SAN BENITO SCHOOLS

2025 - 2026 ELEMENTARY GRADING HANDBOOK

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PHILOSOPHY AND RATIONALE

The San Benito Consolidated Independent School District believes that each student is a unique individual with distinct learning needs. Our approach to academic achievement, promotion, and retention reflects this belief by emphasizing the importance of addressing the whole child.

When making decisions regarding promotion or retention, careful consideration must be given to all aspects of a student's development—academic, social, emotional, and behavioral—to ensure each learner has the opportunity to reach their full potential.

Student progress shall be closely monitored at every grade level to ensure mastery of the Texas Essential Knowledge and Skills (TEKS). All students are expected to achieve the level of academic performance appropriate for their grade. Teachers are responsible for clearly communicating each student's progress to parents and guardians.

To support students effectively, procedures for early identification of those who are not making satisfactory progress must be in place. Ongoing monitoring and timely interventions are essential to ensure struggling students receive the support they need and are not allowed to fall behind without academic acceleration.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

The District shall establish instructional objectives aligned with the Texas Essential Knowledge and Skills (TEKS) for each grade-level subject or course. These objectives are designed to equip students with the knowledge and skills necessary for success in the next grade level or subsequent course in a subject sequence.

All instructional activities—including assignments, assessments, projects, and classroom tasks—will be purposefully designed to measure students' mastery of the identified District objectives.

To ensure alignment with District expectations and legal requirements, these guidelines should be reviewed alongside Board policy EIA(LOCAL). This document serves to clarify existing Board policies, not to duplicate all policy provisions.

PARENT COMMUNICATION AND PROGRESS MONITORING

The District is committed to maintaining open and consistent communication with parents and guardians regarding student academic progress. Clear explanations of the purpose and philosophy behind report cards will be provided to ensure shared understanding.

Progress reports must be sent home for every student at the end of the third and sixth weeks of each grading period. These reports are intended to keep parents informed of their child's academic standing and provide timely updates on performance.

Parent-teacher conferences are strongly encouraged as a way to collaboratively discuss students' strengths, areas for improvement, and overall academic progress.

If a student is in danger of failing at any point during a grading period, the teacher is required to make documented contact with the parent. This communication may take the form of a phone call, a scheduled conference, or written correspondence such as an email. All parent contact regarding the potential for retention must be documented in the Branching Minds platform.

Teachers are responsible for regularly monitoring student progress in accordance with Response to Intervention (RtI) protocols. If, after appropriate intervention and support, the student continues to demonstrate academic deficiencies, retention may be considered in alignment with Policy EIE (LOCAL).

Parents and guardians will be provided with strategies and resources to support their child's academic success. (See Appendix I-A and Appendix I-B.)

GUIDELINES FOR GRADING

Student grades must accurately reflect academic achievement and the acquisition of grade-level Texas Essential Knowledge and Skills (TEKS). The following guidelines ensure consistency in grading practices across the district:

A. Teachers must maintain student grades and monitor progress using the district's electronic grade book system, Skyward.

B. Grade books are considered auditable documents and must be maintained digitally in accordance with district network services protocols.

C. Final grades for the academic year must be maintained in the student's cumulative record.

D. Teachers are responsible for keeping accurate and valid records of all student grades reflected in report cards to ensure transparency and to address any concerns or questions from parents.

E. Diagnostic instruments are intended for instructional planning purposes and **may not be used to assign grades.**

F. Grades must be updated, posted, and published in Skyward on a weekly basis. Each assignment should be labeled with specific TEKS standards and skills. For example: *4.6 E – Making Connections*.

G. Each teacher's grade book must include:

- A minimum of two (2) numerical grades per week in Mathematics, Science, and Social Studies.
- A minimum of four (4) numerical grades per week in Reading and Language Arts (2 Reading, 1 Language Arts/Grammar, 1 Writing).
- A total of at least 18 grades per nine-week grading period must be obtained for each student. (For PK 3 students attending half-day programs, the required minimum number of grades should be reduced by half to reflect their instructional time.

H. Teachers must record at least one (1) letter grade per week for Fine Arts, Health, Physical Education, Technology, and Conduct. (Refer to Appendix I-C: Learner Characteristics for Elementary Conduct.)

