

San Benito Consolidated Independent School District

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2017-2018 ELEMENTARY GRADING POLICY

Including Homework Guidelines

The San Benito Consolidated Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education or providing access to benefits of education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.

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San Benito Consolidated Independent School District

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Administrative Procedures for Academic Achievement, Promotion, Retention, and Placement

PHILOSOPHY AND RATIONALE

The philosophy of the San Benito Consolidated Independent School District concerning academic achievement, promotion, and retention is based on the recognition that each student is an individual. Therefore, when considering promotion or retention, attention must be given to all aspects of the student's development in order to accommodate individual needs and to promote the full development of the learner's potential.

Careful monitoring shall occur at every grade level to ensure mastery of the Texas Essential Knowledge and Skills. Each student should progress to the level of scholastic achievement expected for the assigned grade. The student's achievement or lack of achievement should be made known to parents by the teacher of record.

It is recommended that procedures for early identification of students who are failing to make satisfactory progress be established. It is necessary to ensure ongoing review of students who encounter difficulty are identified and not permitted to continue without academic acceleration.

ESSENTIAL KNOWLEDGE AND SKILLS

The District shall establish instructional objectives that relate to the essential knowledge and skills 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.

TUTORIAL SERVICES

The District may provide tutorial services at District schools. If the District provides tutorial services, it shall require a student whose grade in a subject for a reporting period is lower than the equivalent of 70 on a scale of 100 to attend tutorials.

The District may provide transportation services to accommodate students who are required to attend tutorials and who are eligible for regular transportation. [See EHBC (LEGAL)]

PROMOTION, RETENTION, AND PLACEMENT INDICATORS

Standards for promotion on every grade level shall be primarily based upon mastery of the TEKS in basic subject areas. The following indicators may be used (as appropriate) to verify that the student has mastered the necessary TEKS in subject areas:

I. STATE

- A. iStation
- B. STAAR (State of Texas Assessment of Academic Readiness)
- C. Senate Bill 4 (elimination of social promotion)
- D. TEC 28.0211 Satisfactory Performance on Assessment
Instruments Required (Accelerated Instruction)

- **A student may not be promoted to:**

- sixth grade if the student does not perform satisfactorily on STAAR
fifth grade math and reading assessments (**Appendix V** - page 23).

- See Student Success Initiative (SSI) www.tea.state.tx.us

II. LOCAL

- A. TEKS Resource System Curriculum Collaborative
- B. Informal Inventories
- C. Teacher-made materials/assessments
- D. Campus Assessments
- E. Observations
- F. Textbook Assessments
- G. Imagine Math
- H. Imagine Learning
- I. Big Brains
- J. STEMscopes (Science-Grades Kindergarten - 5th)
- K. Saxon Phonics and Spelling (Grades Kindergarten – 2nd)
- L. Center for Improving Readiness of Children for Learning and Education (CIRCLE -
Prekindergarten)

III. ATTENDANCE - A student shall be given credit for a class only if the student has met the academic criteria and has been in attendance 90% of the days the class is offered. The campus Attendance Review Committee (ARC) may give the student credit if there are extenuating circumstances for the absences. (See **Appendix III** Petition for Class/Grade Level Credit Form, pages 18-21)

IV. Summer School - Supplemental services will be provided through a combination of local and categorical funds for students who do not pass one or any of the core subject areas with a yearly average grade of 70 or above in their respective grade. Students must have a documented Response to Intervention (RtI) (on eSTAR) with a minimum of one grading period of interventions. Students must attend summer school and maintain a 70%

or above average in order to be considered for promotion to the next grade level. In addition, students must meet attendance requirements during summer school (no more than two (2) absences).

- V. **Response to Intervention (RtI)** - Any struggling student in Kindergarten through 5th grade must have a RtI in place (See **Appendix I** - page 16).
- VI. **Extended Day/Week** - Students who are not successfully meeting passing standards on the TEKS will be provided assistance through extended day/week to remediate and assist in meeting the passing standards for promotion.

