

DeSoto ISD

Grades PK-12
2017-2018

Grading Policies and Regulations



2017-2018 CALENDAR

AUGUST 2017

| S | M | T | W | T | F | S |
|----|------|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | { 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

3-4 - New Teacher Orientation
7-11, 16-17 - Staff Dev.; 14-15, 18 - Teacher Prep.
21 - First Day of School

SEPTEMBER 2017

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

4 - Labor Day Holiday

OCTOBER 2017

| S | M | T | W | T | F | S |
|----|------|----|----|----|----|----|
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| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | { 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

2 - State Fair Day, All Closed
26 - Early Release/Parent Conference Day
27 - Holiday; 30 - Staff Development

NOVEMBER 2017

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
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| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

20-24 - Thanksgiving Holiday

DECEMBER 2017

| S | M | T | W | T | F | S |
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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

4-8 - STAAR Testing
22 - Early Release, Last Day Fall Semester
25-29 - Winter Break

JANUARY 2018

| S | M | T | W | T | F | S |
|----|-----|----|----|----|----|----|
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| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

1-5 - Winter Break
8 - School Resumes, 1st Day Spring Semester
15 - Martin Luther King, Jr. Holiday

FEBRUARY 2018

| S | M | T | W | T | F | S |
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| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | | | |

15 - Early Release / Parent Conferences
16 - Staff Development
19 - Holiday (Students and Staff)

MARCH 2018

| S | M | T | W | T | F | S |
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| | | | | 1 | 2 | 3 |
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| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | { 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

12-16 - Spring Break
30 - Good Friday Holiday

APRIL 2018

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
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| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

10-13 - STAAR Testing
16 - Holiday (Students and Staff)

MAY 2018

| S | M | T | W | T | F | S |
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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

7-18 - STAAR Testing; 28 - Memorial Day Holiday
31 - Last Day of School, Early Release

JUNE 2018

| S | M | T | W | T | F | S |
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| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

1 - Staff Dev. / Teacher Prep Day
25-29 - STAAR Testing

JULY 2018

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

4 - Independence Day Holiday

- CALENDAR KEY :** () Grading Period { } Semester ▲ New Teacher Orientation
 ■ Holiday/School Closed □ Staff Development Day (No school)
 ● Early Release ⬡ Teacher Preparation Day (No school)
 ● Parent Conf. Day ★ STAAR Test (Details at desotoisd.org)

GRADING PERIODS

Fall Semester: Aug. 21 - Oct. 20; Oct. 23 - Dec. 22
Spring Semester: Jan. 8 - March 9; March 19 - May 31



www.desotoisd.org

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DISCRIMINATION POLICY

No person in the United States shall, on the grounds of race, creed, color, sex, age or national origin be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

INTRODUCTION

The DeSoto ISD *Grading Policies and Regulations* are published for the following reasons:

- Law and policy require that we establish procedures to ensure that grades are reflections of essential knowledge and skills mastered.
- Grading must be as consistent as possible from teacher to teacher and from school to school within the district to assure fairness.
- Students and their parents have a right to know exactly how grades are determined.
- Grading has serious implications for individual students, for the school, and for the district and the community as a whole.
- Regulations are important support for teachers in the event a grade is challenged.

These guidelines, supported through Board policies, outline broad parameters that allow teachers enough flexibility to fit the needs of their particular course requirements. This applies to all teachers in all subject areas across the district. *Exceptions must be cleared through the building administration and kept on file in the principal's office.* Teachers must become familiar with the contents of this document to ensure fairness and standardization across the district. Parents will have access to these guidelines through the district internet site. Also, these guidelines should be discussed with students so they can understand exactly what the procedures are for determining the grades in any particular class **EIA (Local)**.

DESOTO INDEPENDENT SCHOOL DISTRICT
EXAMINATION FOR ACCELERATION
(No Prior Instruction)

What is Exam for Acceleration?

According to HB 2694/SB 1365, which amends Sections 24.092 and 28.023 of the Texas Education Code, a school district shall approve at least four examinations for acceleration or for credit for each academic subject. Each exam must satisfy SBOE guidelines, and the approved exams must include College Board AP exams and College-Level Examination Program. Board policy **EHDC (Legal)** addresses policies and procedures.

Who is Eligible for Exam for Acceleration?

Students entering grades 1 through 12 and currently enrolled in DeSoto ISD may take the Exam for Acceleration. Students entering kindergarten will notify the counselor during registration to request Exam for Acceleration to be administered during the first six weeks of school. **Students who did not pass any portion of most recent STAAR tests are not eligible to test for acceleration.**

What is Criteria for Acceleration?

- A district representative recommends students for grade level advancement.
- The student's parent or guardian gives written approval of the acceleration testing.
- Kindergarten students must enroll in the DeSoto ISD kindergarten program and apply for Exam for Acceleration with the counselor at the time of registration. Kindergarten students must score 80 percent or above on Language Arts and Math tests and demonstrate mastery of kindergarten readiness and social development skills per the district checklist.
- Grade 1-8 students must score 80 percent on each of the following tests: Language Arts, Math, Science and Social Studies, and complete forms for the campus Exam for Acceleration committee to review for acceleration to the next grade. Students must have received no prior instruction for the applicable grade.
- Grade 9 –12 students must score 80 percent or above on each semester examination for high school credit. Students must have received no prior instruction for the applicable courses.
- 3 or higher on an AP test.
- 60 or higher on a CLEP test.
- **Students who did not pass any portion of most recent STAAR tests are not eligible to test**

Committee Recommendations:

All data, testing, and forms must be completed before the Examination Committee convenes for recommendation of placement.

Where is the Exam for Acceleration Administered?

- Grade 1-12 tests will be administered annually at a facility determined by the Instructional Support Center on specified June, July, and September dates.
Grade 1-8 testing takes approximately two days. Grades 9-12 testing takes approximately two hours per test.
- Kindergarten will be tested at home campus after the first three weeks of school.
- Students must report to the testing site by 8:30 am on each day of testing.

How Does a Student Enroll for Acceleration?

- Contact the campus counselor for enrollment forms and procedures for the June, July, and September testing period. Completed forms must be returned to the campus counselor by the deadlines listed below.
- Apply with counselor at registration for kindergarten testing to be done during the first six weeks.

Registration Deadlines:

All applications for DeSoto ISD Examination for Acceleration by current students must be turned in to the campus counselor by the date determined by the Instructional Support Center for the June and July testing periods. Students who register and do not report for exam may forfeit future opportunities for testing.

Exam for Acceleration Calendar (No Prior Instruction)

Exam for Acceleration

(For students requesting course/grade acceleration) EHDC (Legal), EDHC (Local)

New Kindergarten: Apply for August/September Testing

K who enroll after school starts: Apply for June, or September Testing

1 – 12: Apply for June, or September Testing

(K-1 age requirements do not apply)

Students must pass all portions of current grade level STAAR

Students Entering Kindergarten

| | |
|--------------------|--|
| Registration | Parents notify school of request for Exam for Acceleration. |
| August 1-25 | Counselors collect paperwork for K and new students entering DeSoto. |
| August 25 | Paperwork/test requests due to Assessment and Accountability. |
| September 5-15 | Assessment and Accountability sends tests to campuses. |
| August – September | Students are tested within first three weeks. Assessment and Accountability scores most tests online with UT Austin. Students are placed as appropriate based on scores. |
| October – May | Window for acceleration to the following grade has passed. Students may test in June or July for grades or courses in which they have not received prior instruction. |

Current K – 12 Students

| | |
|--------------------------|---|
| March-May | Parents request/apply for exam for acceleration. Paperwork/test requests due to Assessment and Accountability. |
| May 4th | Deadline to request tests for June/July testing. |
| May 23 | Tests are ordered for June/July tests. |
| June and July | Student testing at central location. Assessment and Accountability mails tests for scoring. Students are placed as appropriate next school year per scores. |
| June 12-15 July 16-19 | Students choose either June or July testing dates and will make effort to be in attendance as tests are costly. |
| August | Student placements are in effect for the new school year. |

DESOTO INDEPENDENT SCHOOL DISTRICT
EXAMINATION FOR PLACEMENT
Credit by Exam

What is Exam for Placement?