I. All students must be given an opportunity to redo any major assignment or assessment on which they scored below a 70, after reteaching. The maximum grade a student may earn on the redone work is 70.

J. Beginning after the first grading term students in Grade 1 must read comprehension assessments and all other reading selections independently for grading purposes, unless otherwise specified in a documented Individualized Education Program (IEP) or Individual Accommodation Plan (IAP).

EXPLANATION OF MARKS

Pre-Kindergarten 3 and 4 (See Appendix I-A)

Achievement or progress shall be reported for pre-kindergarten as:
E – Excellent (a student who is exceeding expected development)
S - Satisfactory (a student who is developing at expected level)
N - Needs Improvement (a student who is experiencing difficulty)
U - Unsatisfactory <69

Kindergarten – Grade 5
Defining progress as movement toward mastery of the TEKS as required by the laws of the State of Texas, the following grading scale applies:

90-100	Excellent Progress
80-89	Good Progress
75-79	Meets Expectations
70-74	Needs Improvement
0-69	Unsatisfactory

Mastery of the skills necessary for success at the next grade level shall be validated through a variety of assessments. These may be embedded within instructional units, administered as final exams, or given as separate mastery assessments. In accordance with Board Policy EIE (LOCAL), students must demonstrate mastery of at least 70% of the assessed objectives to be considered successful in the course or subject.

For non-core subjects—Handwriting, Health, Fine Arts, Physical Education, Conduct, and Technology—a performance-based grading system using the following letter grades will be applied:

E – Excellent Progress

S – Satisfactory

N – Needs Improvement

U – Unsatisfactory

If a numerical calculation is necessary to determine these letter grades, the following conversion scale shall be used:

E = 90–100

S = 80–89

N = 70–79

U = Below 70

MAKE-UP WORK AND LATE PROJECTS

Students are expected to complete all assignments, projects, and tests missed due to absences. It is the student's responsibility to obtain and complete the make-up work in a satisfactory manner and within the time frame specified by the teacher.

Teachers will determine a reasonable deadline for the completion of missed work, taking into consideration the length and nature of the absence. Assignments, projects, or tests that are not completed within the allotted time may result in a failing grade.

Teachers are encouraged to communicate expectations clearly and consistently to support student accountability and academic success.

PROGRESS REPORTS AND REPORT CARDS

Progress Reports will be issued every three (3) weeks during each nine-week grading period to provide written notice to parents regarding their child's academic performance. These reports will include information on times when teachers are available for parent-teacher conferences. *(EIA LEGAL)*

Report Cards will be distributed every nine (9) weeks. Comments on report cards should be positive and supportive in nature. Any specific concerns should be addressed through conferences between parents and teachers.

Campus administrators must maintain documentation confirming that parents have acknowledged receipt of the required Progress Reports and/or Report Cards. *(EIA LEGAL)*

All Progress Reports and Report Cards for each grade level must be submitted to the campus administrator for review prior to the day they are sent home.

Electronic versions of Progress Reports and Report Cards will be available for all students in grades Pre-K3 through 5th grade.

Parents may access current student data, including grades, by visiting the Parent Portal under Skyward on the SBCISD website. Login and password information can be obtained through the school office.

A copy of the final Report Card for all students shall be kept in the student's cumulative folder (permanent record) as official documentation of promotion or retention.

REPORT	END DATE	DISTRIBUTION DATE
3 Week Progress PR1	08/29/2025	09/04/2025
6 Week Progress PR2	09/19/2025	09/24/2025
Q1 Report Card RC1	10/08/2025	10/16/2025
3 Week Progress PR4	10/31/2025	11/05/2025
6 Week Progress PR5	11/21/2025	12/03/2025
Q2 Report Card RC2	12/19/2025	01/08/2026
3 Week Progress PR7	01/23/2026	01/28/2026
6 Week Progress PR8	02/13/2026	02/18/2026
Q3 Report Card RC3	03/13/2026	03/25/2026
3 Week Progress PR10	4/10/2026	04/15/2026
6 Week Progress PR11	05/01/2026	05/06/2026
Q4 Report Card RC4	05/15/2026	05/22/2026

***PENDING UIL APPROVAL**

TUTORIALS

Students who earn a grade below 70 in any subject during a reporting period are required to attend tutorials, which may be scheduled before school, after school, or on Saturdays. [See Board Policy EC for provisions related to loss of class time.] Transportation services may be provided for students who are required to attend tutorials and who qualify for regular district transportation, as outlined in the Texas Education Code §29.084 (EHBC LEGAL).