EXPLANATION OF MARKS

Pre-Kindergarten and Kindergarten

Achievement or progress shall be reported for pre-kindergarten as:

S - Satisfactory (a student who is developing at expected level)

P - Making Progress (a student who needs additional time and practice to acquire concepts)

N - Needs Improvement (a student who is experiencing difficulty)

Achievement or progress shall be reported for kindergarten as:

90 - 100 Excellent Progress

80 - 89 Good Progress

70 - 79 Meets Expectations

0 - 69 Needs Improvement

A copy of the final Pre-Kindergarten and Kindergarten report card shall be kept on file in the student's cumulative folder (permanent record) as documentation of promotion.

Pre-Kindergarten and Kindergarten grades are not to be recorded on cumulative folder (permanent record).

Grades 1-5 Academics / Subjects

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 level shall be validated by assessments that may either be incorporated into units or final exams, or may be administered separately. Mastery of at least 70% of the objectives shall be required. (EIE Local)

In grades 1-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (Texas Essential Knowledge and Skills) for each subject area (Mathematics, Science, Social Studies, Reading and Grammar / Composition / Spelling).

(EIE Local)

In the elementary grades 1-5, achievement shall be reported to parents as numerical grades for Reading, Mathematics, Grammar / Composition / Spelling, Social Studies, and Science.

(EIA Local)

E, S, N, and U will be used for Handwriting, Health, Fine Arts, Physical Education, Conduct, and Technology. If a numerical basis is needed to arrive at these grades, the following values will be used:

E	=	90 - 100	Excellent Progress
S	=	80 - 89	Satisfactory
N	=	70 - 79	Needs Improvement
U	=	below 70	Unsatisfactory

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.

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.

*For students in Pre-Kindergarten and Kindergarten, a copy of the final report card must be STAPLED in the student's cumulative folder. **DO NOT RECORD** Pre-Kindergarten and Kindergarten grades on cumulative folder (permanent record).*

If a student is in attendance at another school in the state of Texas, grades will be averaged together with San Benito School District grades to make promotion decisions. Students must be in attendance in San Benito CISD for a minimum of 50% of the six weeks grading period in order to be awarded credit.

If a student transfers from an out of state campus, the principal will use reasonable standards to make grading/promotion decisions.

If transfer grades are based on a nine (9) week grading system, the following formula will be applied:

CONVERSION OF 9 WEEKS REPORT CARD GRADES

Use the following formula if a student enrolls having completed 9 instructional weeks from the sending district.

1. Take the 1st 9 weeks grade and use as the 1st 6 weeks grade.
2. Average 1st 9 weeks grades with 2nd 9 weeks grade and post as 2nd 6 weeks grade average.
3. The 2nd 9 weeks grades automatically become the 3rd 6 weeks grades.

Example ONE (1) below:

SENDING DISTRICT GRADES				SBCISD GRADES			
	1 st 9 wks	2 nd 9 wks	Average	1 st 6 wks	2 nd 6 wks	3 rd 6 wks	Semester Average
Reading	80	70	75	80	75	70	75
ELA	86	88	87	86	87	88	87
Math	80	68	74	80	74	68	74
Science	76	86	81	76	81	86	81
So. Studies	96	90	93	96	93	90	93

If a student enrolls having completed less than 9 instructional weeks in the sending district, example 2 applies.

Example TWO (2) below:

<u>Week 1</u>	<u>Week 2</u>	<u>Week3</u>	<u>WEEK4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Six Weeks Average</u>
83	83	83	83	87	90	87.5 -> 88
Previous District Grades			CHILD ENROLLS with 83 Average	SBCISD District Grades		

Students must be in attendance in San Benito CISD for a minimum of 50% of the six weeks grading period in order to be awarded credit.

Check with Campus Administrator before final grade is posted.

REPORT CARDS

All campuses will offer electronic report cards in grades 1st – 5th. Parents may access current student data, including grades, by visiting the parent portal under TxEIS (Texas Education Information System) on SBCISD website. Therefore, grades must be posted on a weekly basis. Exclusive login/password information shall be obtained in the school office.

