of 70 or above shall be awarded credit, but Pass/Fail courses shall be excluded in computing the grade point average. Numerical grades will be recorded throughout the semester on progress reports and report cards, but final credit will be recorded as P or F. For the purposes of NCAA and other organizations that do not recognize P or F, P=70 and F=69.

Personal Graduation Plan (PGP) Policy EIF

A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who:

- Does not perform satisfactorily on a state assessment instrument; or

- Is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade level nine, as determined by the District.

A PGP must:

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

A student's IEP developed under Education Code 29.005 [see EHBAB] may be used as the student's PGP. Education Code 28.0212

Physical Education Excuses, Exemptions Policy EHAA

A note from a physician is required for a temporary excuse of more than two weeks. A student with a temporary excuse shall remain in class and complete alternate assignments. Modifications or exemptions from physical education must be documented. Students in secondary schools are expected to change clothes for physical education activities. Students who have religious convictions concerning dress shall not be exempted from physical education, but their convictions shall be respected.

Physical Education Substitutions Policy EIF (LOCAL)

The District shall allow students to substitute drill team, marching band, or cheerleading for the fall semester; Junior Reserve Officer Training Corp (JROTC), Athletics, Dance I-IV, and two- or three-credit career and technology work-based training courses for the 1.5 required credits of physical education.

Private or Commercially-Sponsored Physical Activity Programs Policy EIF (LOCAL)

The District shall award state graduation credit for physical education for appropriate private or commercially-sponsored physical activity programs conducted either on or off campus, upon approval by the Commissioner of Education.

Reading for State Graduation Credit Policy EIF (LOCAL)

The District may offer a maximum of 3 credits of reading for state graduation elective credit for identified students. Students shall be identified as eligible to earn reading credit based on recommendation by teacher or counselor and scores on assessment instruments and/or achievement tests.

Repeat Courses Policy EHAC

Students at the high school level shall not be allowed to repeat a course which they completed with an average of 70 or better and were awarded credit. This regulation would apply to any course recognized by the state and TISD that earns credit for graduation whether offered at the high school or middle school level. Students may be allowed to audit courses.

State Graduation Requirements Policy EIF

All credit for graduation must be earned no later than grade 12. For current state graduation requirements, see <http://www.tea.state.tx.us/rules/tac/chapter074/index.html>. The District requires completion of 2 credits in addition to those required by the state for graduation under the Minimum Program. The additional credits shall be electives.

Transfers from Out-of-State or Nonpublic Schools Policy EIF

Out-of-state or out-of-country transfer students (including foreign exchange students) and transfer students from Texas nonpublic schools are eligible to receive a Texas diploma but shall complete all high school graduation requirements under 19 TAC 74.11, 74.41 or 74.51, as applicable, to satisfy state graduation requirements. Any course credits required for graduation that are not completed before enrollment in the District may be satisfied by credit by examination, correspondence courses, distance learning, or completing the course according to the provisions of 19 TAC 74.26. 19 TAC 74.11(f), 74.41(e), 74.51(f) [See EEJA, EEJB, EEJC, EHDE, and EI]

CLASS RANK

Class Ranking Policy EIC (LOCAL)

For the purposes of class rank, courses designated as Advanced Placement or International Baccalaureate shall be assigned an additional ten (10) points on the final grade for each course. Courses designated as Pre-Advanced Placement or Pre-International Baccalaureate shall be assigned an additional five (5) points on the final grade for each course. Other courses shall be assigned no additional points unless approved by the District.

To calculate class rank, all final grades in all courses shall be multiplied by the number of credits for that course. The product of the multiplication shall be added for each course earned by the student for a total. The total shall be divided by the number of credits attempted. For students in grades 9-11, this number shall determine the class rank at the time the calculations are made. For students in grade 12, this number shall determine the final class rank.

Only those grades earned in the District shall be included in the determination of class rank. Credits from other schools outside the District shall be accepted. If a student transfers into the District with letter grades, these grades will be converted and recorded on the academic achievement record.

A+ = 98	B+ = 88	C+ = 78
A = 95	B = 85	C = 76
A- = 90	B- = 80	D = 72

F = <70

Unofficial class standing will be available to each student or parent upon request from the grade level counselor or Records and Scheduling Officer following each semester in grades 9-12. Upon determination, students in grade 12 shall be notified of official class rank.

Class Ranking for Early Graduation Policy EIC (LOCAL)

A student who completes graduation requirements in fewer than four years shall be ranked in the class with which he or she actually graduates. Early graduates shall be eligible for valedictorian and salutatorian positions if they are reclassified after receiving 18 credits. However, a student who meets the requirements of the early high school graduation scholarship program under Education Code 56.203 at the end of summer school shall not be ranked within a graduating class and shall not be eligible for valedictorian and salutatorian honors.

Valedictorian and Salutatorian Policy EIC (LOCAL)

Two member of each graduating class shall be honored as valedictorian and salutatorian. The following guidelines apply:

- To be eligible for valedictorian or salutatorian honors, a student shall have been initially and continuously enrolled in the assigned school for the four regular semesters (fall and spring) preceding graduation and shall completed the Recommended or Distinguished Achievement Program for graduation.
- To qualify to speak at graduation as valedictorian or salutatorian, a student shall not have been engaged in any serious misconduct as defined by the Student Code of Conduct, including assault, possession of a weapon, alcohol or drug-related offenses, arson, or felony criminal mischief during his or her last two semesters.
- Should the valedictorian or salutatorian not be the first or second ranked student in the class due to eligibility requirements for these honors, the actual class rank will be indicated on the graduation program through the salutatorian position.