Under School Board Policy FDA, transfer students from nonaccredited private schools/home schools are required to validate courses for credit by testing in those courses. *Valid home schooling exempts a student from compulsory attendance laws, but does not mean public schools shall accept home schooling curricula as meeting the state standards without verification through objective testing.*

In keeping with the Credit by Examination for Placement procedures of DeSoto I.S.D., the district will utilize these procedures for the awarding of limited credit. Exam for placement is not an option to student retention.

Who must take Exam for Placement?

Students enrolling in the DeSoto schools from a non-accredited private school or home school shall be required to take credit by exams obtained through the University of Texas at no cost to the student. Student's parent or guardian must complete paperwork for exam for placement and return paperwork to the counselor. **FD (Local), FD (Legal)**

What is Criteria for Grade Placement?

- Incoming grade 2 – 6 students will take and meet requirements on the reading/language arts, mathematics, science and social studies tests. In order to receive credit for the last year of nonaccredited private/home schooling and be enrolled in the next grade level, student must:
 - score 70% or higher on each of the following tests: Reading/Language Arts, Math, Science, and Social Studies, and
 - score an overall average of 70% or higher for the four tests as validated by campus Principal.
- Incoming grade 7 –8 students will take and meet requirements on the language arts, mathematics, science, and social studies tests. In order to receive credit for the last year of nonaccredited private/home schooling and be enrolled in the next grade level student must:
 - score 70% or higher on three of the four tests, and
 - score an overall average of 70% or higher for the four tests.
- Incoming grade 9 – 12 students must score 70% or higher on appropriate semester exams to receive credit for all courses taken outside of an accredited school.
- Grade 10 – 12 students must master the appropriate exit level STAAR/TAKS tests.
- Grade 9 – 12 grade students must complete a minimum of twelve (12) of the last eighteen (18) credits *in residency* before a diploma is issued from DeSoto High School

Students who are enrolled in a home school setting for less than a school year and who have most recently attended DeSoto schools may be placed by a committee of the campus principal, counselor, and other campus professional at an appropriate level and their progress assessed.

Where is the Exam for Placement Administered?

- Grade 2-12 tests will be administered at each home campus.
Grade 2-8 testing takes approximately two days. Grade 9-12 testing takes approximately two hours per test.

Placement Recommendations:

Incoming students will be placed in requested grade level per entrance records, pending exam for placement test results. Test data must indicate student learning of previous grade level TEKS as necessary for success in requested grade level. Students who do not meet placement criteria will be placed in grade level consistent with student performance rather than requested grade level.

Exam for Placement Calendar (Prior Instruction)

Exam for Placement (For Students New from Non-Accredited, Private, Parochial, Home School) (Exam for Placement is not an option to student retention)

K-12: August – May. Students enroll and test as soon as possible.
(K and 1 students must meet age requirements.)

New Students – Grades K – 1

| | |
|--------------|--|
| August – May | K students who are 5 years old on or before September 1 are placed in K; no testing is required. |
| August – May | Grade 1 students who are 6 years old on or before September 1 are placed in grade 1; no testing is required. |
| August – May | Exception: Grade 1 student who is not 6 years old on or before September 1 but who has been enrolled in accredited, out-of-state school in grade 1 during the same year should be enrolled in grade 1 despite young age. |

New Students – Grades 2 – 12 (From non-accredited, private, parochial, or home schools)

- *Students who enter DISD in first semester of school:*
Grades 2-9: place in current grade and do not test current grade; EFP test previous grade only.
Grades 10-12: place in current grade/courses and EFP test on all previous HS courses.
- *Students who enter DISD after first semester/in second semester:*
Grades 2-8: Place in current grade and EFP test for that grade at end of the year.
Grades 9-12: place in current grade/courses and EFP test on all previous HS courses.

| | |
|-----------------|--|
| Registration | Counselors collect paperwork for students entering DeSoto from non-accredited school settings. |
| August 26 | Paperwork/test requests due to Assessment and Accountability. |
| August 29 | Tests are ordered from UT. |
| September – May | New students may request testing upon enrollment. Counselors submit request for testing to Assessment and Accountability. Assessment and Accountability orders test and sends to campus on arrival. After tests are completed, Assessment and Accountability mails tests for scoring. Students are placed as appropriate upon score receipt. |

New Students – Grades 1-12 (From Public/Accredited School out of state or in Texas)
No testing is necessary. Enroll student in current grade.

Web address for Accredited Non-Public Schools:

<http://www.tepsac.org/>
(Click on Search Texas Schools)

GRADE REPORTING

The District shall determine instructional objectives that relate to the Texas 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. *Reduction or threat of reduction, of grades or academic standing for disciplinary purposes may not be used.* **EIA (Local)**

ACADEMIC HONESTY

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and 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)**

ATTENDANCE

Regular school attendance is essential for the student to make the most of his or her education – to benefit from teacher-led activities, to build each day’s learning on that of the previous day, and to grow as an individual. Absences from class may result in serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Compulsory attendance age continues through a student’s 18th birthday.

A student absent from school shall provide a note (within five [5] days to the school attendance clerk) or parent telephone call, that describes the reason for absence. The note shall be signed by the student’s parent or guardian. When a student’s absence for personal illness exceeds five days, the student shall present a statement from a physician or health clinic verifying the illness or condition that caused the extended absence from school.

Students in grades K-12 cannot receive credit or final grade for a class unless they have been in attendance for at least 90% of the days that the classes were offered (HB5). For the current school year a student in the DeSoto ISD may not miss more than eight (7) days in the first semester and no more than nine (10) days in the second semester for courses computed on a semester basis or not more than 18 days in the school year for courses computed on a yearly basis.

Parents are responsible for keeping documentation and providing that information (within five [5] days to the school attendance clerk) to the school when a child is absent.

State law and Board policy permit certain absences, including:

- An extra-curricular activity or public performance, approved by the District’s Board of Trustees.
- Required screening, diagnosis, and treatment for Medicaid-eligible students.
- Observance of religious holy days, including travel for that purpose.
- A documented health care appointment – if the student begins classes or returns to school on the same day as the appointment.
- A temporary absence resulting from any cause acceptable to the teacher, principal, or Superintendent, including personal illness, or illness or death in the immediate family.
- A juvenile court proceeding documented by a probation officer.
- An absence required by state or local welfare authorities.
- Activities related to obtaining United State citizenship.
- Service as an elections clerk.
- A family emergency or unforeseen or unavoidable instance requiring immediate attention.
- An approved visit to a college campus.

The Board shall establish an attendance committee or as many committees as necessary for efficient implementation of Education Code 25.092.

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. When a student's attendance drops below 90 percent of the days the class is offered, the student, parent, or representative may request award of credit by submitting a written petition to the appropriate attendance committee. The attendance committee shall review the student's entire attendance record and the reasons for absences, and shall determine whether to award credit.

Petitions for credit may be filed at any time the student receives notice, but in any event no later than 30 days after the last day of classes.

The attendance committee may review the records of all students whose attendance drops below 90 percent of the days the class is offered, whether or not a petition is filed.

Students who have lost credit because of excessive absences may regain credit by fulfilling the requirements by the attendance committee. **FEC (Local)**

If the student has established a questionable pattern of absences, the attendance committee may also require a physician's or clinic's statement of illness after a single day's absence as a condition of classifying the absence as one for which there are extenuating circumstances.

Guidelines on Extenuating Circumstances:

The attendance committee shall adhere to the following guidelines to determine attendance for credit:

1. All absences shall be considered in determining whether a student has attended the required percentage of days. If make-up work is completed, absences for religious holy days and health care appointments shall be considered days of attendance for this purpose.
2. A transfer or migrant student incurs absences only after his or her enrollment in the District.
3. In reaching consensus regarding a student's absences, the committee shall attempt to ensure that its decision is in the best interest of the student.
4. The Superintendent or designee shall develop administrative regulations addressing the committee's documentation of the decision.
5. The committee shall consider the acceptability and authenticity of documented reasons for the student's absences.
6. The committee shall consider whether the absences were for reasons out of the student's or parent's control.
7. The committee shall consider whether or not the student has completed assignments, mastered essential knowledge and skills, and maintained passing grades in the course or subject.
8. The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit.

Imposing Conditions for Awarding Credit:

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

1. Completing additional assignments, as specified by the committee or teacher.

2. Satisfying time-on-task requirements before and/or after school.
3. Attending tutorial sessions as scheduled.
4. Attending Saturday classes.
5. Maintaining the attendance standards for the rest of the semester.
6. Taking an examination to earn credit.