Comments on report cards should be positive and supportive. Specific concerns should be dealt with by means of conferences.

All report cards for each grade level must be turned in to the school's office prior to the day report cards are sent home. Principals and/or principal's designees must review the report cards and the grade sheets.

An electronic copy of the entire grade book for Prekindergarten and Kindergarten must be submitted to the school's office at the end of the school year. (i.e. USB drive and/or CD)

GUIDELINES FOR GRADING

Grades should reflect the student's academic achievement. Each teacher's grade book should contain a minimum of two (2) numerical grades per week in Reading, Mathematics, Language Arts, Science, and Social Studies. There should be at least 3 test grades and 9 daily work grades per six week period.

At least one (1) letter grade per week for Handwriting, Fine Arts, Health, Physical Education, and Technology. Teachers must post grades on a weekly basis. All students shall be given an opportunity to be retested after reteaching if he/she received a grade below 70 in any assessment or major class assignments. In this case, the highest grade a student can earn will be a 70.

*It is **recommended** that any six weeks average earned that is less than 50 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 or below, the teacher must communicate to the parent and the principal the grade earned and develop a plan for improvement. EIA (Legal)*

Makeup Work and Late Projects

Students shall be expected to make up assignments, projects, and tests after absences. Students shall receive a zero for any assignment, project, or test not made up within an allotted time.

A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher. A reasonable amount of time for completion of an assignment will be established by the teacher.

Academic Dishonesty

Students found to have engaged in academic dishonesty shall have a zero recorded for assignments or tests with no opportunity for retesting and shall be subject to disciplinary penalties in accordance with the Student Code of Conduct. 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 another supervising professional employee, taking into consideration written materials, observation, or information from students. (EIA Local)

Special Education Students

Students in Special Education will follow the SBCISD grading/retention procedures. Any necessary deviations will be determined by the ARDC and will be documented in the student's Individual Education Plan (IEP). The student's Individual Education Plan may include accommodations/modifications that enable the student to successfully meet the district's grading/grading procedures. All students in Special Education will receive a standardized district report card. Grades must be entered into the Online Grading System (TxEIS). Numerical grades will be used for all students that are enrolled in grades K – 12th. Instructional accommodations/modifications for students in Special Education must be followed as determined by an ARDC. If a student's grade is derived without following the required accommodations/modifications outlined in his/her IEP, the grade is invalid and a new grade must be determined after accommodations/modifications are in place. Implementation of accommodations/modifications is the responsibility of the General Education teacher and/or the Special Education teacher. Campus administrators and Special Education Supervisors shall monitor the implementation of the accommodations/ modifications.

In addition to the district report card, students in Special Education must receive an IEP Progress Report every six weeks reporting on academics, behavior and/or instructional/ related services as determined by the student's goals and objectives.

All students, regardless of their instructional placement, must have a schedule in TxEIS that is aligned to the schedule in general education. The TxEIS schedule must match the Schedule of Services in the Student's IEP. It is the expectation that all students will be taught on grade level TEKS regardless of their instructional setting. Students who are significantly lower than their grade levels should be taught at their functional grade level and build upon progress from that level.

The ARDC determines, on an individual basis, the need of instructional accommodations /modifications. The accommodations/modifications apply to daily work assignments, homework, tests and grading techniques, not the calculation of the final grade.

It is important to note that if a child is receiving special education services and is not earning passing grades, the failure should be addressed and documented by special education/general education teacher(s). If a student fails two consecutive six weeks grading periods in the content areas, then an Admission, Review and Dismissal (ARD) Committee must convene to consider the reason(s) for failure and possible IEP modifications.