GRADING

Academic Dishonesty Policy EIA (LOCAL)

Students found to have engaged in academic dishonesty shall be subject to disciplinary penalties and grade penalties on assignments or tests. 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 other supervising professional employee, taking into consideration written materials, observation, or information from students.

Elementary Conduct Grades

Conduct grades, based on classroom observation and judgment of teachers, carry no numerical significance. A student's academic grade average is based exclusively on scholastic achievement. The conduct grade is used to reflect cooperation and responsiveness of the student. In kindergarten, conduct grades are recorded as S-Satisfactory and N-Not Satisfactory. Conduct grades and traits for grades 1-5 are defined as follows:

Excellent	Earns consistent praise/recognition for exemplary behavior.
Satisfactory	Conforms to school and class rules. Responds to occasional correction in a positive manner.
Needs Improvement	Requires consistent/repeated correction.
Unsatisfactory	Disrupts class, poor attitude, lacks respect for class or teachers.

Elementary Grade Book Guidelines

Accurate and up-to-date on-line grade books will be kept by each teacher with a sufficient number of grades for each student. So that realistic grade averages may be obtained, the minimum number of grades in the grade book will be:

- Six (6) to ten (10) daily grades per six weeks with a minimum of three (3) at progress report time and at least one (1) grade per week
- The number of assessment grades will vary with the length of curriculum units.

The electronic grade book for grades 2-5 will have two categories for grades: daily grades and assessment grades. Examples of the types of grades suitable for each category include the following:

- Daily Grades: daily class work, worksheets, quizzes, group work, book reports, AR points, spelling tests, vocabulary quizzes
- Assessment Grades: district curriculum assessments, performance indicators, and other teacher-made tests given at the conclusion of each unit of study, major project grades, short informative evaluations

These two categories will be weighted so that the average of the daily grades will comprise 60% of the six weeks grade and the average of the assessment grades will comprise 40% of the six weeks grade. Assessment grades lower than a 70% should be retaught and reassessed.

The purpose of grade reporting is to inform parents and students about learning. Six week grades of 70 or greater indicate that a student is mastering the required curriculum. Any six week grade below 70 indicates that a student is failing to master the required curriculum. It is recommended that teachers post any failing grade between 69-50. It is strongly recommended that any six week grade earned that is less than 50 be posted as a 50, and that the teacher communicates to the parent the grade earned and develop a plan for improvement.

Grade books shall be filed with the principal at the end of the school term. Grade books shall be available for examination for a period of five (5) years. A printout from the computer grade book may be submitted instead of a handwritten grade book.

Elementary Grading Guidelines

In pre-kindergarten, checks denoting progress shall be given. In kindergarten designations of “satisfactory”, “needs more time,” and “unsatisfactory” shall be given to report progress to parents. In grade one, students are rated on a rubric scale of 1-6 in reading, writing, and mathematics and are awarded:

- + = excellent
- = satisfactory
- = limited progress

on science, social studies, and personal development and work habits.

In grades 2-5, numerical scores in language/composition, reading, math, science/health, and social studies shall be given to report progress to parents. Designations of "excellent," "satisfactory," "needs improvement" or "unsatisfactory" shall be given in physical education, fine arts, work-study habits and citizenship.

- The six-week grade in science/health is an average of the grades recorded during the six weeks in those subjects.
- PE grades are based on effective mastery of the Texas Essential Knowledge and Skills.
- A final grade in each subject is obtained by averaging the six-week grades.
- Grammar and spelling errors shall be noted on student assignments.
- Students shall not grade test papers or record grades.
- Grades shall not be changed unless an error has been made and shall be subject to the principal's approval.

Exemptions from Semester and Final Examinations Policy EIAA (LOCAL)

A student in either grade 11 or grade 12 shall be exempt from semester and final examinations in any class for which he or she has maintained a grade average of 90 or above and has accrued two or fewer absences. Exemptions shall not be granted to students who have earned discipline referrals, or who have been suspended or expelled.

Students in AP and IB courses who study for and take the nation AP or the international IB examinations in May shall be exempt from the local final examination for the course. If the student chooses to take the AP or IB course local examination, he or she may do so by informing the teacher of such a decision three weeks before the date of the local final examination.

A student granted an exemption from an examination shall be counted as present for credit purposes, even though the student shall not be required to be in attendance when the examination is administered. A student awarded an exemption from any exam shall be counted as absent as required by State attendance guidelines. However, this absence will not be counted against the student in terms of the 90 percent attendance rule.

Gifted and Talented Program

Elementary gifted and talented students are served in the TARGET pullout program. Secondary gifted and talented students are served through advanced studies courses such as Pre-AP, Pre-IB, AP and IB. Students in the gifted program may be assessed to determine if the program meets the educational needs of the student. At any time the parent of a gifted student, the regular classroom teacher, the advanced studies/TARGET teacher, or principal may request a meeting to review a student's placement in the program. If the consensus of the review committee, including the Director of Advanced Studies, indicates the program is not meeting the educational needs of the student, the student may be withdrawn from services. Secondary students who are not enrolled in an advanced studies course may also be withdrawn from the program.

Students may not be removed from participation in the gifted and talented program on the basis of only one criterion such as grades. However, a grade below 80 may signal that a review of the student's participation in the course of study needs to be conducted. Just as several criteria are used to determine placement, several criteria are required for withdrawal. A gifted and talented placement review form must be completed for each student being assessed.

Grade Penalties for Make-Up Work and Late Projects

Students shall be expected to make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time. Teachers may assign a penalty to any project turned in after the due date in accordance with previously established guidelines approved by the principal and disseminated to students.