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

Appeal Process: A parent or student may appeal the decision of the attendance committee in accordance in **FEC(Local)** beginning at Level 3.

CREDIT FOR SUMMER SCHOOL AND CORRESPONDENCE COURSE CREDIT

Summer school and/or correspondence course credits earned in pre-approved summer school and/or correspondence courses may count toward the requirements for grade promotion and for eligibility for participation in extra-curricular activities. Prior to enrollment in correspondence to courses, a student shall make a written request to the principal or designee for approval to enroll in the course. If approval is not granted prior to enrollment, the student shall not be awarded credit toward graduation. **EDHE(Local)**

All course work, including the final examination, must be completed prior to the first day of classes of the new school year in order for the credits to be counted. If this work was completed, but the grade report was not received prior to the first day of school, the student can begin participation when a school official receives either written or verbal notification that the student has passed and the credit has been awarded. Until that official word is obtained, the student is not eligible. A student may earn a maximum of two state required credits through correspondence courses and may be enrolled in only one correspondence course at a time.

GRADING COMPONENTS

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated district objectives. The student's mastery level shall be a major factor in determining the grade for a subject or course. Teachers will assign a grade that reflects the student's relative mastery of an assignment.

These academic grading components include numerous data collected on each student. These items may include but are not limited to the following:

- Traditional essay examinations with general questions
- Essay examinations with definite questions
- Short-answer objective tests or quizzes
- Problem-situation tests
- Oral presentations
- Projects or independent study
- Analysis of creative products
- Compositions appropriate to the subject area
- Journals or learning logs
- Daily recitations or homework papers
- Demonstrated proficiency in English usage
- Skills demonstrations or performances
- Teacher observations of participation
- Oral testing, as appropriate

When assigning items that contain a high level of subjectivity for grading (i.e. book reports, projects, oral presentations, etc.), grading rubrics shall be developed and provided to the student at the time the assignment is given.

GRADING GUIDELINES EIA (Legal, Local)

Teachers will assign a grade that reflects the student's relative mastery of an assignment.

Every teacher must keep a record of grades and must submit grade information to the principal according to established deadlines for each reporting period. Records of grades must be available for the principal's and/or his/her designee's review and must be turned in to the principal for filing at the end of the semester and/or school year. Teachers must carefully label each line of grades so that anyone who examines the record can easily determine how the grades were computed. Teachers may keep a printed copy of the computer grade report as a copy of the students' grades.

Numerical grades earned indicate the following levels of achievement:

| | |
|--------------|--------------|
| A - 90-100* | Excellent |
| B - 80-89 | Good |
| C - 70-79 | Satisfactory |
| F - Below 70 | Failing |

*No grade over 100 may be recorded on the report card or on the academic achievement record.

Grades cannot be lowered for non-academic reasons including but not limited to the following:

No name on the paper, no header on paper, date missing, etc.

PK and Kindergarten:

The academic achievement and conduct of pre-kindergarten and kindergarten students shall be filed in each student's permanent school record.

Grades 1-5:

The academic achievement of students in grade levels 1-5, in all subjects, shall be recorded and reported to parents as numerical grades. Conduct grades and the number of absences and tardies shall be recorded and reported to parents at the end of each grade reporting period. Physical education, music, and art grades will be reported as letter grades (E, S, N, U).

Grades 6-12:

The academic achievement of students in grades 6-12, in all subjects, shall be recorded and reported to parents as numerical grades. Conduct grades and the number of absences shall be recorded and reported to parents at the end of each grade reporting period. *Academic achievement should never be changed because of marks in conduct.* The second grade reporting period average in each semester should reflect the actual numerical grade earned. **EIA (Local)**

GRADING OF EXTRACURRICULAR ACTIVITIES

Extracurricular activities are defined in the TAC 76.1001(a) as “an activity sponsored by the University Interscholastic League (UIL), the school district board of trustees, or an organization sanctioned by resolution of the board of trustees. The activity is not necessarily directly related to instruction of the essential knowledge and skills but may have an indirect relation to some areas of the curriculum. Extracurricular activities include, but are not limited to, public performances, contests, demonstrations, displays and club activities, with the exception of some public performances.”

An activity shall be subject to the provisions for an extracurricular activity if any one of the following criteria apply:

- the activity is competitive;
- the activity is held in conjunction with another activity that is considered to be extracurricular;
- the activity is held off campus, except in a case in which adequate facilities do not exist on campus;
- the general public is invited; or
- an admission is charged.

Ineligibility/Participation:

A student ineligible to participate in an extracurricular activity, but who is enrolled in a state-approved course that requires demonstration of the mastery of the essential knowledge and skills in a public performance, may participate in the performance subject to the following requirements and limitations.

- Only the criterion listed in paragraph (1) (D) of TAC 76.1001(a) subsection applies to the performance.
- The requirement for student participation in public is stated in the essential knowledge and skills of the course.

Extracurricular Grading Guidelines:

- The teacher may assign grades for student work completed in connection with an extracurricular activity if the lesson plans reflect the activity as an integral part of the instruction relating to the teaching of the essential knowledge and skills of the course.
- A teacher may require attendance for extracurricular activities as for a regularly scheduled class.
- A student absence from an extracurricular activity may be excused or unexcused according to the policy of the school district.
- Teachers must consider all factors in determining whether an absence should be considered excused or unexcused. The principal should be asked to assist with difficult cases.
- Since the performing experience cannot be reconstructed, the make-up work assigned should be appropriate in length and of educational value to the student.
- Students should be informed of outside extracurricular activities and performances as far in advance of the date as possible to facilitate family scheduling.

Before enrolling in a middle or senior high school varsity organization, students should be informed that the inability to participate in extracurricular activities could appreciably affect his/her grade in the course.

GUIDELINES for MAKE-UP WORK DUE TO ABSENCE and LATE PROJECTS

Regular attendance is an academically-related factor that can affect the determination of a student's grade. Students shall be permitted to make up assignments and tests after absences according to Board policy **FEC (Local)** and the district grading policy.

Students shall receive credit for satisfactory make-up work after an absence but shall receive a zero for any assignment or test not made up within the allotted time. *There are no grade penalties for make-up work after a suspension.*

Grading guidelines do not affect work turned in late because of an absence. The district expects students to turn in assignments at the appropriate time. Grades in DeSoto ISD are based on mastery of The Texas Essential Knowledge and Skills (TEKS).

The major responsibility for making up work lies with the student. Upon return to school after an absence, the student shall be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher.

Grades K-8:

Students will be given one day for each day absent to make up work for an absence. Any extenuating circumstances, e.g. extended illnesses or accident, may be given individual consideration by the campus principal.

Grades 9-12:

Students have one day for each day the class is offered absent to make up work for an absence with the following exceptions:

- Previously announced tests or work is due upon the student's return to school or specific class if on block schedule. Any extenuating circumstances, e.g. extended illnesses or accident, may be given individual consideration.
- Students absent for school-related activities are expected to make up or turn in all previously assigned work on the day they return to school or specific class if on block schedule. Coaches and sponsors of extra-curricular activities should make teachers aware of situations where students may be absent while representing the school.

Late Projects

- Teachers may assign a late penalty to any project turned in after the due date in accordance with previously established guidelines approved by the principal and disseminated to students.

GUIDELINES FOR MINIMUM NUMBER OF GRADES

A sufficient number of grades should be taken to accurately reflect the progress of each student. These grades could be given from among the following areas: tests, homework, in-class participation, class work, and performance grades. **EIA (Local)**

During each grade reporting period, the following minimum number of grades need to be taken.

PK and Kindergarten:

Grades are not recorded in the kindergarten classes. PK and K report cards will be used which includes a checklist to document mastery of skills.

Grades 1-2:

In grades 1-2, all grades will be averaged and constitute the grade reporting period. During each grade reporting period, a minimum of 2 grades per week should be taken in all core areas.

Grades 3-5:

- In grades 3-5, during each grade reporting period, there should be a minimum of 2 grades per week and 3 major grades per grading period in all core areas.
- Daily grades will be averaged and constitute 70 percent of the grade reporting period grade. Major grades which may include any combination of the following: chapter tests, major skills tests, and other major projects (i.e. projects that require several days of independent work on the part of the student), such as multiple draft compositions, journals, research papers, models, and performance, etc., will constitute 30 percent of the grade reporting period.
- Common Assessments and Benchmarks will count as a daily grade.
- Snapshots will count as a daily grade.