Additionally, all students identified as At-Risk of dropping out, not performing at grade level, or not meeting satisfactory performance on state-mandated assessments must be provided accelerated and/or compensatory educational services based on a documented needs assessment. It is the responsibility of the campus principal to ensure that identified students are receiving appropriate services in alignment with EHBC LOCAL policy.

RE-TEACHING

Re-teaching is required for any student who has not demonstrated mastery in a specific area. This applies only to concepts identified in the TEKS, assessments, or major class assignments. Teachers must document re-teaching plans in their lesson plans, as appropriate. When re-teaching occurs, it must involve a different instructional strategy from the original lesson. Examples include

- Tutoring
- structured group activities
- alternate assignments as determined by the teacher.

Students must be given a reasonable opportunity to redo an assignment or retake a test on which they received a failing grade. In accordance with EIA LOCAL policy, the highest grade a student may earn on a reassessed or redone assignment is a 70.

PROMOTION AND RETENTION

In grades 1st through 5th, promotion to the next grade level shall be based on a student earning a grade of 70 or higher on a 100-point scale in three of the following four core subject areas: Reading Language Arts, Mathematics, Science, and Social Studies. These grades must reflect mastery of course-level, grade-level standards as defined by the Texas Essential Knowledge and Skills (TEKS). *(EIE LOCAL)*

To determine whether a student has met the required standards, the following State and Local assessments and indicators may be used, as appropriate:

I. STATE

- CIRCLE assessment for Pre-Kindergarten 3 and 4 through the Center for Improving Readiness of Children for Learning and Education
- Amplify mCLASS for Kindergarten through 2nd Grade
- NWEA MAP assessments for Kindergarten through 2nd Grade
- STAAR (State of Texas Assessment of Academic Readiness) for students in grades 3 – 5

II. LOCAL

- TEKS Resource System Curriculum Collaborative
- Informal Inventories
- Teacher-made materials and assessments
- Campus assessment
- District Assessments
- Formative and Summative Assessments
- Observations

MTSS – RTI

To ensure grade-level academic success, students must be provided with appropriate support through a Multi-Tiered System of Support (MTSS), specifically through the Response to Intervention (RTI) process. RTI is a proactive, multi-tiered approach designed to identify and support students with academic or behavioral challenges early. The process begins with high-quality, research-based instruction and universal screening of all students in the general education classroom. Students who exhibit ongoing academic difficulties or whose screening data reveal gaps in understanding should be entered into the RTI process, and targeted interventions should be initiated promptly.

The RTI committee, which includes the classroom teacher, is responsible for developing intervention plans that broaden instructional strategies and help maximize student achievement. As part of this process, teachers and campuses must ensure that detailed documentation is maintained in the district's online management system, Frontline. This documentation must include the following:

- Documentation of RTI committee meetings
- Parent contact logs
- Intervention/strategy recommendations
- Time, duration, and frequency of interventions
- Progress monitoring data demonstrating student academic growth
- Fidelity checks to ensure interventions are delivered as intended

In accordance with Senate Bill 1153, parents must be notified when their child receives an intervention. This notification must include:

- A reasonable description of the assistance and specific intervention strategies to be used
- Information regarding any interventions previously used with the child in the base tier of MTSS
- An estimated duration for which the assistance will be provided
- Estimated time frames in which progress reports will be shared with the parent

This system ensures that struggling students receive timely, targeted, and data-driven support to help them succeed academically.

ATTENDANCE

Regular and timely school attendance is essential for student success, both academically and socially. Research shows that students who miss just 10% of the school year—about two days a month—are significantly less likely to read proficiently by third grade, are more likely to struggle in middle school, and face a higher risk of dropping out in high school. For our youngest learners, frequent absences in Pre-K and kindergarten can lead to gaps in foundational skills and set a pattern of chronic absenteeism that persists throughout their school career. Every day a child is present matters—building not only academic knowledge, but also social-emotional skills, consistent routines, and a strong sense of belonging in the classroom.