Lesson Plans should reflect accommodations/modifications as implemented for students with an Individualized Education Plan (IEP) or 504 plan. Documentation in lesson plans should be in accordance with FERPA requirements in which no clearly identifiable student identity is documented.
(EIE Local)

Dyslexia/ Section §504

The section 504 Committee determines, on an individual basis, the need for instructional accommodations. Section 504/Dyslexia guidelines for accommodations will be followed. Monitoring of these guidelines is the responsibility of the regular education teacher, dyslexia teacher (if applicable), campus administrators, and Campus Section 504 Coordinators. If a student's grade is derived without following the required accommodations outlined in his/her Individual Accommodation Plan (IAP), the grade is invalid and a new grade must be determined after accommodations are implemented.

Students in Section 504 will follow the SBCISD grading/retention procedures. Any necessary accommodations will be determined by the Section 504 committee and will be documented in the Student Services Plan. The Student Service Plan may include accommodations that enable the student to successfully meet the district's grading procedures. All students in Section 504 will receive a standardized district report card. In measuring the academic or proficiency of a student with disabilities identified under 504, the student's potential for achievement or proficiency in the area must be considered by the Section 504 committee.

English Language Learners

In assessing English language learners (ELLs) for mastery of the essential knowledge and skills, the District shall be flexible in determining methods to allow the students to demonstrate knowledge or competency independent of their English language skills in the following ways:
(EIE Local)

- assessment in the primary language
- assessment using ESL methodologies
- English Language Proficiency Standards (ELPS) required by 19 TAC, Chapter 74, Subchapter A, §74.4
- assessment with multiple varied instruments (See EHBE Legal)
- TELPAS (Texas English Language Proficiency Assessment System)

Response to Intervention (RtI)

RtI may be described as a model addressing the needs of all students through a continuum of services which provide: (1) high-quality instruction and scientific, researched-based, tiered intervention strategies aligned with individual student need; (2) frequent monitoring of student progress to make results-based academic or behavioral decisions; (3) data-based school improvement; and (4) the application of student response data to important educational decisions (such as those regarding placement, intervention, curriculum, and instructional goals and methodologies). The activities described above typically occur in the general education setting and must be electronically documented in the District's approved computerized program (Refer to **Appendix I** – page 15).

Re-teaching

Re-teaching will occur in any area where a student has not demonstrated mastery. Re-teaching will be required only for students not mastering concepts specifically identified in the TEKS, assessments, or major class assignments. Planning for re-teaching shall be documented in the teacher's lesson plans, as appropriate. When re-teaching must occur, it must be accomplished with a different instructional strategy from the original presentation, such as:

- peer tutoring,
- tutoring, and/or
- structured group activities
- other assignments as assigned by the teacher

Enrichment

Enrichment activities should be designed to extend skills in logical thinking, strategic reasoning, estimation, mental arithmetic, and problem solving. Enrichment activities should not be additional work (busy work) or harder problems that expand upon the ideas presented in the traditional curriculum.

Enrichment activities can be provided through the use of learning centers, grouping within the classroom, whole class projects, and individualized programs. Other examples appropriate for enrichment activities include independent research projects, games that require the use of strategies or higher level thinking skills, and logic problems that require students to recognize patterns and apply sequencing skills.

PARENT - TEACHER COMMUNICATION

Adequate explanations concerning the philosophy and purpose of report cards will be made.

At the end of the first three weeks of a grading period, a progress report must be sent home for every student. Progress reports are intended to inform parents about their child's academic status.

Parent-teacher conferences are strongly encouraged as a means of discussing and reviewing students' strengths and weaknesses.

Report cards containing student grades in each subject must be provided to parents/guardians following each six-weeks reporting period. The report cards must provide for the signature of the parent/guardian and be returned to the school. If the report card with the parental signature is not returned to the school within five (5) school days, the district/school shall make a good faith effort to ensure that the parent/guardian is informed of the student's progress.

HOMework GUIDELINES

Homework 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 objectives. Assignments should provide practice on skills already taught or prepare students to begin a new topic or part of a course.