Grades 6-12:

- In grades 6-12, teachers should take a minimum of 2 grades per week per the grade reporting period and 3 major grades per grading period.
- In grades 6-12, daily grades will be averaged and constitute 60 percent of a grade reporting period grade. Major grades which may include any combination of the following: chapter tests, major skills tests, and other major projects (i.e. projects that require several days of independent work on the part of the student), such as multiple draft compositions, journals, research papers, models, and performance, etc., will constitute 40 percent of the grade reporting period.
- Common Assessments will count as major grades. Benchmarks will count as daily grades.
- Common Assessment 2 will count as the semester exam for the first semester.
- Snapshots will count as a daily grade.

GUIDELINES FOR GRADE REPORTING PERIODS**Grade Reporting Periods:**

- A school year shall consist of four grading periods. Two each semester.
- "Borrowing points" from a previous or future grade reporting period is absolutely forbidden for any student. All teachers have the responsibility to enforce this rule for all students.
- Assignments made in a particular grading period will be averaged that grading period unless designated clearly by the teacher when the assignment is given.
- A grade becomes final on the last day of a grading period.
- Work received after the last day can only be used to remove from the record an "incomplete" caused by one or more absences.

GUIDELINES FOR SEMESTER EXAMS – SECONDARY (6-12)

Exams will be required at the end of the second and fourth grade reporting period, except those exempted through Board policy as follows:

- Semester exams should be comprehensive. Common Assessment (CA2) will be the 1st semester exam for secondary. Any deviation from these guidelines must be approved in writing by the campus principal.

SEMESTER AVERAGES**Grades 1-5:**

The semester average should be the average of the first two or second two grading periods.

Grades 6-12:

The semester average will be comprised of the first two or second two grading periods and the semester test.

- Eighty percent is the average of the two grading periods.
- Twenty percent is comprised of the semester exam grade.

Any deviation from these guidelines must be approved in writing by the building principal.

Semester Exam Exemption Policy (Spring Only) EIAA (Local):

The policy allows students in grades 9-12 to be exempt from any spring semester exam in any class for the semester if they: (1) have five or fewer tardies in that class and (2) meet one of the following academic/average/absence criteria in that class.

- 95-100 semester grade average and no more than three (3) absences and five (5) or fewer tardies
- 90-94 semester grade average and no more than two (2) absences and five (5) or fewer tardies
- 85-89 semester grade average and no more than one (1) absence and five (5) or fewer tardies
- 80-84 semester grade average and no (0) absences and five (5) or fewer tardies
- 70 or higher semester grade average, passed the state-mandated assessment in the subject area, no more than four (4) absences, and five (5) or fewer tardies (Parental approval must be obtained for this option only.)

Missing class for the following reasons **does not count as an absence** from the class toward the semester exam exemption:

- College days, provided the proper paper work is turned in
- School-related field trips
- Testing
- ARD meetings
- UIL athletic, music and academic events
- Religious Holiday

Missing class for the reasons listed below **does count as an absence** from class toward the semester exam exemption:

Excused absences or unexcused absences including:

- doctor appointments,
- suspension/ in school suspension,
- illness,
- skipping,
- absent from AEP – excused or unexcused,
- death in the family,
- emergency removal,
- dress code violation – in office or sent home.

The above lists are not inclusive of all absences that could affect the semester exam exemption policy.

HOMEBOUND SERVICES

General education homebound services provide a certified teacher that serves as a liaison between the student and the student's teachers in order that academic progress will continue. The general education homebound teacher meets in the student's home/hospital room in a one-on-one setting. These services are available to students with medical conditions which require the student to be confined at home/hospital bedside for a minimum of four weeks. The medical condition must be documented by a licensed medical physician. This program is not for the students currently receiving Special Education Services or Pregnancy Related Services (PRS). Contact a counselor or principal for more information.

HOMEWORK POLICY

The DeSoto Independent School District recognizes the value and importance of homework in the reinforcement of skills taught in daily lessons in school. This guided practice activity provides for better retention and practice of skills taught.

Rationale:

- Homework supplements and reinforces skills and information learned in class.
- Homework helps students develop self-discipline, responsibility, and organizational skills.
- Homework prepares students for upcoming class topics or studies while providing opportunities to identify and use resources such as the library, internet, reference books, and other community resources.
- Homework establishes good study habits while easing time constraints.
- Homework gives parents an opportunity to observe assigned lessons and express positive attitudes toward achievement.

Amount and Frequency of Homework:

- The National Education Association and National Parent Teacher Association suggest a 10 minute per grade rule for assigning homework as follows:
 - Elementary: K-2 = 10 to 20 minutes per day
3-5 = 30 to 60 minutes per day
 - Secondary: 6-8 = 70 to 80 minutes per day
9-12 = 90 to 120 minutes per day; no more than two hours per night unless students are taking AP or honors class which will require more time
- Kindergarten students are not required to receive homework assignments.
- First through fifth grade students should have a schedule of homework of reasonable duration designed to develop responsibility, reinforcement, and organizational skills.
- In grades six through twelve, homework should be of reasonable length, and consideration should be given as to the purpose of the assignment, number of teachers, and number of subjects each student has.

Teacher Responsibility:

- Use as part of the learning process and to assess student understanding
- Give clearly defined instructions and return promptly with evaluation
- Choose a variety of activities and accommodate different learning styles
- Coordinate with other teachers to avoid a homework overload
- Be family-friendly when assigning assignments over weekends/holidays
- Homework, tests and projects are not to be assigned during state mandated assessments

Student Responsibility:

- Write down assignment
- Understand the requirements before leaving the classroom
- Complete assignments on time and make up missed work
- Seek help from school resources if needed

Parent Responsibility:

- Provide appropriate levels of supervision
- Actively communicate with the school
- Assist with establishing a work environment conducive to learning and encourage the development of time management skills
- Encourage student to keep homework, assignment sheets, and notes organized
- Monitor assignments and homework in TEAMS Parent Portal to ensure academic success.

School Resources for Assistance with Homework:

- Seek help from individual teachers before or after school
- Contact the counseling center

- Check with websites and e-mail
- Attend tutoring

Grading of Homework:

Students will be advised when grades will be taken and the weight of an assignment or project which will be included in the grade book. Because DeSoto ISD values student learning, students will be required to complete all assignments. Assignments turned in late will receive academic penalties.

Completion of Assignments and Procedures for Grades K-5:

- Assignments turned in one day after due date will receive a maximum grade of 80.
- Assignments turned in two days after due date will receive a maximum grade of 70.
- Assignments not received in two days will automatically receive a grade of zero.
- Intervention techniques will be consistently used to promote learning, to involve parents, and to develop responsibility in students for required work. Teachers will notify parents if a second zero occurs.

Completion of Assignments and Procedures for Grades 6-12:

- Assignments turned in one day after due date will receive a maximum grade of 70.
- Assignments turned in two days after due date will receive a maximum grade of 60.
- Assignments not received in two days will automatically receive a grade of zero.
- Provisions will be made to allow students the opportunity to make up two zeros in each subject per grade reporting period. Each teacher will provide two alternate assignments per grade reporting period. These must be provided to students prior to the last week of each grade reporting period. Makeup work must be completed within that specific grade reporting period. The maximum grade for the two alternate makeup assignments will be 50.
- Intervention techniques will be consistently used to promote learning, to involve parents, and to develop responsibility in students for required work. Teachers will notify parents if a second zero occurs.

HONOR ROLLS

“A” Honor Roll:

- All grades with in the reporting period must average to be “A”, 90 or above.
- Grades are not weighted or averaged.
 - A - 90-100

“AB” Honor Roll:

- All grades with in the reporting period must be average to be “A” or a “B”, 80 or above.
- Grades are not weighted or averaged.
 - A – 90-100
 - B – 80-89

RETEACHING/REGRAIDING GUIDELINES

Reteaching is defined as another presentation of content, usually to provide an additional opportunity for a student to learn. Reteaching may vary from subject to subject or from class to class, even from student to student. It may be as simple as repeating the concept. If the student still does not understand the concept, the teacher might use different materials or modalities to present the concept again. If the initial instruction was primarily visual, the reteach activity might be manipulative. If the teacher used the deductive approach initially, the reteach activity might use the inductive approach. In this way the student will gain a new perspective on the task.