Grading Guidelines Policy EIA (LOCAL)

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

Grading Guidelines for Accelerated Reader Program

Elementary

Accelerated Reader is an individualized component of Tyler ISD's comprehensive reading instruction that motivates and encourages reading through monitored practice at each child's independent reading level.

This AR component is intended to:

- increase fluency
- check comprehension
- build reading confidence and stamina
- develop vocabulary
- provide accountability
- promote literary appreciation
- promote optimal growth for each individual child

Grade Book Guidelines:

Of the 10 reading grades required each six weeks, AR will not exceed 25% of the daily grades. The AR grade will include goal setting, accuracy, and points.

Parent Support for AR:

- Let your child see you reading.
- Listen to your child read.
- Expose your child to reading in everyday life by:
 - reading for fun and enjoyment (comics and recreation)
 - reading for information (directions, labels, and research)
- Read to your child and read with them.

Secondary

Accelerated Reader is a tool that may be used to supplement the instructional reading curriculum (Texas Essential Knowledge and Skills – provided by the State of Texas).

Accelerated Reader is intended to provide the following:

- Promote independent reading practice
- Build fluency and comprehension

- Challenge students to become better readers at the appropriate level
- Provide a variety of choices regarding interests
- Provide models of good writing
- Recognize reading accomplishments
- Allow students to set individual goals with teacher collaboration
- Establish a system of accountability
- Encourage a love of reading which creates life-long readers

Grade Book Guidelines:

Of the reading grades required each six weeks, AR will not exceed 50% of the daily grades.

Parent Support for AR:

- 1) Please monitor your child's reading log.
- 2) Read with and to your child. Model reading of magazines, newspapers and other reading material.
- 3) Have your child read aloud.
- 4) Talk to your child about the book as you read together.
- 5) Visit the school library and public library with your child.
- 6) Make books available to your child.
- 7) Set aside a quiet reading time and place for your child.

Grading of LEP Students

LEP students are to be assessed for progress and achievement through the language that has been designated for instruction in the bilingual education program. For LEP students who are provided instruction in the primary language, districts are to assess progress in the mastery of the Texas Essential Knowledge and Skills in the primary language, as well as assessing progress in learning English. The standards for grading LEP students who are provided Texas Essential Knowledge and Skills in the primary language are on a scale of 0 to 100 with 70 considered the minimum level for mastery in accordance with Chapter 75 requirements. Local TAKS-type assessments should be LAT accommodated if the student is to take a LAT accommodated state assessment.

Grading of Special Education Students

The grading of special education students assigned to grades K-12 shall be consistent with local board regulations and procedures regarding the grading of regular students except when the Admission, Review, and Dismissal (ARD) Committee recommends a modification in grading. When this occurs, the Committee shall justify the need for modification and define the specific modification to be made. Accommodations designated for state assessments should be made on TAKS-type local assessments.

Progress of students with a grade designation of Infant (IN) and Prekindergarten (PK) and those receiving Orientation and Mobility Training, Occupational Therapy, Physical Therapy, Speech Therapy, and any other service not provided through regular education shall be reported on standard checklists on a six-week basis.

Homework

Home assignments are necessary to provide enough time for students to master subject matter and complete long-term projects. Homework should be purposeful, adjusted to the level of the individual child, and related to specific subject objectives. Assignments should provide practice on skills already taught or prepare students to begin a new topic or part of the course.

Sufficient explanation must be given so that students know what they are to do, understand how to do it, realize why they are doing it, and are motivated to complete the assignment. Assignment of homework should be reasonable with regard to regularity and time required. Homework must be evaluated in an appropriate manner by the teacher.

Special consideration should be given to the nature of home study assignments made immediately before holidays, major special events, or weekends. Assignments should be avoided that result in large numbers of pupils contacting a single source. Homework should never be assigned as a disciplinary measure.

Interim Reports (Progress Reports) Policy EIA (LOCAL)

Interim progress reports shall be issued for all students during the fourth week of each grading period. Grades are to be indicated on progress reports in Grades K-12. Supplemental progress reports may be issued at the teacher's discretion.

Make-Up Work Policy EIAB (LOCAL)

A student will be allowed at least two calendar days on a traditional schedule and four calendar days on an A-B block schedule for each day of absence to make up missed class work or assignments. It is the responsibility of the student to secure the assignments from the teacher and make up the work. The student should contact the teacher to make arrangements to obtain the assignments on the day he or she returns to class. The two or four-day period will begin at the point the student receives the assignments from the teacher. The make-up work shall be determined by the teacher based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements. Any extenuating circumstances or delay in completing the missed work must be approved by the principal or designee.

Notice to Parents Policy EIA

The Board shall adopt a policy that:

- Provides for a conference between parents and teachers;
- Requires that the District, at least once every 12 weeks, to give written notice to a parent of a student's performance in each class or subject; and
- Requires the District, at least once every three weeks, or during the fourth week of each nine-week grading period, to give written notice to a parent if a student's performance in a foundation curriculum subject [see EHAAA] is consistently unsatisfactory, as determined by the District.

The notice required in the second and third items listed above must provide for the signature of the student's parent and must be returned to the District.

Parent Conferences Policy EIA (LOCAL)

In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.

Parent Grade Book Viewer

Parents and students have the ability to view information that teachers enter in the grade book over the Internet. Changes or additions to student grades are available instantly for both parents and students. Teachers are expected to maintain the required number of grades for viewing prior to each progress report and report card and to communicate with parents about the weights for each type of grade entered.

