# THE GOLD STANDARD

**SAN BENITO CONSOLIDATED INDEPENDENT SCHOOL DISTRICT**

# 2024 2025 ELEMENTARY GRADING HANDBOOK

**Department of Elementary Instructional Implementation**

***Board Approved July22, 2024***

**Board of Trustees**
Orlando Lopez, President
Dr. Ariel Cruz, Vice-President
Rudy Corona, Secretary
Frutoso Gomez, Trustee
Crystal Hernandez Trustee
Alejandro Reyna, Trustee
Israel Villarreal, III, Trustee

**Acting Superintendent of Schools**
Alfredo Perez

**Assistant Superintendent of Academics**
Dilia Cornett

**Director of Elementary Instructional Implementation**
Diana Atkinson

**Grading Handbook Committee Members**
Sylvia C. Garcia
Gabrielle Ocumarez
Dr. Lucas Gomez

**Elementary School Principals**

Angela G. Leal - Dual Language Elementary……Diane Jacquez
Dr. Cash Elementary…… Esequiel Rodriguez
Dr. Garza STEAM Academy…… Victor Monreal
Ed Downs Fine Arts Academy……Alan Larralde
Fred Booth Elementary……Gabrielle Ocumarez
Frank Roberts Elementary…….. Lupita Monsevalles
La Encantada Elementary…… Sylvia Garcia
La Paloma - Dual Language Elementary .....Dr. Lucas Gomez
Judge Oscar De La Fuente Elementary.....Rolando Diaz
Rangerville Elementary……M. Julie Aguilera
Sullivan Environmental Science Academy .....Dr. Cynthia Claborn

Table of Contents

**PHILOSOPHY AND RATIONALE** ..... 1

**GUIDELINES FOR GRADING** ..... 2

**EXPLANATION OF MARKS** ..... 3

**MAKE-UP WORK AND LATE PROJECTS** ..... 3

**PROGRESS REPORTS AND REPORT CARDS** ..... 4

**RE-TEACHING** ..... 5

**PROMOTION AND RETENTION** ..... 5

**ATTENDANCE** ..... 7

**STUDENT PROMOTION EVALUATION COMMITTEE** ..... 7

**SUMMER SCHOOL** ..... 7

**HOMEWORK GUIDELINES** ..... 8

**CUMULATIVE FOLDER (PERMANENT RECORD)** ..... 9

**ACADEMIC DISHONESTY** ..... 10

**SPECIAL SERVICES** ..... 10

# 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 (TEKS). 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.

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS**

The District shall establish instructional objectives that relate to the Texas Essential Knowledge and Skills (TEKS) 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.

To ensure compliance with Board policy, these guidelines should be reviewed in conjunction with Board policy EIA(LOCAL). These guidelines are intended to clarify Board policies, not to duplicate all policy requirements.

# PARENT COMMUNICATION AND PROGRESS MONITORING

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

At the end of the first three weeks & six 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, needs, and academic progress.

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 communication such as email. The Branching Minds platform will be used to document all parent contact relating to the possibility of retention.

The teacher will provide frequent monitoring of student progress, as per RtI, and upon subsequent evaluation, if the deficiency has not been remediated, the student will be retained as per LOCAL Policy EIE.

Parents and guardians will be provided strategies to use in helping their child succeed. (Appendix I-A, I-B)

# GUIDELINES FOR GRADING

Grades should reflect the student's academic achievement and acquisition of grade level TEKS.

A. Teachers are to maintain student's grades and progress on the district's electronic grade book (Skyward).

B. Teacher grade books are auditable documents and are to be maintained digitally by network services.

C. Final grades for the school year are to be maintained in the student's cumulative record.

D. Diagnostic Instruments are not to be taken for a grade.

E. Grades are to be updated (posted and published) on a weekly basis and must be named with standard and skill specificity and be aligned by grade level Ex. (7.2A Classifying Rational Numbers).