To support student success, Texas law requires that students in any grade from Pre-K through 12 must be in attendance for at least 90 percent of the days a class is offered to receive credit or a final grade (FEC LEGAL).

- If a student attends between 75 and 89 percent of the class days, they may still receive credit if they successfully complete a principal-approved plan (FED LEGAL).
- If a student's attendance falls below 75 percent, or a plan is contested, summer school may be required and the school's Attendance Review Committee will evaluate the student's attendance record and reasons for absences to determine whether to award credit or a final grade. (FEC LOCAL).

Families play a critical role in helping students develop strong attendance habits. Ensuring your child attends school daily and arrives on time helps them stay engaged, keep up with instruction, and form meaningful relationships. If challenges arise—such as health concerns, transportation issues, or family emergencies—please reach out to your campus so we can partner with you to support your child. Together, we can ensure that every student has the opportunity to learn, grow, and thrive.

STUDENT PROMOTION EVALUATION COMMITTEE

For promotion to the next grade level, students must meet the requirements outlined in this grading handbook. When retention is recommended, a Student Promotion Evaluation Committee (SPEC) will be convened. The student's teacher is responsible for submitting documentation to the principal demonstrating that retention is appropriate based on the student's academic record (see Appendix I-D). The SPEC will review all relevant documentation and make a determination whether the student should be promoted or retained. Parents will be contacted and notified if retention is the committee's recommendation.

To reduce the number of students retained, the school is required to complete all mandated assessments, accurately identify each student's learning needs, and provide intensive reading and math instructional interventions through an appropriate research-based program within the Response to Intervention (RTI) framework, in accordance with local policy [EIE, LOCAL] and legal requirements [EHBC, LEGAL].

SUMMER SCHOOL

Supplemental services will be provided through a combination of local and categorical funds for students who do not meet promotion requirements. Students must have a documented Response to Intervention (RtI) plan that includes a minimum of one grading period of interventions. To be considered for promotion to the next grade level, students must attend summer school and maintain an average grade of 70% or above. Additionally, students must meet attendance requirements during summer school. Placement in the subsequent grade level is at the discretion of the home campus administrator.

Grading Roles and Responsibilities

Student Responsibilities:

1. Complete assigned work on time and return it to the teacher.
2. Plan and schedule work for long-term assignments carefully to ensure timely completion.

3. Communicate with the teacher proactively if the assignment is unclear or if difficulties arise before the due date.

Parent/Guardian Responsibilities:

1. Establish a specific time, place, and manner for completing homework.
2. Provide the necessary supplies and materials for classwork completion.
3. Monitor attendance and class participation.
4. Assist the student in planning a time schedule for long-term assignments.

Teacher Responsibilities:

1. Provide meaningful tasks that enrich and supplement in-class learning.
2. Communicate assignments clearly, including both regular and long-range tasks.
3. Deliver effective instruction before assignments to prepare students for independent and successful completion.
4. Provide course requirements and expectations at the start of each grading period for students and parents.

HOMEWORK GUIDELINES

Homework assignments are essential to provide students with sufficient time to master subject matter and complete long-term projects. Effective homework should be purposeful, tailored to the individual child's level, and directly related to specific learning objectives. Assignments should either reinforce skills already taught or prepare students to begin a new topic or part of the course.

To ensure homework has value, the following guidelines should be observed:

1. The purpose and connection of the homework to classroom learning must be clearly understood by the student.
2. Students must receive clear explanations so they know **what** to do, **how** to do it, **why** they are doing it, and feel motivated to complete the task.
3. Homework should pertain to skills previously taught.
4. Assignments should extend the student's knowledge in alignment with the Texas Essential Knowledge and Skills (TEKS).
5. Homework must be adapted to meet individual student needs.
6. Assignments should be reasonable given the student's home resources and environment.
7. Homework must be properly evaluated, with feedback provided, but it should **not** be recorded as a grade in the grade book.
8. Documentation of homework assignments must be included in the teacher's lesson plans.
9. Homework should be an integral part of classroom activities—never busy work or used as punishment.
10. Assignments should be avoided immediately before holidays or major special events.
11. Recommended daily homework time is approximately 30 minutes for Pre-K through 2nd grade and up to 60 minutes for grades 3 through 5.