Progress Reporting (Report Cards) Policy EIA (LOCAL)

Grade reports (report cards) shall be issued at the end of every six weeks grading period and shall be distributed by the teacher to the students at the time and manner arranged by the principal. Students should be enrolled at least 15 school days to receive a report card for a reporting period.

Relation to Essential Knowledge and Skills Policy EIA (LOCAL)

The District shall establish instructional objectives that relate to the essential knowledge and skill 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 shall be a major factor in determining the grade for a subject or course.

Secondary Conduct Grades

Conduct grades, based on classroom observation and judgment of teachers, carry no numerical significance. A student's academic grade average is based exclusively on scholastic achievement. The conduct grade is used to communicate the behavior, cooperation, promptness, and work/study habits of the student.

Conduct grades are reported as:

Excellent	Earns consistent praise/recognition for exemplary behavior.
Satisfactory	Conforms to school and class rules. Responds to occasional correction in a positive manner.
Needs Improvement	Requires consistent/repeated correction.
Unsatisfactory	Disrupts class, poor attitude, lacks respect for class or teachers.

Conduct traits are defined as follows:

Personal Behavior	Work Habits
1. Practices self-discipline	A. Incomplete/late work
2. Follows classroom rules	B. Has supplies
3. Works well with others	C. Stays on task

4. Shows respect
5. Accepts correction
6. Accepts responsibility for actions
7. Controls talking
8. Parent conference needed
9. Pleasure to work with

- D. Organizes well
- E. Follows oral and written directions
- F. Works to his/her ability
- G. Absences/tardies affecting work
- H. Test scores need improvement
- I. Needs to attend tutorials
- J. Completes homework

Secondary Grade Book Guidelines

Accurate and up-to-date on-line grade books will be kept by each teacher with a sufficient number of grades for each student. So that realistic grade averages may be obtained, the minimum number of grades in the grade book will be eight (8) grades per six weeks with a minimum of three (3) required to be posted prior to each progress report.

The electronic grade book for grades 6-12 in the four core subjects will have two categories for grades: daily grades and assessment grades. Examples of the types of grades suitable for each category include the following:

- Daily Grades: daily class work, worksheets, quizzes, group work, book reports, AR points, spelling tests, vocabulary quizzes
- Assessment Grades: district curriculum assessments, performance indicators, and other teacher-made tests given at the conclusion of each unit of study, major project grades, short informative evaluations

These two categories will be weighted so that the average of the daily grades will comprise 60% of the six weeks grade and the average of the assessment grades will comprise 40% of the six weeks grade. No single grade may count for more than 25% of the overall grade. Assessment grades lower than a 70% should be retaught and reassessed.

The purpose of grade reporting is to inform parents and students about learning. Six week grades of 70 or greater indicate that a student is mastering the required curriculum. Any six week grade below 70 indicates that a student is failing to master the required curriculum. It is recommended that teachers post any failing grade between 69-50. It is strongly recommended that any six week grade earned that is less than 50 be posted as a 50, and that the teacher communicates to the parent the grade earned and develop a plan for improvement.

Grade books shall be filed with the principal at the end of the school term. Grade books shall be available for examination for a period of five (5) years. A printout from the computer grade book may be submitted instead of a handwritten grade book.

Middle school report card grades are determined by averaging the grades in the grade book each six weeks. To determine a semester average, the total of the first 3 or the last 3 six weeks' grades are totaled and divided by three. The final grade, calculated by adding the first and second semester grades and dividing by two (2), shall be used to award a passing score for middle school courses. The semester grade for a one semester course will stand as the final grade for that course. Semester exams are optional at the middle school level.

Example of middle school semester and final grade calculation:

First Six Weeks	95	
Second Six Weeks	85	253 divided by 3 = 84.333
Third Six Weeks	<u>73</u>	
	253	

First Semester	84	
Fourth Six Weeks	76	
Fifth Six Weeks	82	232 divided by 3 = 77.333
Sixth Six Weeks	<u>74</u>	
	232	

Second Semester 77

First Semester 84
 Second Semester +77

161 divided by 2 = 80.500 = Final Grade of 81

The computer will calculate averages to three decimal places (thousandths). Decimals greater than .499 will be rounded up. Decimals beginning with .499 and less will be dropped.

Credit for high school courses is awarded by semester with each six weeks grade counting twice and the semester exam counting once. The total divided by seven will yield the final grade. For full year courses, the courses are labeled as Part A and Part B.

Example of high school grade calculation:

First Six Weeks	85 X 2 = 170
Second Six Weeks	82 X 2 = 164
Third Six Weeks	78 X 2 = 156
Semester Exam	81 <u>81</u>
	571 divided by 7 = 81.571

Final Grade Part A 82

Fourth Six Weeks	76 X 2 = 152
Fifth Six Weeks	82 X 2 = 164
Sixth Six Weeks	74 X 2 = 148
Semester Exam	77 <u>77</u>
	541 divided by 7 = 77.285

Final Grade Part B 77

The computer will calculate averages to three decimal places (thousandths). Decimals greater than .499 will be rounded up. Decimals beginning with .499 and less will be dropped.

Secondary Grading Guidelines

In grades 6-12, numerical scores shall be given to report progress to parents. When numeric scores are converted, the following scale is applicable:

90 – 100	A
80 – 89	B
70 – 79	C
Below 70	F

Use the following procedures for grading:

- Students shall not grade test papers or record official grades.
- Numerical grades shall be used for grade reporting, record purposes, and student ranking.