F. Each teacher's grade book should contain a minimum of two (2) numerical grades per week in Mathematics, Science, Social Studies, and four (4) numerical grades for Reading and Language Arts 2 Reading, 1 Language Arts / Grammar, 1 Writing. There should be a minimum of 18 grades per nine-week period.

G. At least one (1) letter grade per week for Fine Arts, Health, Physical Education, Technology, and Conduct (See Appendix I-C – Learner Characteristics for Elementary Conduct).

H. All students shall be given an opportunity to redo the assignment 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.

I. Students in 1st grade shall not have story/selection read to them after the completion of the 1st term (Dec. 20). Students shall read comprehension test and all other reading selections independently for grading purposes unless documented IEP / IAP.

# EXPLANATION OF MARKS

Pre-Kindergarten

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 - 5th Grade

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)**

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** | < - 70 | Unsatisfactory |

# MAKE-UP WORK AND LATE PROJECTS

Students shall be expected to make up assignments, projects, and tests after absences. Students shall receive a failing grade 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.

# PROGRESS REPORTS AND REPORT CARDS

Progress Reports will be sent every three (3) weeks of the nine-week grading period to give written notice to a parent of a student's performance. The Progress Report will include a time that teachers are available for a parent/teacher conference. **(EIA LEGAL)**

Report Cards will be sent out every nine (9) weeks. Comments on report cards should be positive and supportive. Specific concerns should be dealt with by means of conferences.

The campus administrator must retain a record verifying the parent's acknowledgment of the required Progress Report and/or Report Card. **(EIA LEGAL)** All Progress Reports and Report Cards for each grade level must be submitted for campus administrator review prior to the day report cards are sent home.

All campuses will offer electronic Progress Reports and Report Cards in grades Pre-K to 5th Grades.

| REPORT | END DATE | DISTRIBUTION DATE |
|---|---|---|
| 3 Week Progress PR1 | Friday, 08/30 2024 | Thursday, 09/04/2024 |
| 6 Week Progress PR2 | Friday, 09/20/2024 | Wednesday, 09/25/2024 |
| Q1 Report Card RC1 | Wednesday, 10/09/2024 | Wednesday, 10/16/2024 |
| 3 Week Progress PR4 | Friday, 11/01/2024 | Wednesday, 11/06/2024 |
| 6 Week Progress PR5 | Friday, 11/22/2024 | Wednesday, 12/04/2024 |
| Q2 Report Card RC2 | Friday, 12/20/2024 | Thursday, 01/09/2025 |
| 3 Week Progress PR7 | Monday, 01/27/2025 | Friday, 01/31/2025 |
| 6 Week Progress PR8 | Tuesday, 02/18/2025 | Friday, 02/21/2025 |
| Q3 Report Card RC3 | Friday, 03/07/2025 | Wednesday, 03/19/2025 |
| 3 Week Progress PR10 | Friday, 04/04/2025 | Wednesday, 04/09/2025 |
| 6 Week Progress PR11 | Monday, 04/28/2025 | Friday, 05/02/2025 |
| Q4 Report Card RC4 | Thursday, 05/29/2025 | Thursday, 05/29/2025 |

Parents may access current student data, including grades, by visiting the parent portal under Skyward on the SBCISD website. **Exclusive login/password information shall be obtained in the school office.**

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

# TUTORIALS

A student whose grade in a subject for a reporting period is lower than the equivalent of 70 on a scale of 100 is required to attend tutorials (before school, after school, or Saturday school). [See EC for provisions on loss of class time.]
Transportation services may be provided to accommodate students who are required to attend tutorials and who are eligible for regular transportation. Education Code 29.084 **(EHBC LEGAL).**

Students at all grade levels who have been identified as being At-Risk of dropping out of school, who are not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment, shall be provided accelerated and/or compensatory educational services based on needs assessment. The principal shall ensure that each identified student is receiving services. **(EHBC LOCAL)**