Procedures:

- When a student fails (earns below 70) any mastery test, the teacher has the responsibility to reteach the essential knowledge and skills not mastered.
- Reteaching and reassessment may be of a formal or informal nature and should be an on-going process during the direct instruction and guided practice portions of any lesson.
- With the exception of a grade reporting period (9 weeks exam) or mid-term exam, students must be given the opportunity to retest in either the original or a rewritten

format. If the retest grade is higher than the original grade, the original grade is changed and the retest grade is entered up to 70.

TIMELINE FOR GRADE REPORTING

Grade Reports:

1. All teachers must post grades by 3:00 on the last day of the grading period – with exception of the 4th grading period.
2. After the grades are posted by the teacher, the grades will be processed by the TEAMS campus gradebook manager.
3. Verification grade reports will be printed on each campus by 12:00 noon on Tuesday.
4. The TEAMS Gradebook Manager will hand out the verification reports to the teachers for verification.
5. Teachers will make any corrections in their TEAMS Gradebook and repost the corrected class files.
6. The TEAMS Gradebook Manager will reprocess all grade changes. All grade corrections must be done by Wednesday.
7. Report cards are then printed by the TEAMS Gradebook Manager for grades K-5, no later than 12:00 noon on Thursday. Report cards for grades PK-5 are to be handed out to students to take home on Thursday afternoon. Report cards for students in 6-12 will be posted in the TEAMS Parent Portal.

| Grade Reporting Period | Grade Reporting | Report Cards |
|----------------------------------|-----------------|------------------|
| 1 st Aug. 21- Oct. 20 | Oct. 20-25 | Oct. 26 (Thurs.) |
| 2 nd Oct. 23-Dec. 22 | Dec. 22-Jan. 10 | Jan. 11 (Thurs.) |
| 3 rd Jan. 8-Mar. 9 | Mar. 9-21 | Mar. 22 (Thurs.) |
| 4 th Mar. 19- May 28 | May 28– June 1 | May 28 -June 1** |

**Report card schedule TBA

** The school year ends on June 1, 2018. The above schedule (which indicates grade reporting procedures beginning May 28th) will be observed in an effort to allow professional and support staff adequate time to properly complete end of year processes. All grades (excluding semester exam grades) for the 4th grading period should be entered by May 28th and verified by May 30th. Semester exam grades will then be added the week of May 28th – May 31st.

Progress Reports:

To generate Progress Reports, teachers **must** have all grades properly entered into the TEAMS Gradebook Program before the end of the day on the Friday of the third and sixth week of each grade reporting period. Progress Reports will go home with students on the following Thursday and will be posted in the Parent Portal for 6-12. See exception for Jan 23 and Jan 27.

| | Grades entered into TEAMS Gradebook no later than: | Progress Reports go home: K-5 or posted 6-12 |
|--|--|--|
| 1 st Grade Reporting Period | Friday, Sept. 8 Friday, Sept. 29 | Thursday, Sept. 14 Thursday, Oct. 5 |
| 2 nd Grade Reporting Period | Friday, Nov. 3 Friday, Dec. 1 | Thursday, Nov. 9 Thursday, Dec. 7 |
| 3 rd Grade Reporting Period | Friday, Jan. 26 Friday, Feb. 9 | Thursday, Feb. 1 Thursday, Feb. 15 |
| 4 th Grade Reporting Period | Friday, April 6 Friday, April 27 | Thursday, April 12 Thursday, May 3 |

TIMELY POSTING OF GRADES

Teachers are required to post grades in their grade book in a timely manner; therefore, grades must be posted every week (a minimum of 2 per week). Any exception must be approved in advance by the principal. Parents will have the opportunity to view their student(s)' grades via the TEAMS Parent Portal district program.

TUTORIALS

Tutorials shall be provided for students desiring extra help in all subjects. The tutorials will be conducted Monday-Thursday before or after school. Students who wish to participate in this program need to meet with their teacher for time and location. Occasionally, there will be exceptions and different arrangements will need to be made with individual teachers.

UIL ELIGIBILITY

Eligibility for UIL Participants for the First Grade Reporting Period:

State law for eligibility applies to all grade levels for extracurricular activities. UIL participants are eligible to participate in contests during the first grading period of the school year provided the following standards have been met:

- Students beginning grades nine and below must have been promoted from a lower grade prior to the beginning of the current school year.
- Students beginning their second year of high school must have earned five credits which count toward state high school graduation requirements.
- Students beginning their third year of high school either must have earned a total of ten credits which count toward state high school graduation credits or a total of five credits which count toward state high school graduation requirements must have been earned during the 12 months preceding the first day of the current school year.
- Students beginning their fourth year of high school either must have earned a total of 15 credits which count toward state high school graduation credits or a total of five credits which count toward state high school graduation requirements must have been earned during the 12 months preceding the first day of the current school year.

Eligibility for all Extracurricular Participants after the First Grade Reporting Period:

A student who receives, at the end of any grading period (not including the first 6 weeks of the school year), a grade below 70 in any class (other than an identified advanced class) or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility after the seven calendar day waiting period has ended following a grading period or the 3 or 6 school weeks evaluation period (progress report) when the principal and teachers determine that he or she has earned a passing grade (70 or above) in all classes, other than those that are advanced.

All schools must check grades for all participants at the end of the first six weeks (even if on 9 week grading periods) of the school year. From that point, grades are checked at the end of grading period whether it is six, nine, or twelve weeks in length. Students who pass remain eligible until the end of the next grading period. All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the student represents the school. This provision applies to all grading periods. It also applies to all three-school week evaluation periods for ineligible students.

Students' lose eligibility for a three school week period. For purposes of the law, "three school weeks" is defined as 15 class days. Exception: One, but only one of the three school weeks may consist of only three or four class days, provide school has been dismissed for a scheduled holiday period. Two class days does not constitute a "school week" for purposes of this law except Thanksgiving week if schools are on holiday Wednesday, Thursday and Friday. A school district may request an exception form UIL officials to the two day school week in the event of a disaster, flood, extreme weather condition or other calamity as listed in TEC 42.005. In the event two of the three school weeks are shortened, one of the shortened weeks may be counted as five days with ten other actual class days making up the fifteen class days. After the initial first six weeks of the school year, academically ineligible students in schools with six week grading periods have one opportunity to regain eligibility after the first three school weeks of the grading period; students in a nine week grading period have two opportunities, one at the end of the first three school weeks and one at the end of the first six school weeks. Students who fail to regain eligibility at the evaluation periods remain ineligible until seven calendar days after passing a grading period. *Note: When computing eligibility calendars, it is helpful to remember that the seven day grace period after the grading period also contains school week one of the three school week evaluation period. Also, a seven calendar day grace and waiting period is always applicable after grading periods and evaluation periods. Example: School week

Section 5 (b) of the UIL Constitution and Contest Rules defines calendar week as 12:01 am on Sunday through midnight on Saturday.

19 TAC § 76.1001 (b) states: The school week is defined as beginning at 12:01 am on the first instructional day of the calendar week and ending at the close of instruction on the last instructional day of the calendar week, excluding holidays.

Grade Changes and Incompletes:

A student with an "Incomplete" grade is ineligible at the end of the seven day grace period unless the "Incomplete" was replaced with a passing grade prior to the end of the seven day grace period. Students with an "Incomplete" grade either within or beyond the end of the seven day grace period may regain eligibility if the work is made up in accordance with district policy in regard to time allowed for make-up work and the conditions under which make-up work are allowed.

After a failing grade has been recorded, the situations in which a student's grade may be changed to passing and eligibility restored are only as follows: (a) an examination of course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with school district grading policy, as determined by the board of trustees. The board's decision may not be appealed.

Extra credit work or work (including re-test) turned in after the grading period or evaluation has ended may not be considered when determining a student's eligibility for extracurricular activities except in the case of an "Incomplete" grade discussed above.

Age Requirements

A birth certificate attested by the appropriate official is the best evidence of the day of birth. If this evidence is not available, other credible evidence of the date of birth may be considered.

A student who is nineteen or older on September 1 preceding the contest, and who initially enrolled in the ninth grade no more than four calendar years ago, and who prior to the end of his or her fourth consecutive year of eligibility was in special education, under the auspices of an ARD committee, or identified as a 504 student by a 504 committee, is eligible to participate in a League varsity athletic contest as a representative of a participant school if:

- (A) the student has or had a disability which delayed his or her education for a year or more; and
- (B) the student is currently in special education and under the auspices of an ARD committee or had been identified as a 504 student by a 504 committee, and
- (C) the student has not already participated one extra year under this exception.