- The principal or teacher shall keep the final examination papers on file for six weeks.
- The grade average earned in credit courses shall be recorded on the student transcript and averaged for class rank.
- An “I” may be assigned to indicate the student’s inability to complete the work for a grading period due to extended absences. An incomplete grade of “I” shall be removed from the student’s record as soon as possible. In no instances should an incomplete remain beyond the end of the next grading period without approval of the principal. Note: A student with an incomplete grade remains ineligible to participate in extracurricular activities until the “I” is removed.
- Grades shall not be changed unless an error has been made and shall be subject to the principal’s approval.
- Grammar and spelling errors shall be noted on student assignments.
- In physical education classes, grades 6-12, all grades should be based on student performance in relation to the Texas Essential Knowledge and Skills. The academic grade should not reflect discipline, lack of dressing out or lack of participation.
- Each classroom teacher has the responsibility of informing students regarding rules concerning all aspects of individual grading policies. Included would be each teacher’s policies regarding the acceptance of late work, make-up work, as well as the weighting assigned to different types of grades.
- Grade disputes, misunderstandings or miscommunications between the student, parents, and the classroom teacher should be settled as rapidly as possible. When feasible, any such misunderstanding should be settled within a ten-day working time frame. When an academic grading dispute occurs, the principal or his/her designee should be contacted. If appropriate, the grade level principal should be included. If there is no such satisfaction at this point, the campus principal will be consulted.

RETEACHING AND TUTORIAL SERVICES

Reteaching

Reteaching is a sound instructional practice intended to ensure mastery of content. Reteaching occurs during the regularly allocated time for instruction in a particular subject or during tutorials scheduled for the subject area, and at such time as a student or students’ mastery level falls below 70%. Following reteaching, concepts/skills may be retested/checked and recorded in the grade book for major assessments only. Grades earned from reteaching shall be no greater than seventy (70). Retesting refers to unit/chapter/ or major assessments covering several instructional objectives, concepts, or skills that are not routine. Retesting is not intended to solely improve students’ grades; therefore, retesting will not be offered for daily grades, routine quizzes, projects, or assessments covering few objectives. The assessment offered for retesting shall be significant enough to offer proof of mastery of course content objectives. Retesting may be done utilizing an alternative version of the originally administered assessment. In the event that a student fails following reteaching, the greater of the two grades is used. Students who fail when retested must be scheduled into tutorial sessions.

Tutorials

Each campus shall provide the opportunity for students to participate in tutorial programs at least twice a week for a cumulative total of 90 minutes. Sessions may be of varying amounts of time to meet the needs of students. The program shall be targeted at students scoring below 70 or in jeopardy of scoring below 70 in a subject or course. Tutorials shall be provided for English language arts, mathematics, science, and social studies for grades 1-12. A campus plan for implementing tutorials at each grade level shall be included in the Campus Plan of Action. All parents shall be notified of the availability of tutorial assistance. The classroom teacher is responsible for communicating with the parent regarding placement of a student in tutorials and providing follow-up information on the student’s progress as well

as recommendations for parental assistance and support. Each progress report and report card shall include the teacher's recommendation if a student needs to attend tutorials.

Dropout Recovery Education Programs Policy EHBC

The District may use a private or public community-based dropout recovery education program to provide alternative education programs for students at risk of dropping out of school. The programs must:

- Provide not less than four hours of instructional time per day;
- Employ as faculty and administrators person with baccalaureate or advanced degrees;
- Provide at least one instructor for each 28 students;
- Perform satisfactorily according to performance indicators and accountability standards adopted for alternative education programs by the Commissioner; and
- Comply with the Education Code and rules adopted there under. Education Code 29.081(e)

Mentoring Services Program Policy EHBC

The District may provide a mentoring services program to students at risk of dropping out of school. The Board shall obtain the consent of a student's parent or guardian before allowing the student to participate in the program. The Board may arrange for any public or nonprofit community-based organization to come to the District's schools and implement the program.

STUDENT ATTENDANCE

Absence from Class or School – Elementary

Parents should contact the school when a child is absent. If the contact is through the school office, the child's teacher will be notified. All absences will be classified as unexcused unless parent or guardian contact has been made, or a note is sent with the student when he or she returns to school. When a student is absent for two consecutive days, without notification, the parent or guardian shall be contacted.

Absence from Class or School - Secondary

Parents should contact the school office when a child is absent in accordance with published campus policy. An attendance clerk will attempt to contact the parent or guardian when a child is absent and notification has not been received. If parent or guardian contact is not made, a student may bring a note from home explaining the reason for the absence. All absences will be classified as unexcused until clearance with the attendance office is made. A student will be allowed no more than three days, after returning to school, to clear an unexcused absence. The principal or designee shall issue a permit to enter class after a student has been absent.

Absence from School and Participation in Extracurricular Activities

Students absent from school, unexcused, on the day of a scheduled extracurricular activity, shall not be permitted to participate in the activity.

Absences Policy FEB

A student not actually on campus at the time attendance is taken may be considered in attendance for funding if:

- The student is participating in a Board-approved extracurricular activity or public performance under the direction of a District staff member.
- The student is participating in a mentorship approved as one or more of the advanced measures needed to complete the Distinguished Achievement Program.
- The student is Medicaid-eligible and participating in the Early Periodic Screening, Diagnosis, and Treatment Program.
- The student is observing holy days, including days of travel to or from a site where the student will observe holy days.
- The student has a documented appointment with a health care professional during school hours, if that student commences classes or returns to school on the same day of the appointment.