1. If the homework is to have value, its purpose and relation to what has been learned in the classroom must be clearly understood by the student.
2. 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.
3. The homework assignment must pertain to previously taught skills.
4. The homework assignment must extend the student's knowledge of TEKS.
5. Homework assignments must be adapted to individual needs.
6. Homework assignments must be reasonable in view of the student's home resources.
7. Homework assignments must be properly evaluated and feedback must be provided to the student. Homework is **NOT** to be recorded as a grade in the grade book.
8. Documentation of homework assignment must be referenced in the lesson plan.
9. Homework should be an integral part of the classroom activities; it should **never be busy work** nor construed to be punishment.
10. Homework assignments should be avoided immediately before holidays or major special events.
11. Recommended homework time for Pre-K, K-2 is 30 minutes per night and 60 minutes per night for grades 3-5.

In summary, if homework is carefully examined and constructed as a meaningful part of learning, it can be another step in the direction of bringing the school, the student, and the community closer together in a common interest for quality education.

PARENT NOTIFICATION AND PROGRESS MONITORING

1. Any time during a grading period that a student is in danger of failing, the teacher must make a documented contact with the parent by speaking with them on the phone, meeting in a conference, or sending written notification.
2. The teacher will provide frequent monitoring of student progress, as per RtI forms, and upon subsequent evaluation, if the deficiency has not been remediated, the student will be retained.
3. Parents and guardians will be provided strategies to use in helping their child succeed. (**Appendix II** - pages 16-17)

PROMOTION PROCESS FOR IDENTIFIED RETAINEE

1. The retaineer's teacher submits documentation to the principal that RETENTION of the student is appropriate and is based on the student's academic record. (**Appendix IV** - page 22)
2. The principal reviews the documentation and discusses the recommendation with the teacher then decides if the student should be promoted or retained.

In an effort to reduce the number of retainees [EIE, Local][EHBC, Legal], the school must complete required assessments, correctly identify students' weaknesses, and provide intensive reading/math instruction using an appropriate research- based **reading/math program**.

Students must be provided the following to ensure grade level academic success:

RESPONSE to INTERVENTION (RtI)

1. Response to Intervention (RtI) is an approach that schools use to help all students, including struggling learners. The RtI approach gives Texas Students opportunities to learn and work at their grade level. The idea is to help all students be successful.
2. Teachers will continue to progress monitor until student responds to intervention(s) or referred for a full and individual evaluation for special education services or Section 504.
3. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students including a process based on Response to Intervention (RtI).
4. The implementation of RtI has the potential to have a positive impact on the ability of the district to meet the needs of all struggling students.
5. To determine whether a student makes sufficient progress when provided interventions depends on the particular criteria of the scientific, research-based intervention. A school should consider alternative actions when a student fails to respond to an increasing intensity of instruction and interventions.
6. RtI does not replace the need for a comprehensive evaluation using a variety of data sources. A school will inform parents when a student is not making progress in the general education setting. If the student is not making progress in the general education setting and demonstrates lack of sufficient response to intervention(s) after an appropriate period of time, the school must request parental consent to evaluate a student suspected of having a learning disability.
7. The definition of "scientific, research-based" is in federal law at 20 USC, §7801(37). Local school districts are in the best position to determine interventions that qualify as meeting the definition of "scientific, research-based."
8. Any current struggling student **MUST** be subjected to all of the aforementioned requirements.

Strategies for Success

Parents/Guardians must be the student's main guide and positive influence in education and in life. It is the parent's responsibility to support the education of the student by:

- Having the student at school on time each day, ready to learn, with the appropriate materials.
- Ensuring that student attend tutoring programs for Accelerated Instruction, and limiting the number of absences as outlined in policy FEA [Legal].
- Talking with teachers on a regular basis about performance, homework assignments (asking for help, if necessary), and notifying the school in writing when the student is going to be absent.
- Supporting teachers in their efforts by encouraging strong study habits, reading for pleasure, and exhibiting positive behavior.
- Supporting the school and school system rules for student behavior and ensuring that the student is following the rules.
- Reading to and with the student daily and providing a variety of reading materials in the home.
- Asking the student each day about school, learning, and homework.
- Supervising the student during homework.
- Limiting the amount of time spent watching television or playing video games.
- Taking family trips to museums, libraries, cultural events, etc.
- Becoming involved in school activities and be a member of at least one school organization.
- Providing and updating the school with current information, including telephone number, address, immunization records, previous school reports, etc.. All information should be provided that might affect the student's ability to learn or to behave.