# 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:

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

Students will be provided a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade, however, the highest mark shall be a 70. **(EIA LOCAL)**

# PROMOTION AND RETENTION

In grades 1st–5th, 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 (Texas Essential Knowledge and Skills) in three of the four following subject areas: Reading Language Arts, Mathematics, Science, and Social Studies. **(EIE LOCAL)**

The following indicators may be used (as appropriate) to verify that the student has mastered the necessary TEKS in subject areas:

I. STATE
   A. Center for Improving Readiness of Children for Learning and Education (CIRLCE) Pre-Kindergarten 3 and 4.
   B. Amplify mCLASS Kindergarten - 2nd Grade
   C. NWEA-MAP K-5th Grade
   D. STAAR (State of Texas Assessment of Academic Readiness)
   E. Senate Bill 4 (elimination of social promotion)

II. LOCAL
   A. TEKS Resource System Curriculum Collaborative
   B. Informal Inventories
   C. Teacher-made materials/assessments
   D. Campus Assessments
   E. Observations
   F. Formative and Summative Assessments

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

## Multi Tiered System of Support (MTSS) - RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Students who are having consistent academic difficulties in the classroom, as well as students whose screening data shows gaps in understanding, should be entered into the RtI process and interventions should begin. The RTI committee, which includes the teacher, will plan interventions that broaden instructional options and maximize achievement for the student.
Records/documentation of the intervention plan and activities should be documented in the district's online management system (Frontline) and must include the following:

- Documentation of RTI committee meetings
- Parent contact logs
- Intervention/strategy recommendations
- Time/duration and length of the intervention(s)
- Progress monitoring data that will show academic gains for each student
- Fidelity checks of instructional delivery Parents must be notified when a student receives an intervention (SB 1153) and should be given:
    - a reasonable description of the assistance that may be provided to the child, including any intervention strategies that may be used,
    - information collected regarding any intervention in the base tier of a multi-tiered system of supports that has previously been used with the child,

• an estimate of the duration for which the assistance will be provided,
• the estimated time frames within which a report on the child's progress with the interventions will be provided to the parent.

# ATTENDANCE

A student in any grade level from Pre-Kindergarten through grade 12 shall not be given credit or a final grade for a class unless the student is in attendance 90 percent of the days the class is offered. **(FEC LEGAL)**
A student who is in attendance for at least 75 percent but less than 90 percent of the days a class is offered may be given credit or a final grade if the student completes a plan approved by the school's principal. (FED LEGAL)

If a student petitions for credit, the campus Attendance Review Committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. **(FEC LOCAL).**

# STUDENT PROMOTION EVALUATION COMMITTEE

For promotion to the next grade level, students will need to have completed the requirements outlined in this grading handbook.

A Student Promotion Evaluation Committee (SPEC) will be formed when retention is recommended. The student's teacher must submit documentation to the principal that RETENTION of the student is appropriate and is based on the student's academic record. Appendix I-D

1. The Student Promotion Evaluation Committee (SPEC) will review all documentation, then will decide if the student should be promoted or retained.
2. The parent will be contacted and notified if the student will be retained.

In an effort to reduce the number of students that are retained, [EIE, LOCAL][EHBC, LEGAL], the school must complete required assessments, correctly identify students' needs, and provide intensive reading/math instruction using an appropriate research-based reading/math program (RTI).

# 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) with a minimum of one grading period of interventions. Students must attend

summer school and maintain a 70% or above average to be considered for promotion to the next grade level. In addition, students must meet attendance requirements during summer school. (It is at the home campus administrator discretion to place a student in subsequent grade level.)

## GRADING ROLES AND RESPONSIBILITIES

*Student*

1. To complete assigned work on time and return it to the teacher.
2. To plan to carefully schedule work on long-term assignments so that assignments will be completed on time.
3. To communicate with the teacher when he/she does not understand the assignment or is experiencing difficulty prior to due date.