Seventh or eighth grade students who were not promoted from one grade level to the next, are ineligible for the first six weeks of the following school year.

GUIDELINES FOR STUDENTS IN SPECIAL POPULATIONS

DYSLEXIA SERVICES

Grading guidelines that apply for all students include students receiving dyslexia services through the Language Science program. Any exception in grading standards for a student receiving Language Science support must be determined individually by the Instructional Intervention Committee or Admission, Review and Dismissal committee, as appropriate for students who receive special education services.

Accommodations:

Based on the committee's decision, each student in Language Science must be allowed to benefit from targeted accommodations listed on their *Accommodations* sheet. Classroom accommodations are changes that are made in method of instruction, format, pacing, materials, quantity, and emphasis to assure the student an opportunity to achieve mastery of the essential knowledge and skills. Language Science teachers are responsible for providing all regular education teachers with a copy of the accommodation sheet required on each of their students. The regular education teacher will participate in the Instructional Intervention Committee process to determine appropriate accommodations for a student or to recommend changes in targeted accommodations.

STUDENTS IN GRADES 9-12

For the 9th through 12th grade level, a credit course, Language Science for students, who demonstrate characteristics of dyslexia, is offered on the 9th grade campus. There are no pull-outs at the high school level. The course is available all four years, if needed, as an elective credit counting towards graduation.

Grades:

Students receiving Language Science services are to be graded for academic achievement, as are all students. Similarly, students receiving Language Science services, or participating in the classroom, shall be recognized for academic achievement, i.e. honor roll and S.O.A.R.

The Language Science grade can be used in the following manner: (1) as a grade to be averaged with grades for the class being missed or (2) as the grade for the class being missed and/or as a grade to be averaged with the reading/language arts grade when appropriate.

LIMITED ENGLISH PROFICIENT (LEP)

In assessing students of limited English proficiency for mastery of the Texas Essential Knowledge and Skills, the District shall make every effort to allow them to demonstrate knowledge or competency independent of their English language skills. These efforts shall include but not be limited to assessment in the primary language, assessment using ESL methodologies, and nonverbal assessment with multiple varied instruments.

Grading guidelines that apply for all students include students receiving English as a second language services. Any exception in grading standards for a student receiving support must be determined individually by the Language Proficiency Advisory Committee (LPAC) or Admission, Review and Dismissal committee if the student receives special education services.

EIE (Local)

Accommodations:

Based on committee decision, each student in the ESL program must be allowed to benefit from targeted accommodations listed in their *Accommodations* form. Classroom accommodations are changes that are made in method of instruction, pacing, materials, quantity, and testing procedures to assure the student an opportunity to achieve mastery of the Texas Essential Knowledge and Skills. Accommodations by the LPAC might also address limited changes in course content, learner

objectives, or grading standards based on language proficiency of the non-English speaker. The ESL teacher is responsible for providing all regular education teachers with a copy of the accommodations form and recommended strategies. The regular education teacher is encouraged to participate in the LPAC process to determine appropriate accommodations for a student or to recommend changes in targeted accommodations.

Grades:

Students receiving ESL services are to be graded for academic achievement, as are all students. Similarly, students in the ESL program shall be recognized, i.e. honor roll and S.O.A.R.

Beginning Level Students:

If a limited-English-proficient student is unable to read the textbook, every effort should be exerted to assist the student in achieving mastery of the subject area and grade level essential knowledge and skills. The ESL specialist will consult with the regular education teacher to assist in the determination of assessment and grades. Accommodations for objectives, instructional strategies, and materials for these students will be made as required by law.

SPECIAL EDUCATION SERVICES

The Admissions, Review, and Dismissal (ARD) Committee is responsible for making decisions surrounding grading practices for students with disabilities. ARD committees must base grading considerations and decisions on individual student needs. Day-to-day decisions by classroom teachers pertaining to grading should reflect the ARD committee's choices for accommodations, modifications, IEP goals, progress monitoring, and grading. ARD committees must ensure that accommodations and modifications included in the IEP are effective for the student. Accommodations and modifications should assist students in accessing and progressing in the general curriculum and in meeting his/her IEP goals. Their intent is *not* so that a student passes a class (TEA, 2015).

The ARD committee is also responsible for continuously reviewing and updating its decisions based on a student's progress and based on his/her present levels of academic achievement and functional performance (PLAAFP). The ARD committee also ensures supports and services are being faded, increased, and altered (when appropriate) to ensure least restrictive environment and aptly providing free appropriate public education (FAPE). The least restrictive environment is inclusive of supports and services, not simply a location where services are received.

Educators involved in the decision making progress should react quickly to low grades that might indicate a student is struggling to access or make progress in the general education curriculum. When there is concern that the current supports and supplementary services are no longer effective for a student, an ARD committee meeting may need to take place. The ARD committee must revise the IEP as appropriate to address a student's lack of expected progress toward the annual goals and in the general education curriculum (34 CFR §300.324(b)(1)(ii)(A) and 1414(d)(4)(A)(ii)(I)).

Grades and Report Cards:

All students receiving special education services are to be graded for academic achievement, as are all students. All special education (including those in self-contained centralized programs) are to receive report cards and shall be recognized, i.e. honor roll and S.O.A.R.

Decision Making Responsibilities Related to Grading

| <p style="text-align: center;">ARD Committee* (Makes individualized decisions for each student)</p> | <p style="text-align: center;">Administrator (Makes general decisions for a campus)</p> |
|--|--|
| <ul style="list-style-type: none"> • Determines location, duration, and frequency of services that will allow a student to access and make progress in the general education curriculum. • Determines who (what position: Special Educator, General Educator, Related Service Provider, Etc.) is responsible for implementing and measuring progress toward IEP goals.** • Determines the accommodations, modifications, supports, and supplementary aids and services needed by each student with a disability to successfully be involved in and progress in the general curriculum while achieving the goals of the IEP. • Determines “how often” and “how” the LEA will monitor and report the student’s progress towards IEP goals. • Determines promotion/retention decisions.*** • Determines modified grading policy if appropriate. <p>****</p> | <ul style="list-style-type: none"> • Determines any “campus” grading policies for all students • Determines master schedule for campus, including assignments of teachers and support staff. Administrator would also determine teacher of record for grading purposes. • Determines how to implement the district’s grading policy. • Determines when and how the LEA reports grades to parents. • Determines how those implementing the IEP would document supports, including accommodations, modifications, and specially designed instruction. |

*The TEC is the set of state laws our state legislators have passed that relate to education. ARD committees do not have the authority to override state laws. The Texas Administrative Code (TAC) is the set of rules that the State Legislature has authorized the Texas Education Agency (TEA) or the State Board to write. ARD committees must also follow these rules.

**This determination is not a requirement, but ARD committees may find it helpful to include this information in a student’s IEP.

*** ARD committees will make decisions pertaining to promotion and retention, serving also as the grade placement committee when a student fails, with the **exception of determining if a student receives “course credit” for high school**. For additional information, refer to the legal citations TAC§74.26. Award of Credit.

****If appropriate accommodations, modifications and specially designed instruction are in place for a student, there should be few instances when there would be a need to alter the student’s individual grading policy. When doing so, the ARD committee should be able to defend the reason and ensure that the committee made the decision based on individual student needs. **The ARD committee must also ensure that the grading policy a student’s teachers use is one that is also available to all students regardless of special education eligibility.** For additional information, refer to the legal citations provided in this document.

TAC§74.26. Award of Credit.

(a) The award of credit for a course by a school district affirms that a student has satisfactorily met all state and local requirements. Any course for which credit is awarded must be provided according to this subsection.

(1) Credit earned toward state graduation requirements by a student in an accredited school district shall be transferable and must be accepted by any other school district in the state. A district may not prohibit a new student from attending school pending receipt of transcripts or records from the school district the student previously attended. Credit earned in a local-credit course may be transferred only with the consent of the receiving school district.

(2) A school district must ensure that the records or transcripts of an out-of-state or out-of-country transfer student (including foreign exchange students) or a transfer student from a Texas nonpublic school are evaluated and that the student is placed in appropriate classes promptly. The district may use a variety of methods to verify the content of courses for which a transfer student has earned credit.