Estrategias para el éxito

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 adecuados.
- 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.

To the Parents/Guardians of _____,

In reviewing the attendance records as required by the state, our records show that your child is experiencing an excessive number of absences from class. As of _____, 20____your child has been absent__days from school.

This attendance warrants your serious concern. An absence from class whether excused or unexcused causes your child to miss out on days of instruction. When this happens regularly, your child's educational progress is jeopardized.

San Benito CISD Policy FEC (Local) states:

- (1) A student and the student's 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.
- (2) When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the students may earn credit for the class by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal. If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit by submitting a petition to the appropriate attendance committee. 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.
- (3) The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit. The committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered. Students who have lost credit because of excessive absences may regain credit by fulfilling the requirements established by the attendance committee.

The Attendance Review Committee (ARC) will be meeting during the teacher's conference time: _____ on _____, 201____.
(time) (date)

During this time the members will be reviewing your child's academic records as well as attendance records. Please contact the office in order to set up an appointment to meet with the ARC at (956).

Respectfully,

Principal

Date

Para los padres/tutores de_____.

En la revisión de los registros de asistencia como es requerido por el estado, nuestros datos muestran que su hijo/a esta experimentando un número excesivo de ausencias de clase. A partir de_____, 2_ su hijo/a ha estado ausente ____ días de escuela. Esta asistencia garantiza su grave preocupación. Una ausencia de la clase ya sea justificada o injustificada provoca a su hijo/a a perder la oportunidad de días de instrucción. Cuando esto sucede con regularidad, su hijo/a está en peligro de progreso educativo.

San Benito CISD Política FEC (Local) dice :

- (1) Un estudiante y el padre o tutor del estudiante se le dará escritos antes y en tales momento en que la asistencia del estudiante en cualquier clase cae por debajo de 90 por ciento de los días que la clase es ofrecida.
- (2) Cuando la asistencia del estudiante cae por debajo de 90 por ciento, pero se mantiene por lo menos al 75 por ciento de los días que se ofrece la clase , los estudiantes pueden obtener créditos para la clase, completando un plan aprobado por el director/a. Este plan debe proporcionar para que el estudiante cumple con los requisitos de instrucción de la clase según lo determinado por el director. Si el estudiante no completa con éxito el plan o cuando una asistencia de estudiantes cae por debajo de 75 por ciento de los días que se ofrece la clase, el estudiante, padre o representante podrán solicitar concesión de crédito mediante la presentación de una petición a la adecuada comité de asistencia. Peticiones de crédito se pueden presentar en cualquier momento que el estudiante reciba una notificación pero, en cualquier caso, no más tarde de 30 días después del último día de clases.
- (3) El comité de asistencia deberá revisar todo el registro de asistencia del estudiante y las razones de ausencias y determinarán si se debe otorgar crédito. El comité también podrá, si un petición se presenta o no, revisar los registros de todos los alumnos cuya asistencia cae por debajo de 90 por ciento de los días que se ofrece la clase. Los estudiantes que han perdido crédito debido a las ausencias excesivas pueden recuperar el crédito mediante el cumplimiento de los requisitos establecidos por el comité de asistencia.

El Comité de Revisión de Asistencia (ARC) se reunirá durante la conferencia del maestro(a) a la(s)

_____ el _____ del 201__.

(hora)

(fecha)

Durante este tiempo los miembros estarán revisando los expedientes académicos de su hijo/a, así como los archivos de asistencia.

Por favor, póngase en contacto con la oficina con el fin de establecer una cita para reunirse con el ARC al (956)_____.