*Parent/Guardian*

1. To establish a specific time, place, and manner for homework to be completed.
2. To provide the supplies and materials necessary to complete homework.
3. To monitor as needed, but not do homework for the student.
4. To assist the student in planning a time schedule for long-term assignments.
5. To monitor Skyward Family Access and initiate communication with the teacher when concerns arise.

*Teacher*

1. To provide meaningful tasks that enrich and supplement work introduced in class.
2. To communicate homework assignments, both regular and long-range, in an appropriate framework.
3. To provide effective instruction prior to assignment homework that adequately prepares the child to do the task independently and successfully.
4. To provide course requirements and expectations at the beginning of each grading period to students and parents.
5. To consider available resources, materials, and home situations when assigning a task.
6. To review and return homework to students within a timeframe which enhances instruction and provides a benefit to the student.
7. Teachers will update district electronic gradebooks on a weekly basis.

# 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.

# 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 will 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 found to have engaged in academic dishonesty shall have a failing grade 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 SERVICES

## SPECIAL EDUCATION SERVICES

Students receiving Special Education support 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 (Skyward). 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 administrator shall monitor the implementation of the accommodations/ modifications.

In addition to the district report cards students in the Special Education program must receive an IEP progress report every grading period 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 Skyward that is aligned to the schedule in general education. The Skyward 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 ARD Committee 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.

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 a course in a grading period, 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). Documentation in lesson plans should be in accordance with FERPA requirements.

## 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, campus administrators, and Campus Section 504 Coordinator. 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 Individual Accommodation Plan (IAP). All students in Section 504 will receive a standardized district report card.

## EMERGENT BILINGUALS

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)

## 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. NWEA MAP Data along with other data may be used to drive targeted / differentiated instruction.

Enrichment activities can be provided using learning centers, grouping within the classroom, class projects, individualized programs, and flexible grouping. 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. 2nd – 5th grade students will be responsible to track their academic progress via data tracker.

Appendix I-A

# 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 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-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.<br>☐ I can keep trying when work gets hard.<br>☐ I can ask for help when needed. |
| **Engagement** | ☐ I can show active listening during instruction.<br>☐ I can keep my questions and conversations on topic.<br>☐ I can wait until it is my turn to speak without interrupting.<br>☐ I can stay on task during independent work time. |
| **Work Completion** | ☐ I can complete my work in a timely manner.<br>☐ I can complete quality work to the best of my ability.<br>☐ 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.<br>☐ I can use my problem-solving skills to help solve problems safely and respectfully outside the classroom.<br>☐ I can reflect on problems and learn from them. |
| **Cooperation** | ☐ I can act respectfully and show kindness when interacting with others.<br>☐ I can work well with others to complete a task.<br>☐ I can share supplies and equipment with others. |
| **Self-Management** | ☐ I can consistently follow classroom and school rules.<br>☐ I can use strategies to help me manage my emotions and my body.<br>☐ I can work without distracting others.<br>☐ I can stay in my personal space.<br>☐ 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.<br>☐ I can keep trying when a task is challenging.<br>☐ I can ask for clarification or help when needed.<br>☐ 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.<br>☐ I can keep my questions and conversations on topic.<br>☐ I can remain focused to complete tasks.<br>☐ I can ignore distractions to complete tasks.<br>☐ I can participate in class. |
| **Work Completion** | ☐ I can submit my best work on time.<br>☐ I can manage my time efficiently to complete tasks.<br>☐ 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.<br>☐ 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.<br>☐ I can use strategies to positively work as a team.<br>☐ I can treat others with empathy and kindness. |
| **Self-Management** | ☐ I can consistently follow classroom and school rules.<br>☐ I can use strategies to help me manage my emotions and my body.<br>☐ I can be prepared for learning and activities.<br>☐ I can take ownership for my words and actions.<br>☐ 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

==========

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 20__-20__ academic year.

Signatures:

_____ _____

Principal Parent / Guardian

Comments:

_____
_____
_____
_____
_____
_____
_____
_____