Attendance Accounting Policy FEB

All public school superintendents, principals, and teachers shall maintain accurate records to reflect the average daily attendance (ADA). Records and reports shall be maintained according to the official standards described in TEA's Students Attendance Accounting Handbook.

Attendance Committee Policy FEB

Classroom teachers shall comprise a majority of the attendance committees. The committee shall hear each case in which a student's attendance falls below the 90 percent threshold and a petition by the student or his parent or guardian has been filed. The committee may give class credit to a student because of extenuating circumstances or by requiring alternative ways to make up work or regain credit lost. If a student is denied credit by an attendance committee, the student may appeal the decision to the Board. The Board's decision may be appealed to the district court of the county in which the District's central administrative office is located. [See FNG (LOCAL) for Level Three Appeal process.]

Attendance Committee Conditions for Awarding Credit Policy FEC (LOCAL)

The attendance committee may impose any of the following conditions for receiving credit lost because of excessive absences:

- Completing additional assignments, as specified by the committee or teacher.
- Satisfying time-on-task requirements before and/or after school.
- Attending scheduled tutorial sessions.
- Attending Saturday classes.
- Maintaining the attendance standards for the rest of the semester.
- Taking an examination to earn credit.

In all cases, the student must also earn a passing grade in order to receive credit.

Attendance Committee Guidelines on Extenuating Circumstances Policy FEC (LOCAL)

- Days of Attendance – All absences shall be considered in determining whether a student has attended the required percentage of days. If make-up work is completed, absences for religious holy days and health care appointments shall be considered days of attendance for this purpose. [See FEB]
- Transfer/Migrant Students – Transfer or migrant students incur absences only after their enrollment in the District.
- Best Interest Standard – In reaching consensus regarding a student's absence, the committee shall attempt to ensure that its decision is in the best interest of the student and shall document the reasons for its decision.
- Documentation – The committee shall consider the acceptability and authenticity of documented reasons for the student's absences.
- Consideration of Control – The committee shall consider whether the absences were reasons out of the student's or parent's control.
- Student's Academic Record – The committee shall consider whether or not the student has completed assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- Information from Student or Parent – The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit.

Attendance for Credit Policy FEB

A student shall be given credit for a class only if the student has been in attendance 90 percent of the days the class is offered, unless an attendance committee appointed by the Board gives the student credit because there were extenuating circumstances for the absences.

Students must be provided alternative ways to make up work or regain credit lost because of absences. These alternatives must include at least one option that does not require the student to pay a fee.

Attendance for State Funding Purposes Policy FEB

Attendance for all grades shall be determined by the absences recorded in the second or fifth period of the day. The established attendance period may not be changed during the school year. Students absent during the daily period selected by the District shall be counted absent for the entire day. Students present at the accounting period shall be counted present for the entire day.

Dismissal

Teachers shall not dismiss students for a day or a part of a day without permission from the principal or designee.

Make-Up Work for Absences Policy FDD (LOCAL)

Students shall make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time. Make-up work submitted following an unexcused absence will be assigned a grade that is 70% of the original score. Example: A student with an unexcused absence submits an assignment missed during the absence. The original score was 90. The teacher should assign a grade that is 70% of the original score or 63. $.70 \times 90 = 63$ [See EIAB (LOCAL) for timelines.]

Medical and Dental Appointments

Visits to dentists and physicians during the school day will be excused on an urgent or emergency basis. Scheduled dental appointments shall be cleared through the principal's office so that a time may be selected which least conflicts with the student's subject assignments. It shall be the responsibility of the student to make up any such assignments missed due to such appointments either before or immediately after each appointment.

Minimum Enrollment Policy FEB

A student must be enrolled for at least two hours to be considered in membership for a half-day and for at least four hours to be considered in membership for one full day.

Off Campus Errands

Students should be sent off the school grounds on errands only when absolutely necessary. In areas such as journalism and speech, teachers should obtain a signed statement from parents releasing the school and its employees in case a student is involved in an off-campus accident. Students are not to be excused during the school day for off-campus sales of tickets to school-sponsored events.

Parental Notice of Excessive Absences Policy FEC (LOCAL)

A student and his parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90 percent of the days the class is offered. When notified, the student or parent or guardian may request award of credit by submitting a written petition to the appropriate attendance committee. The attendance committee shall review the student's entire attendance record and the reasons for absences, and shall determine whether to award credit.

Petitions for credit may be filed at any time the student receives notice, but in any event, no later than 30 days after the last day of classes. The attendance committee may review the records of all students whose attendance drops below 90 percent of the days the class is offered, whether or not a petition is filed. Students who have lost credit because of excessive absences may regain credit by fulfilling the requirements established by the attendance committee.

Personal Illness Policy FEC (LOCAL)

When a student's absence for personal illness exceeds five consecutive days, the student shall present a statement from a physician or health clinic verifying the illness or condition that caused the student's extended absence from school. If the student has a questionable pattern of absences, the attendance committee may also require a physician's or clinic's statement of illness after a single day's absence as a condition of classifying the absence as one for which there are extenuating circumstances.

Tardiness

Students shall be tardy to school if they are not in their classroom when the bell rings to start the school day or any of the class periods. At the secondary level, a student who is tardy more than fifteen (15) minutes shall be considered absent from class. Tardies may be excused by the principal or designee.

Truancies/Class Cuts

A student shall be considered truant if out of school or class for any reason without knowledge and consent of the parents or guardian and school officials. Parents or guardians shall be notified if a student has been truant. Make-up work following an incident of truancy will be assigned a grade that is 70% of the original score. The principal or designee shall issue a permit to enter class after a student has been truant.