Atentamente,

Director(a)

Fecha

Petition for Class/Grade Level Credit

(to be implemented during the summer following the end of the school year with students passing all subjects but not meeting the required 90% attendance)

Student's Name: _____ Grade Level: _____

Number of Absences: _____ Excused: _____ Unexcused: _____

Reason(s) for excessive absences from school _____

Plan of Action (attach documentation)

- ☐ Make up Work completed by: _____
- ☐ Work to be completed (list): _____
- ☐ Attend Public Library Reading Program
- ☐ Submit Special Project as Assigned by Classroom teacher
- ☐ Read__Books from the District's Grade Level Reading List and submit a book report to classroom teacher
- ☐ Counseling beginning 2017 – 2018 school year
- ☐ Other _____
- ☐ Attend Extended School Day: _____

.....(FOR SCHOOL USE ONLY).....

The Attendance Review Committee (ARC) met on _____ to review the petition for class credit. After careful review, the ARC has determined the following:

COMMITTEE MEMBERS' SIGNATURES:

Classroom Teacher: _ _ _ _ _

Date: _ _ _ _ _

Principal: _ _ _ _ _

Date: _ _ _ _ _

Parent: _ _ _ _ _

Date: _ _ _ _ _

Petición para crédito de nivel de grado/clase

(ser implementado durante el verano siguiente a la finalización del año escolar con los estudiantes que pasan todas las materias, pero no cumplen con la asistencia obligatoria del 90%)

Nombre del estudiante: _____ Grado: _____

Número de Ausencias: _____ Justificadas: _____ Injustificadas: _____

Motivo (s) para las ausencias excesivas de la escuela _____

Plan de acción (adjunte la documentación)

- ☐ Recuperar el trabajo completado por (fecha): _____
- ☐ Trabajo para ser completado (lista): _____
- ☐ Asistir Programa de Lectura de la Biblioteca Pública
- ☐ Presentar Proyecto Especial Asignado por el maestro/a
- ☐ Leer ____ libros de la lista de proporcionada por el distrito y presentar un informe del libro al/la maestro(a)
- ☐ Asistir a consejería al inicio del año escolar 2017 - 2018
- ☐ Otro _____
- ☐ Asistir Día Escolar Extendido: _____

.....(PARA USO DE LA ESCUELA).....

El Comité de Revisión de Asistencia (ARC) se reunió el día _____ para revisar la solicitud de crédito de clase. Después de una cuidadosa revisión, la ARC ha determinado lo siguiente:

Firma de miembros del comité:

Maestro(a): _____ Fecha: _____

Director(a): _____ Fecha: _____

Padre: _____ Fecha: _____

Portfolio Cover Page

Campus: _____

Principal: _____

Student: _____

Grade Level: _____ Date: _____

- ☐ Assessments (SRI, SMI, TPRI, Tejas LEE, Campus Based Assessments and District
- ☐ Benchmarks) RtI Documentation / "Progress monitoring" (Tier 2 & Tier 3)
- ☐ Parent Communication
- ☐ Log/Contract Tutorial
- ☐ (Grades & Attendance)
- ☐ Principal/Teacher
- ☐ Conferences Regular
- ☐ School Attendance

Teacher Recommendation: _____ Retained in current grade level

Teacher's Signature

Date

Promotion/Retention Recommendation

Campus: _____

Principal: _____

Student: _____

Grade Level: _____ Date: _____

- ☐ Assessments (SRI, SMI, TPRI, Tejas LEE, Campus Based Assessments and District
- ☐ Benchmarks) RtI Documentation / "Progress monitoring" (Tier 2 & Tier 3)
- ☐ Parent Communication
- ☐ Log/Contract Tutorial
- ☐ (Grades & Attendance)
- ☐ Principal/Teacher
- ☐ Conferences Regular
- ☐ School Attendance

The student will be: _____ Retained in current grade level

_____ Promoted to the next grade level

_____ Placed in the next grade level

Principal's Signature

Date