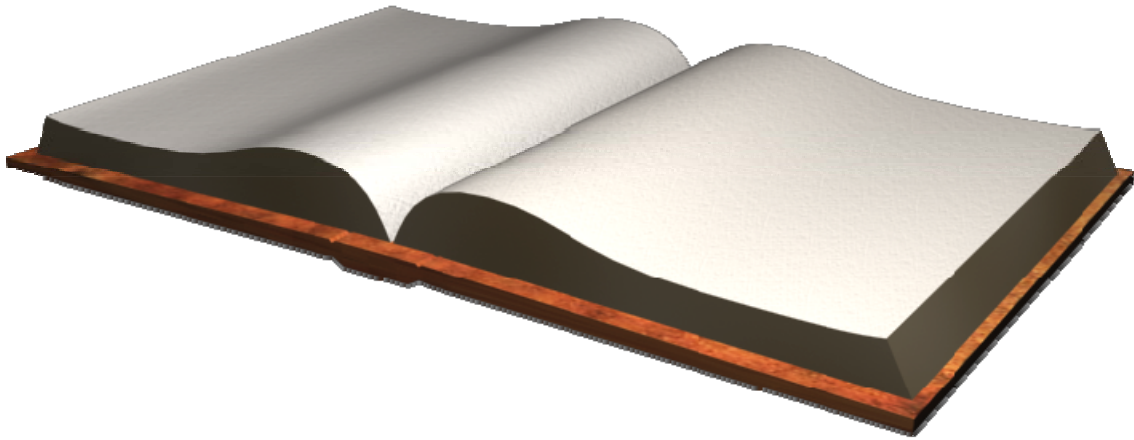


ELEMENTARY GRADING HANDBOOK



2010-2011

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GRADING HANDBOOK

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AWARD OF CREDIT

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.

Credit by Examination without Prior Instruction – Grades 1-5 Policy EEJB (LOCAL)

If a student wishes to take an examination for acceleration, no fee shall be charged if tested during the scheduled testing dates. 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 on all four exams, credit shall be awarded for that grade level. Parents must complete the Credit By Examination Application posted on the TISD assessment webpage and submit to campus testing coordinator at the child's campus for registration.

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.

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 based on campus guidelines. 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.

Gifted and Talented Program

Elementary gifted and talented students are served in the TARGET pullout program. 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 Coordinator of Advanced Studies, indicates the program is not meeting the educational needs of the student, the student may be withdrawn from services.

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 Book Guidelines

Accurate and up-to-date on-line grade books will be kept by each teacher K-5 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
- TAKS Simulations are not considered assessment grades for the purpose of calculating six week averages

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 meeting the required state and local passing standard. 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 50-69. Any six week grade earned that is less than 50 is suggested to be posted as a 50 with a plan for improvement in order to allow the student an opportunity to pass. If a teacher chooses to post a 50, the teacher must communicate to the parent the grade earned and develop a plan for improvement. An electronic copy of the elementary grade books shall be filed with the principal at the end of the school term.

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. The maximum grade of 70% will be used for retesting, late projects, and late assignments.

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.

In pre-kindergarten, checks denoting progress shall be given on the report card. In kindergarten and first grade, the report card will follow the Standards Based Mastery Rubric (see below) to assess content mastery in all subject areas. Personal behavior and study habits will be assessed using the E,S,N,U scale.

Standards Based Mastery Rubric:

Advanced (4)

The student ***consistently works independently*** with more depth and extension on grade level work **and exceeds** by performing at a higher grade level standard as described by the grade level *TEKS*.

Proficient (3)

The student ***consistently*** meets the standard as described by the grade level *TEKS*. The student works independently and demonstrates ***mastery*** of the standard.

Basic (2)

The student is ***beginning to***, and ***occasionally does***, meet the standard as described by the grade level *TEKS*. The student is making ***adequate progress*** with minimal support.

Novice (1)

The student is ***not meeting*** the standard as described by the *TEKS* for this grade level. The student is ***progressing*** but requires constant support.

No Progress (0)

The student is ***not making progress*** toward the standard as it is described by the *TEKS* for this grade level.

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 for handwriting, study habits (K-5) and personal behavior (K-1).

- The six-week grade in the core subjects (Reading, Language Arts, Math, Science, and Social Studies) is an average of the grades recorded during the six weeks in those subjects.
- Art, Music, and P.E. grades are based on participation and mastery of the Texas Essential Knowledge and Skills utilizing the Standards Based Mastery Rubric shown above.
- A final grade in each core 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.
- Academic Honor Roll should consist of grades from core subjects from reading, writing, math, science, and social studies.