STUDENT PROMOTION

Local Criteria for Promotion, Retention and Grade Advancement

The following factors shall be considered in promoting, retaining, or advancing students:

- Academic achievement
- Attendance
- Age
- Effort
- Maturity
- Long-term effects of repeating the work
- The teacher's decision on passing or failing the course
- The principal's decision on passing or failing the course
- Student's effort to attend and successfully complete any extended day, week or year programs

Elementary Criteria for Promotion

To be promoted from one grade level to the next in Grades 2-5, a student shall attain for the year an overall average of 70 or above. The overall average shall be derived by averaging the final numerical score for reading/language arts, mathematics, social studies, and science. In addition, a student shall attain an average of 70 or above in reading/language arts and in mathematics. Below Grade 2, the District may grant promotions using assessment methods other than numerical scores.

Middle School Criteria for Promotion

To be promoted from one grade level to the next, a student shall attain an overall average of 70 or above for the year in all courses taken. The overall average shall be derived by averaging the final numerical grade for all courses taken. In addition, students shall attain an average of 70 or above in three of the following core academic areas:

- Language arts (including reading improvement, if required)
- Mathematics
- Social Studies
- Science

High School Criteria for Promotion

A student is classified in a grade according to the number of credits earned. Students are only reclassified in a grade at the end of each semester.

Freshman A student who has successfully completed grade 8.

Sophomore	A student who has successfully completed six (6) credits.
Junior	A student who has successfully completed twelve (12) credits.
Senior	A student who has successfully completed eighteen (18) credits.

The parent or guardian of each student who has not successfully completed a subject or course for any semester shall be notified by the District as soon as practical of any summer program available in the District that may permit the student to complete successfully the failed subjects or courses. (See EHDA)

Special Education Students

The decision to promote or retain a student with a disability requires the approval of the admissions, review, and dismissal (ARD) committee.

LEP Students

LEP students are not to be denied promotion when mastery of the Texas Essential Knowledge and Skills has been demonstrated in their primary language.

State Criteria for Promotion, Retention, and Grade Advancement Policy EIE

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. Students in grades 3, 5, and 8 must demonstrate proficiency by meeting the passing standard on the appropriate state-approved assessment instrument. A student who does not demonstrate proficiency may advance to the next grade only if the student's grade placement committee (GPC) determines by unanimous decision, in accordance with the standards for promotion established by the Board that the student is likely to perform at grade level at the end of the next year given additional accelerated instruction. A student does not have a property interest in promotion. The District is not precluded from retaining a student who performs satisfactorily on a grade advancement test.

Grade Advancement Testing

The District shall test all eligible students. An eligible student is subject to all grade advancement requirements, including the automatic retention component, if the following two criteria are met:

- The student is enrolled in a District or charter school on any day between January 1 and April 15 of the school year during which the grade advancement test is administered; and
- The student is eligible for enrollment in a Texas public school (as defined by legal residence in the state) during the week of the first general grade advancement test administration as established in the assessment calendar by the Commissioner.

Required Assessment

- A student in the third grade, who does not perform satisfactorily on the reading assessment, may not be promoted to fourth grade.
- A student in the fifth grade, who does not perform satisfactorily on the reading and math assessments, may not be promoted to sixth grade.
- A student in the eighth grade, who does not perform satisfactorily on the reading and math assessments, may not be promoted to ninth grade.

Unsatisfactory Performance on Assessment Instruments

The District shall provide at least two additional opportunities to take the assessment. Each time a student fails to perform satisfactorily on a grade advancement test, the District shall provide the student

with accelerated instruction in the applicable subject area. The District must accommodate the request of an out-of-District student to participate in any established on-campus summer accelerated program, provided the student is living away from his or her home district and the program matches the accelerated instruction prescribed by the student's grade placement committee.

Notice to Parents of Performance and Accelerated Instruction

In addition to providing the accelerated instruction, the District shall notify the student's parent or guardian of:

- The student's failure to perform satisfactorily on the assessment instrument;
- The accelerated instruction program to which the student is assigned; and
- The possibility that the student might be retained at the same grade level for the next school year.

Notice to Parents after Early Identification of At-Risk Students

The District shall provide early notice to parents or guardians of students identified in a preceding grade to be at risk of failure on the first administration of the test required for grade advancement the next year. The Superintendent shall establish the instruments/procedures to be used to make this determination; however, in the case of the students in grade 2, it must include the results of the reading inventory required by Education Code 28.006. This notice shall be provided before the end of the school year preceding the grade advancement requirements. 19 TAC 101.2009(b)

The District shall implement an accelerated reading instruction program to address reading deficiencies for each student in kindergarten, first grade, or second grade who is determined, on the basis of reading assessment results [See EK], to be at risk for dyslexia or other reading difficulties. The District shall determine the form, content, and timing of that program. The admission, review, and dismissal committee of a student who participates in the District's special education program and who does not perform satisfactorily on a reading assessment shall determine the manner in which the student will participate in an accelerated reading program. Policy EHBC (LEGAL)

Grade Placement Committee

After a student fails to perform satisfactorily on an assessment instrument a second time, a GPC shall be established to prescribe the accelerated instruction the student is to receive before the assessment instrument is administered the third time. Decisions by the GPC shall be made on an individual student basis to ensure the most effective way to support the student's academic achievement on grade level. If a parent or guardian or designee is unable to attend a meeting, the District may use other methods to ensure parent participation, including individual or conference telephone calls. The District may designate another person to act on behalf of the student in place of a parent, guardian, or designee if no such person can be located.