In summary, when homework is thoughtfully designed and meaningfully integrated into learning, it serves as an important step toward fostering collaboration between the school, student, and community in pursuit of quality education.

CUMULATIVE FOLDER (PERMANENT RECORD)

A student's cumulative folder (permanent record) of a school year should be prepared carefully and professionally.

- Information on the front (student's legal name, grade, teacher's name, etc.) will be typed or printed.
- All entries must be in **BLACK INK**; absolutely no red ink or correction fluid.
- Errors must be crossed out with a slash (/) and initialed over an entry.

Teachers will place cumulative report stickers at the end of the academic year. The teacher of record will sign to confirm the students promotion/retention status.

In District Transfers: If a student transfers from one San Benito elementary campus to another during the school year, grades and attendance from both schools shall be averaged to determine final yearly averages for the permanent report card.

Out of District Transfers: If a student transfers from another school in the state of Texas, grades from both districts shall be averaged to determine final yearly averages for the permanent report card. Grades shall be entered into Skyward.

Out of State Transfers: If a student transfers from an out of state campus, the principal will use reasonable standards to make grading/promotion decisions. Students must be in attendance in San Benito CISD for a minimum of 50% of the nine weeks grading period in order to be awarded credit.

ACADEMIC DISHONESTY

Students who engage in academic dishonesty will receive a failing grade for the assignment or test in question, with no opportunity to retest or redo the work. Additionally, they will be subject to disciplinary action in accordance with the Student Code of Conduct. Academic dishonesty includes, but is not limited to, cheating, copying another student's work, plagiarism, and unauthorized communication between students during an examination. The determination that academic dishonesty has occurred will be made by the classroom teacher or another supervising professional employee. This decision will be based on professional judgment and may include written evidence, direct observation, or credible information provided by students. (EIA LOCAL)

SPECIAL SERVICES

Students receiving Special Education support shall follow SBCISD's grading and retention procedures, with any necessary deviations determined by the ARD Committee and documented in the student's Individualized Education Plan (IEP). The IEP may include specific accommodations or modifications to ensure the student can successfully meet district grading expectations. All Special Education students will receive a standardized district report card, and grades must be entered into the district's online grading system (Skyward). Numerical grades shall be assigned for all students in grades K–12. The instructional accommodations and modifications outlined in a student's IEP must be fully implemented by the general education and/or special education teacher; failure to do so renders any grade assigned invalid. In such cases, a new grade must be determined once the required supports are in place. It is the joint responsibility of campus administrators and Special Education administrators to monitor the implementation of accommodations and modifications.

In addition to the district report card, students in Special Education must receive an IEP progress report every grading period that reflects progress on academic, behavioral, and/or related service goals and objectives. Every student's Skyward schedule must align with the Schedule of Services outlined in the

IEP and reflect a schedule comparable to that of general education students. All students are expected to receive instruction in grade-level TEKS, with instructional scaffolds provided as needed. Students functioning significantly below grade level should be instructed at their functional level with a focus on progress toward grade-level standards.

The ARD Committee determines, on an individual basis, the instructional accommodations or modifications needed. These apply to daily assignments, homework, assessments, and grading practices, but not to the calculation of the final grade itself. When a student receiving Special Education services is not earning passing grades, the issue must be documented by both the general and special education teacher(s). If a student fails a course during a grading period, an ARD Committee must be convened to evaluate the cause of the failure and determine if any changes to the IEP are necessary. Lesson plans must reflect the implementation of accommodations and modifications for students with IEPs, and this documentation must adhere to FERPA guidelines.

SECTION 504

San Benito CISD is committed to providing comprehensive Section 504 services to ensure eligible students in San Benito, Texas, have equitable access to education. Under Section 504 of the Rehabilitation Act of 1973, any student with a physical or mental impairment that substantially limits one or more major life activities—such as learning, concentrating, or breathing—is entitled to accommodations that level the playing field with non-disabled peers. Students with conditions like asthma, diabetes, ADHD, or dyslexia may qualify for a 504 plan even if they do not require specialized instruction under IDEA.