Grading Guidelines for Accelerated Reader Program

Accelerated Reader is a tool that may be used in conjunction with the district’s instructional reading curriculum which includes the Texas Essential Knowledge and Skills. Accelerated Reader is not considered the reading curriculum for the Tyler Independent School District and should only be used as a tool to support independent reading.

Of the 10 reading grades required each six weeks, AR will not exceed 10% of the daily grades which is equivalent to **1** out of 10 daily grades required each six weeks. An AR grade should be recorded under the daily grade column and can be titled as a cumulative comprehension grade or a goal setting incentive grade.

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 and local assessments shall be in accordance with student’s IEP.

Progress of students with a grade designation of Infant (IN) and Prekindergarten (PPCD) 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 through IEP progress reports 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. **Therefore, should a campus adopt a homework policy, the following guidelines should be followed:**

- 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.
- Homework must be evaluated in an appropriate manner by the teacher, **but it should not be recorded and placed as a grade in the grade book.**
- Homework assignments should be avoided immediately before holidays or major special events. Homework should never be assigned as a disciplinary measure.
- Homework should not exceed 30 minutes per night.
- Additional homework practice should be agreed upon between teacher and parent.

Interim Reports (Progress Reports) Policy EIA (LOCAL)

Grades are to be indicated on progress reports in Grades K-5. Interim progress reports shall be issued for all students during the fourth week of each grading period for Grades 2-5 and by the fourth week of the second six weeks for Grades K-1. Supplemental progress reports may be issued at the teacher's discretion at any time during the six weeks.

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)

At the kindergarten level, the first reporting period will be completed as a parent/teacher conference. 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 minimum number of three grades for viewing prior to each progress report and minimum of 6 grades for view prior to report cards and to communicate with parents about the due date and 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.

Reteaching and Tutorial Services

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 may be provided for English language arts, mathematics, science, and social studies for grades K-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.

Study Habits and Personal Behavior Grades

Personal behavior (grades K-1) and study habits (grades K-5) are based on classroom observation and judgment of teachers and carry no numerical significance. For elementary teachers who are self-contained, the personal behavior/conduct grade will be reported in the Study Habits section of the report card for grades 2-5. If a student has multiple teachers in a departmentalized setting, each teacher will assess and report study habits during that subject area and the student will have multiple study habit scores on the report card.

A student's academic grade average is based exclusively on scholastic achievement. The study habits grade is used to reflect cooperation and responsiveness of the student. In kindergarten, conduct grades are recorded as S-Satisfactory and N-Not Satisfactory.

Study habit grades 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. |

Study Habit Comments, when an N or U is given are defined as follows:

Personal Behavior needing improvement

1. Does not practice self-discipline
2. Does not follow classroom rules
3. Does not work well with others
4. Does not accept correction
5. Does not accept responsibility for actions
6. Does not control talking

Other comments

7. Parent conference needed
8. Student is engaged in learning
9. Student exhibits positive behaviors

10. Accelerated Reading Intervention
11. Accelerated Math Intervention
12. Requires instructional Accommodation

Study Habits needing improvement

13. Incomplete/late work
14. Does not have supplies
15. Does not stay on task
16. Is not organized
17. Does not follow oral and written directions
18. Does not work to his/her ability
19. Absences/tardies affecting work
20. Test scores need improvement
21. Does not attend tutorial
22. Does not complete homework

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.
- 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.
- Each classroom teacher has the responsibility of informing students regarding rules concerning all aspects of individual grading policies including campus and teacher 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.

STUDENT ATTENDANCE

(see Parent and Student Handbook)

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day’s learning on the previous day’s, and to grow as an individual. Absences from class may result in serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences.

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 in the core subject areas. 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.

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 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 fifth grade, who does not perform satisfactorily on the reading and math assessments, may not be promoted to sixth 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

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. Provisions applicable to elementary summer school are as follows:

- Only eligible Title I and bilingual students may enroll in those programs.
- Grade placement for the next year is determined on the basis of work accomplished during the preceding academic year.
- 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.

REFERENCES

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
Board of Education

<http://www.sos.state.tx.us/tac/index.shtml>

Rules and regulations adopted by the State

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

Parent and Student Handbook

TISD Policy On Line