Alternate Assessment

For the third testing opportunity, the Board may choose to use a state-approved alternate assessment instead of the statewide assessment instruments. If the Board adopts such a policy, the District shall select from a list provided annually by the Commissioner only one test for each applicable grade and subject. The alternate assessment must be given during the period established by the Commissioner in the assessment calendar to coincide with the date of the third administration of the statewide assessment. 19 TAC 101.2011(a)-(b)

Parental Waiver

The Superintendent shall establish a waiver process by which a parent or guardian may request that a student not participate in the third test opportunity due to potential harm to the student. The waiver must provide documentation of potential harm, student need, and other appropriate information. If a parental

waiver is granted, the student must still participate in all required accelerated instruction and is subject to retention based on the failure on the second administration. 19 TAC 101.2015

Notice after Third Testing Opportunity

The GPC must convene again if a student fails to demonstrate proficiency on the third administration of a test required for grade advancement and is thereby automatically retained at the same grade level. Within five working days of receipt of student test results for this administration, the District shall notify the campus principal of results for each student who fails to demonstrate proficiency. Upon receipt of this notice, the principal shall notify the teacher and parent or guardian of the time and place for the GPC to hold a meeting. This notice shall inform the parent or guardian of the opportunity to appeal the automatic retention of the student. The District shall establish a procedure to ensure a good faith effort is made toward securing the parent's or guardian's receipt of the retention notification. 19 TAX 101.2007(e)

Retention and Appeal

A student who fails to perform satisfactorily after at least three attempts on one of the grade advancement tests shall be retained at the same grade level for the next school year. The parent or guardian may appeal the retention by submitting a request to the GPC within five working days of receipt of the retention notification. Education Code 28.0211(e); 19 TAC 101.2007(e) The GPC may not agree to promote a student unless a parent, guardian, or designee has appealed. 19 TAC 101.2007(b)(2)

If an appeal is initiated by the parent or guardian, the GPC may decide in favor of promotion only if the GPC concludes, upon review of all facts and circumstances, and in accordance with standards adopted by the Board, that the student is likely to perform on grade level given additional accelerated instruction during the next school year. A student may be promoted only if the decision of the GPC is unanimous. The placement decision by the GPC shall be made before the start of the next school year, or if applicable, upon re-enrollment of the student after this date. 19 TAC 101.2007(g) The committee's decision regarding placement is final and may not be appealed. Education Code 28.0211(e)

Transfer Students

The District shall determine a student's previous testing history and, if applicable, the accelerated instructional program he or she has received. A student who has been promoted upon completion of a school year in a school other than a Texas public school may be enrolled in that grade without regard to whether the student has successfully completed a grade advancement test. This does not limit the District's ability to appropriately place such a student.

Limited English Proficient (LEP) Students

The language proficiency assessment committee (LPAC) shall determine appropriate assessment and acceleration options for a limited English proficient (LEP) student who is administered a grade advancement test in English or Spanish. The GPC for a LEP student shall make its decision in consultation with a member of the student's LPAC.

Special Education Students

A student who is receiving special education services, including a LEP student, who is enrolled in grades 3, 5, or 8, and who is receiving instruction in the essential knowledge and skills in reading or mathematics is eligible for grade advancement testing. The student's admission, review, and dismissal (ARD) committee shall determine appropriate assessment and acceleration options for the student.

Students with Dyslexia

In measuring the academic achievement or proficiency of a student who is dyslexic, the student's potential for achievement or proficiency in the area must be considered. [See EHB, EKB, and FB]

Transportation to Accelerated Instruction Programs

The District shall provide students required to attend accelerated instruction programs with transportation to those programs if the programs occur outside of regular school hours.

Optional Extended-Year Program

A student who does not meet District standard or policies for promotion on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level shall be eligible for services under the optional extended-year program. 19 TAC 105.1001 The District may provide a flexible year program for students who did not or are likely not to perform successfully on state assessment instruments or who would not otherwise be promoted to the next grade level. Education Code 29.0821, Policy EHBC (LEGAL) [See EB]

SUMMER SCHOOL

Elementary

The District may provide a regular, Title I, and/or bilingual elementary summer school. The Title I and bilingual programs shall be paid for from Federal/State Compensatory Funds. The regular program will be funded through student tuition as determined annually by the Board of Trustees. Provisions applicable to elementary summer school are as follows:

- Only eligible Title I and bilingual students may enroll in those programs.
- Any student who has been enrolled in first through fifth grade and is recommended by the teacher or parent/guardian may attend the regular summer school.
- Grade placement for the next year is determined on the basis of work accomplished during the preceding academic year.
- Remedial and enrichment classes based on enrollment needs shall be offered.
- In exceptional cases, the retention of a student may be reviewed early in the ensuing year to determine if the work accomplished during the summer has resulted in sufficient academic growth for the student to succeed in the next grade. Upon the recommendation of the teacher, and with the approval of two administrators, one of whom shall be in an assignment above the campus level, a standardized test may be administered to verify the student's readiness for assignment to the next grade.

Secondary

The District may provide a summer school program for middle school and/or high school. Secondary summer school is provided to give students an opportunity to take a course that was not successfully completed during the year in order to remain with the class. At the high school level, students may also take some courses for the first time so that additional courses may be taken during the year. First time course offerings shall be limited to credits in Keyboarding, Foundations of P.E., Economics, Government, Health, Communication Applications, and BCIS. Regular summer school programs are funded through student tuition as determined annually by the Board of Trustees. Other programs for acceleration or enrichment may be offered during the summer, but enrollment may be limited by the funding source

guidelines. Counselors are the contact persons on each campus for information about summer school programs.