To determine eligibility, parents, educators, or students can request a 504 evaluation through the campus Section 504 Coordinator, who leads a committee to review medical documentation, educational records, teacher observations, and parent input. If eligible, the committee creates an individualized 504 plan detailing the accommodations, supplementary aids, and related services needed to ensure equal access in class, extracurricular activities, and other school settings.

San Benito CISD maintains open communication with families by providing written notice and opportunities for input when a student is referred, evaluated, or receives a 504 plan. Accommodations—such as extended time on tests, access to assistive technology, preferential seating, or modified assignments—are implemented by teachers and monitored by campus support staff. Parents interested in Section 504 support should contact their child’s campus coordinator to initiate a referral and determine if their child meets the criteria.

By actively identifying needs, tailoring accommodations, and fostering collaboration among school staff and families, San Benito CISD ensures every student receives the support required to succeed academically and thrive socially.

EMERGENT BILINGUALS

In assessing English Language Learners (ELLs) for mastery of the essential knowledge and skills, San Benito CISD shall exercise flexibility in selecting assessment methods that allow students to demonstrate

their knowledge and competencies independent of their English language proficiency, in accordance with policy (EIE LOCAL). The district may assess students in their primary language, use English as a Second Language (ESL) methodologies, and align assessments with the English Language Proficiency Standards (ELPS) as required by 19 TAC §74.4.

Additionally, the district may utilize multiple and varied assessment instruments, as permitted under EHBE LEGAL, to ensure a comprehensive understanding of each student's learning. The Texas English Language Proficiency Assessment System (TELPAS) is also used to evaluate English language development and academic progress over time. These flexible assessment practices help ensure equitable opportunities for ELL students to demonstrate academic mastery while still developing English proficiency.

ENRICHMENT

Enrichment activities are intended to extend students' skills in areas such as logical thinking, strategic reasoning, estimation, mental arithmetic, and problem solving. These activities should not be seen as additional or more difficult work, nor should they simply expand on the traditional curriculum for the sake of rigor. Instead, enrichment should be purposeful and engaging, driven by student needs as identified through data sources such as state and or local assessments and other relevant performance measures. Effective enrichment may be implemented through learning centers, flexible grouping, classroom projects, and individualized programs. Examples of meaningful enrichment include independent research projects, strategy-based games, and logic problems that encourage students to identify patterns and apply sequencing skills. For students in grades 2 through 5, tracking academic progress using individual data trackers is an expectation, empowering students to take ownership of their learning and monitor their growth over time

HONOR ROLL RECOGNITION

To celebrate and encourage academic excellence, the district recognizes students each grading period and at the end of the school year through the Honor Roll program. Students who maintain an overall average of 95 or above in all core subjects for the entire school year—with no grade falling below 95—will receive the **Principal's Award** for academic excellence. The **A Honor Roll** is awarded to students who earn grades of 90–100 in all subjects on their report card for a grading period. The **B Honor Roll** is designated for students who earn grades of 80–89 in all subjects. Students who earn a combination of A's (90–100) and B's (80–89)**—**with no grade below 80—qualify for the **A/B Honor Roll**. Conduct and enrichment area grades must also reflect satisfactory or higher performance to qualify for any Honor Roll recognition.

STRATEGIES FOR SUCCESS

 Ensure the student arrives **on time daily**, ready to learn with all necessary materials.

 Limit **absences** and ensure attendance at all required **tutoring or Accelerated Instruction programs**, as outlined in policy FEA [Legal].

 Communicate **with teachers** about academic performance, homework, and classroom behavior.

 Notify **the school in writing** when the student will be absent.

 Encourage **strong study habits**, **daily reading**, and **positive behavior** at home.

  Support and reinforce **school and district rules** for student conduct.

 Read **to and with the student daily** and provide a variety of reading materials at home.

 Ask the student **daily about school**, what they are learning, and their homework.

 Supervise homework time and provide a quiet, structured environment for learning.

 Limit screen time, including television and video games, during the school week.

 Take part in **enriching family activities** like visiting museums, libraries, or cultural events.

 Become involved in school functions and join at least **one school organization**.