(b) Districts may offer courses designated for Grades 9-12 (refer to §74.11 of this title (relating to High School Graduation Requirements)) in earlier grade levels. A course must be considered completed and credit must be awarded if the student has demonstrated achievement by meeting the standard requirements of the course, including demonstrated proficiency in the subject matter, regardless of the time the student has received instruction in the course or the grade level at which proficiency was attained. The academic achievement record (transcript) shall reflect that students have satisfactorily completed courses at earlier grade levels than Grades 9-12 and have been awarded state graduation credits.

(c) Credit for courses for high school graduation may be earned only if the student received a grade which is the equivalent of 70 on a scale of 100, based upon the essential knowledge and skills for each course.

(d) In accordance with local district policy, students who are able to successfully complete only one semester of a two-semester course can be awarded credit proportionately.

Source: The provisions of this §74.26 adopted to be effective September 1, 1996, 21 TexReg 4311; amended to be effective September 1, 1998, 23 TexReg 5675; amended to be effective September 1, 2001, 25 TexReg 7691

Progress Toward IEP Goals

If a student fails to maintain progress or fails to make progress toward an IEP goal for two consecutive reporting periods, best practice states that the ARD committee should consider the need to meet and evaluate current supports and services that are not currently resulting in “progress.” To better explain when there would be a need to re-evaluate a student’s services based on lack of progress, consider the following goal.

In DeSoto ISD, the case manager will be responsible for maintaining and documenting student progress within the general curriculum and the IEP by monitoring grades for the student in all their enrolled courses at the end of each progress and reporting period, maintaining documentation of evidence collected to support grading decisions, provide the Parent with documentation of IEP progress at the frequency determined by the ARD committee, and request an ARD committee if the student has failed to demonstrate adequate progress in the general curriculum and/or IEP goals for two consecutive reporting periods. For example, if a student receives a grade of 70 or below in Reading at the end of Progress Report 1 and 2 for the 2nd grading period but makes progress on their IEP goals, the case manager should collect evidence of IEP implementation and an ARD committee meeting should be requested.

Accommodations, Modifications, and How IEP Goals Impact Grading Students with Disabilities

IDEA 2004 requires the ARD committee to determine and provide the accommodations, modifications, supports, and supplementary aids and services needed by each student with a disability to successfully be involved in and progress in the general curriculum while achieving the goals of the IEP regardless of which state assessment the student is taking.

Accommodations are changes in how the student is accessing content and materials. Accommodations do not change the learning standards for the student, but allow the student to participate in and demonstrate mastery of the general curriculum.

Modifications are changes to the depth of what students are taught and tested. Modifications change the expectation of learning.

An ARD committee may decide that a student needs specific accommodations and modifications for instruction while needing different accommodations and modifications for assessment. This section will clarify how these specific aspects of a student’s ARD impact grading.

Accommodations

Accommodations are intended to reduce or even eliminate the effects of a student’s disability but do not reduce learning expectations. An accommodation is a change that is necessary and does not fundamentally alter or lower the standard or expectations, but may change the manner in which students demonstrate mastery of knowledge or skills. If an ARD committee determines it is necessary to provide a student with a disability accommodations in order for him/her to participate, access, and progress in the general curriculum, the educator must implement the accommodations for instruction and assessment as prescribed by the IEP. Then the teacher grades the student according to the established learning criteria. If a student’s accommodations are not implemented as written in the IEP, it is unfair to grade a student on such an assignment.

Since an accommodation does not change the mastery expectation, there is no need to indicate accommodations when reporting grades. However, while accommodations may or may not be

included with the reporting of grades, this does not mean that their implementation does not require documentation. Educators should refer to their local requirements and expectations for documenting accommodations provided per a student's IEP. The Education Department General Administrative Regulations (EDGAR) in CFR section 76.731 "requires that a State and a subgrantee must keep records to show its compliance with Federal legal requirements" (Letter to Broussard, June 9, 2010). According to the same guidance, documentation is required "to ensure that the public agency provides FAPE to a child with a disability in accordance with the child's IEP".

Modifications

Modifications are practices and procedures that change the nature of the task or target skill. A modification is a change that is necessary for a student to gain access and make progress in the general curriculum. Modifications fundamentally alter or lower the standard or expectations for the student. When an ARD committee determines that modifications are necessary, it is important that all members of the team, including the student and parent(s), have a clear understanding of how the student's educators will implement the modifications. ARD committees consider modifications on a content-by-content basis. Educators implement modifications in subject areas only when the student requires modifications in order to meet his/her needs. Educators provide modifications to instruction in coordination with the student's assignments and assessments.

Educators must modify assignments or assessments prior to grading a student's work. Following this procedure allows for a student's individual achievement to be the basis of his/her grade and provides for a true reflection of his/her mastery of content as demonstrated through completed modified work, assignments, and tasks, etc. This allows for a shift away from subjective grades and allows objective measures and mastery of assignments to be the basis for grades in compliance with TEC §28.0216.

In order to communicate a clear meaning of a student's grade, educators may include a notation for grades achieved on modified assignments and assessments. Additionally, educators may include these types of notations on students' report cards when local guidelines allow. Consistent with the underlying purpose of a report card, these notations provide information that informs parents about their child's progress or level of achievement in specific classes, course content, or curriculum.

It is essential to remember that, regardless of grading, educators must document the provision of modifications provided to a student according to local requirements (EDGAR Section 76.731). It is important to distinguish that neither a notation on the student's report card (when local policy allows) nor documenting the provision of services is IEP progress monitoring or reporting. Progress reporting of a student's mastery toward his/her IEP goals is separate from the reporting of the student's classroom grades.

IEP Goals and IEP Progress Reporting

All students receiving special education services must have measurable annual IEP goals. All students receiving special education services in an academic area must have corresponding, standards-based annual goals that link to enrolled grade-level content standards. The student's PLAAFP is the basis for his/her annual IEP goals. The student's PLAAFP inform the manner of the specially designed instruction that the student needs in order to progress toward enrolled grade-level standards. The curriculum standards in Texas are the Texas Essential Knowledge and Skills (TEKS) for students in Kindergarten - Grade 12. Preschool students should have goals aligned with the Texas Infant, Toddler, and Three-Year-Old Learning Guidelines, and/or The Texas Prekindergarten Guidelines or district adopted prekindergarten curriculum for students aged three and four.

While aligned with grade-level content standards, IEP goals are not a restatement of the standards (see the *IEP Annual Goal Development Question and Answer Document*). Once the ARD committee

has developed measurable annual goals (consisting of standards based and/or functional goals) based on a student's PLAAFP, the ARD committee must decide how the LEA will measure the student's progress and how often the student's progress toward mastery of his/her goals will be reported throughout the year. Districts must report a student's progress toward mastery of all of his/her IEP goals. The ARD committee must note in the student's IEP when the LEA will provide the student's parents with periodic reports of the student's progress toward meeting his/her annual goals.

The reporting of progress is distinctly different than the issuing of grades in the courses in which the student is enrolled. Best practice dictates that teachers should report a student's progress in the same manner in which the student's goals and associated objectives (if applicable) are measured.

For additional information regarding the grading of special education students, please refer to the Texas Education Agency guidance document entitled *Grading and Progress Monitoring for Students with Disabilities* (2015).

PARENT-TEACHER COMMUNICATION

Board Policy/Legal Requirements:

The Board shall adopt a policy that provides for a conference between parents and teachers and requires the district, at least once every 12 weeks, to give written notice to a parent of a student's performance in each class or subject. The notice must provide for the signature of the student's parent and be returned to the campus; however, these requirements do not apply to married students, emancipated minors, or an adult living alone. "Parent" includes a guardian, conservator, or other person having lawful control of a student. The report shall include the number of times the student has been absent. For students in alternative programs [see **EIE (LEGAL)**], the report shall clearly specify the instructional level at which the student is functioning.

DeSoto ISD teachers shall send out written notice to parents every at the end of every grading period of a student's performance in each class or subject. Teachers shall advise parents whether students are recommended to attend tutorials in the subsequent grading period. The grade notice shall provide for the parent's signature and must be returned to the campus. If the notice is not returned to the campus, the teacher/campus shall take appropriate measures to inform the parents of the student's progress including phone calls, email, or mailed notice.