 Keep the school informed of any updated information such as:

- Phone numbers and address
- Immunization records
- Previous school records
- Any personal, medical, or behavioral information that may affect learning or behavior

ESTRATEGIAS PARA EL EXITO

Los padres/tutores deben ser los guías principales e influencia positiva en la educación y en la vida. Es la responsabilidad de los padres de dar apoyo a la educación del estudiante haciendo lo siguiente:

- Traer al estudiante a la escuela a tiempo todos los días, listos para aprender, con los útiles adequados.
- Asegurar que el estudiantes asista programas de tutoría para la instrucción acelerada, limitando el número de ausencias como se indica en la política FEA[Legal].
- Hablar con los maestros de manera regular acerca de las asignaciones de desempeño (tareas, pedir ayuda, si es necesario), y notificar a la escuela por escrito cuando el estudiante va a estar ausente.
- Apoyar a los maestros en sus esfuerzos por fomentar buenos hábitos de estudio, la lectura por placer, y que muestre un comportamiento positivo.
- Lee con y al estudiante diariamente y ofrecer una variedad de materiales de lectura en el hogar.
- Preguntar al estudiante todos los días acerca de la escuela, el aprendizaje y las tareas.
- Supervisar al estudiante durante la tarea.
- Limitar la cantidad de tiempo que pasa viendo televisión o jugando juegos de video.
- Realizar viajes familiares a los museos, bibliotecas, eventos culturales, etc.
- Involucrarse en actividades escolares y ser miembro de al menos la organización escolar.
- Proporcionar a la escuela información actualizada, incluyendo el número de teléfono, dirección, registros de vacunación, y los informes escolares anteriores, etc.
- Toda información que pueda afectar a la capacidad del estudiante para aprender o comportarse debe ser proporcionada a la escuela.

Appendix I-A

PreKindergarten Rubric for 3 Year Olds

DOMAIN	EXCELLENT (E) 90 - 99	SATISFACTORY (S) 80 - 89	NEEDS IMPROVEMENT (N) 70- 79	UNACCEPTABLE (U) < 69
1. Social & Emotional Development	Exceeds age-level expectations for social interaction and self-regulation.	Meets age-level expectations for interacting **with** peers and adults.	Needs additional support to self-regulatE and interact with peers.	Rarely demonstrates self-regulation or social interaction skills.
2. Language & Communication	Frequently uses complex sentences, rich vocabulary.	Communicates clearly with simple sentences and vocabulary.	Inconsistent language use, needs help with communication.	Has difficlllty communicating, even with support.
3. Emergent Literacy (Reading and Writing	Recognizes most letters, understands story sequencing. Writes letters and words clearly, shows interest in writing.	Recognizes some letters and follows basic storylines. Can draw shapes, some letters with assistance.	Limited letter recognition, strnggles with story comprehension. Attempts to write but often needs guidance.	Does not recognize letters or engage with stories. Does not show interest or ability in writing activities.
4. Mathematics	Understands numbers, patterns, and can solv1 simple problems independently.	Can count, recognize basic shapes, and follow patterns.	Struggles with number recognition, needs help with patterns..	Does not demonstrate understanding of numbers or patterns.

Appendix I-A

PreKindergarten Rubric for 3 Year Olds

DOMAIN	EXCELLENT (E) 90- 99	SATISFACTORY (S) 80- 89	NEEDS IMPROVEMENT (N) 70- 79	UNACCEPTABLE (U) < 69
5. Science	Observes and describes the natural world independently.	Can observe with giuida11ce and describe simple phenomena.	Needs help to observe and understand the natural world.	Rarely engages i11 observation **or** understanding of nature.
6. Social Studies	Demonstrates understanding of community roles and relationships.	Basic understanding of family, community, and relationships.	Needs additional support to understand community roles.	Does not grasp the concepts of family, community, or relationships.
7. Fine Arts	Creatively expresses ideas through art, music, *or* drama.	Participates in art, music, or drama activities with guidance.	Needs encouragement to engage in creative activities.	Rarely participates in or shows interest in creative activities.
8.Physical Development	Exhibits strong coordination and motor skills.	Demonstrates basic motor skills with some assistance.	Struggles with coordination or motor skills.	Shows little to no development in physical coordination.
9. Technollogy	Independently navigates technology with minimal support	Can use technology with help from the teacher.	Needs frequent assistance with technology.	Does not use or engage with technology effectively.

Appendix I-C

K, 1, 2 Learning Behavior Rubric for Conduct

Standards	Satisfactory Performance
	Work Behaviors
Academic Perseverance	☐ I can learn from my mistakes, listen to feedback, and try again. ☐ I can keep trying when work gets hard. ☐ I can ask for help when needed.
Engagement	☐ I can show active listening during instruction. ☐ I can keep my questions and conversations on topic. ☐ I can wait until it is my turn to speak without interrupting. ☐ I can stay on task during independent work time.
Work Completion	☐ I can complete my work in a timely manner. ☐ I can complete quality work to the best of my ability. ☐ I can complete my work on my own with minimal prompting.
	Social Behaviors
Problem Solving	☐ I can use my problem-solving skills to help solve problems safely and respectfully in the classroom. ☐ I can use my problem-solving skills to help solve problems safely and respectfully outside the classroom. ☐ I can reflect on problems and learn from them.
Cooperation	☐ I can act respectfully and show kindness when interacting with others. ☐ I can work well with others to complete a task. ☐ I can share supplies and equipment with others.
Self-Management	☐ I can consistently follow classroom and school rules. ☐ I can use strategies to help me manage my emotions and my body. ☐ I can work without distracting others. ☐ I can stay in my personal space. ☐ I can organize and manage my own materials and workspace.

Appendix I-C

3rd – 5th Learning Behavior Rubric for Conduct

Standards	Satisfactory Performance
	Work Behaviors
Academic Perseverance	☐ I can learn from my mistakes, listen to feedback, and try again. ☐ I can keep trying when a task is challenging. ☐ I can ask for clarification or help when needed. ☐ I can utilize resources, strategies, or prior knowledge to help me persevere.
Engagement	☐ I can actively listen, ask questions, and respond to peers and adults. ☐ I can keep my questions and conversations on topic. ☐ I can remain focused to complete tasks. ☐ I can ignore distractions to complete tasks. ☐ I can participate in class.
Work Completion	☐ I can submit my best work on time. ☐ I can manage my time efficiently to complete tasks. ☐ I can correctly follow instructions with minimal prompting to complete tasks.
	Social Behaviors
Problem-Solving	☐ I can use my problem-solving skills to help solve problems safely and respectfully in the classroom. ☐ I can use my problem-solving skills to help solve problems safely and respectfully outside the classroom.
Cooperation	☐ I can respectfully listen, interact, and contribute my ideas with others during discussions or activities. ☐ I can use strategies to positively work as a team. ☐ I can treat others with empathy and kindness.
Self-Management	☐ I can consistently follow classroom and school rules. ☐ I can use strategies to help me manage my emotions and my body. ☐ I can be prepared for learning and activities. ☐ I can take ownership for my words and actions. ☐ I can stay on task while working with others.

Appendix I-D

Notice of Possibility of Retention

Date: _____

To The Parents of: _____,

This is to inform you that your child, _____, is performing below grade level student expectations in _____and does not meet promotion requirements*. In order to further your child's academic progress for the following school year, this is a request for a parent-teacher conference. A Notice of Retention conference is scheduled for _____at _____.

Sincerely,

_____ _____

Principal Teacher

*In grades 1-5, promotion to the next grade level shall be based on a grade of 70 or above on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) in three of the following four areas: reading/language arts, mathematics, science, and social studies

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Please sign below to indicate that you received this notice. Thank you.

_____ I have received the Notice of Retention and will be able to attend the meeting.

_____ I have received the Notice of Retention form, but will not be able to attend the meeting. I would like to reschedule the meeting for _____.

_____

Parent's Signature

Appendix I-D

Retention Conference Record

School: _____ Conference Date: _____Time: _____

Name of Student: _____ Grade: _____ Teacher: _____

Parent/Guardian Name: _____Phone Number: _____

The student will be retained in _____Grade for the 2025 – 2026 academic year.

Signatures:

_____ _____

Principal Parent / Guardian

Comments:

_____
_____
_____
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