Conferences may be scheduled at the request of a teacher or a parent. In attempting to schedule a conference between a teacher and parent, the campus shall give the parent at least two alternative dates for the conference.

Reporting to Parents – Three-Weeks Reports: EIA (Local)

At the end of the first three weeks of a grading period, at the end of the first 6 weeks of the grading period, and at the end of each grading period, the campus shall provide notice of progress to the parent or guardian of a student whose grade average in any class is lower than 70 or whose grade average is deemed borderline.

The campus shall make such information available to sponsors of extracurricular activities in which the student participates.

DeSoto ISD Regulation:

The three-week progress reports shall be given to the students to take to their parents or mailed no later than four days after the end of the first three weeks of the grade reporting period. Progress reports are given to those students whose average falls below 70.

Teachers should make every effort to:

- communicate their grading procedures to parents and students in a verbal or written format in a timely manner.
- communicate a significant drop in achievement to parents in a timely manner.

PROMOTION, RETENTION AND PLACEMENT

BOARD POLICY/LEGAL REQUIREMENTS

Board Policy EIE (Legal):

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. *Education Code 28.021(a)*

An award of credit for a course affirms that a student has satisfactorily met all state and local requirements. Course credit shall be awarded according to this policy. *19TAX74.26(a)*

A course may be considered completed and credit may be awarded if the student has demonstrated achievement by meeting standard requirements of the course, including demonstrated proficiency in the subject matter, regardless of the time the student has received instruction in the course or the grade level at which proficiency is attained. The academic record (transcript) shall reflect that students have satisfactorily completed courses at earlier grade levels than grades 9-12 and have been awarded state graduation credits. *19TAC 74.26(b)*

A student does not have a property interest in promotion. *Education Code 28.0211(e)*

Board Policy EIE (Local):

The promotion or retention of a student is an important decision that must be made at the end of each school term. When the school staff is considering retaining a student at grade level, conferences with the student's parents shall be held, and all aspects of the student's progress shall be discussed.

This conference should include the classroom teachers, the principal, the counselor and a parent. Teacher-given grades, standardized test scores, STAAR/TAKS scores, past school history, social development and all other pertinent data shall be considered. The final decision upon promotion, retention, or placement shall be made by the school administration and staff according to Board policies and state law.

GRADE LEVEL REQUIREMENTS EIE (Local)

PK-Kindergarten:

Unless a parent requests retention, students are promoted to the next grade (PK to K, K to Grade 1). Written documentation of that request shall be placed in the cumulative folder.

Dual Language Students Grades 1-4:

- A student must attain an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading or mathematics.
- For students who have been in the dual language program less than three years, the reading grade in their native language will be used.
- For students who have been in the dual language program for three or more years, the reading grades from both languages will be used.
- Math, science and social studies grades from both dual language teachers shall be averaged for each subject.
- ELA grades from both dual language teachers shall stand alone.

Grade Levels 1-4:

For students in grades 1-4 who are not meeting the established standards for promotion, acceleration and/or compensatory strategies may be considered. These strategies include, but are not limited to tutorials and summer school.

- A student must attain an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading or mathematics.
- A campus promotion/retention committee composed of the principal, counselor, and teacher shall determine, on the basis of students' individual strengths and weaknesses, the remedial and compensatory strategies to be used for students who fail to be promoted.

Grade 5:

- A student must attain an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in two of the following areas: reading, mathematics, and science.

Grade Levels 6-8:

To be promoted from one grade level to the next, students shall attain an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and an average of 70 or above in three of the following subjects:

- Language Arts (including reading improvement, if required to be taken).
- Mathematics
- Social Studies
- Science

Campus assignment shall be at the discretion of the building administration in the event the student passes some, but not all, courses in the eighth grade.

Grade Levels 9-12/Graduation Requirements:

Graduation requirements and grade level classification are listed in the DeSoto High School course catalog. Current Board Policy EIF (Legal) outlines graduation requirements.

PROMOTION/RETENTION REQUIREMENTS**Performance on Assessments: EIE (Local)**

In addition to promotion standards according to Board policy, a student may not be promoted to:

- The sixth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the fifth grade mathematics and reading assessment instruments; or
- The ninth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the eighth grade mathematics and reading assessment instruments. *Education Code 28.0211(a)*

Accelerated Instruction:

Each time a student fails to perform satisfactorily on an assessment instrument listed at PERFORMANCE ON ASSESSMENTS REQUIRED, the District shall provide the student with accelerated instruction in the applicable area, including reading instruction for a student who fails to perform satisfactorily on a reading assessment instrument. A group-administered accelerated instruction may not have a ratio of more than ten students for each teacher.

Notice to Parents of Performance and Accelerated Instruction:

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

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

Whenever the District is required to notify a parent or guardian about the requirements related to promotion and accelerated instruction, the District shall make a good-faith effort to ensure that the notice is provided either in person or by regular mail, is clear and easy to understand, and is written in English or in the parent or guardian's native language.

First Failure:

The District shall provide to a student who initially fails to perform satisfactorily on one of the assessment instruments listed at *Performance on Assessments Required* at least two additional opportunities to take the assessment instrument. A student may be promoted if the student performs at grade level on an alternate assessment instrument that is appropriate for the student's grade level and approved by the Commissioner.

Second Failure – Grade Placement Committee:

After a student fails to perform satisfactorily on an assessment instrument a second time, a grade placement committee shall be established to prescribe the accelerated instruction the student is to receive before the assessment instrument is administered the third time. The grade placement committee shall be composed of the principal or the principal's designee, the student's parent or guardian, and the teacher of the subject of the assessment instrument in which the student failed to perform satisfactorily. The district shall notify the parent or guardian of the time and place for convening the grade placement committee and the purpose of the committee.

Accelerated Instruction Plan and Monitoring After Two Failures:

The District shall provide accelerated instruction plan to a student who, after two attempts, has failed to perform satisfactorily on an assessment listed at *Performance on Assessments Required*. The accelerated instruction plan shall be provided during the summer according to the student's grade placement committee. The District shall provide the instruction prior to the third administration of the assessment.

Third Failure – Retention and/or Appeal:

A student who fails to perform satisfactorily after three attempts on one of the assessment instruments listed at *Performance on Assessments Required* shall be retained at the same grade level for the next school year. The District shall give the parent or guardian written notice of the opportunity to appeal. The student's parent or guardian may appeal the student's retention by submitting a request to the grade placement committee. The grade placement committee may decide in favor of promotion only if the committee concludes, using standards adopted by the Board, that if promoted and given accelerated instruction, the student is likely to perform at grade level. A student may not be promoted unless the committee's decision is unanimous. The Commissioner shall by rule establish a timeline for making the placement determination. The committee's decision regarding placement is final and may not be appealed.

Accelerated Instruction Plan and Monitoring After Three Failures:

The District shall provide accelerated instruction to a student who, after three attempts, has failed to perform satisfactorily on an assessment listed at *Performance on Assessments Required*. The accelerated instruction plan shall be provided during the next school year according to the student's grade placement committee. The District shall provide the instruction regardless of whether the student has been promoted or retained. The accelerated instruction plan shall be designed to enable the student to continue to perform at the appropriate grade level by the conclusion of the school year. During the school year, the student shall be monitored to ensure the student is progressing in accordance with the plan. The District shall administer to the student the assessment instrument for the grade level in which the student is placed at the time the District regularly administers the assessment instrument for that school year.

The District is not precluded from retaining a student who performs satisfactorily on an assessment instrument specified at *Performance on Assessments Required*.

Special Education:

The Admissions, Review, and Dismissal (ARD) committee must make decisions regarding appropriate (1) assessment, (2) accelerated instruction, and (3) grade placement based on a student's individual educational needs. Students receiving special education services who take a STAAR assessment other than the STAAR Alternate 2 assessment, are subject to SSI grade-advancement requirements. In the case where a student's IEP states that the student is to take these assessments and the student does not meet the passing standard on the assessment, the ARD committee will determine accelerated instruction and whether the student should be promoted or retained.

DESOTO INDEPENDENT SCHOOL DISTRICT
2017-2018 TEA/UII ACADEMIC ELIGIBILITY CALENDAR

This document is intended to bring clarity to the eligibility calendar for U.I.L. participants. Specifically be aware of the following issues:

- Grace periods for academic eligibility are seven (7) calendar days after the evaluation, with the exception of holidays.
- Academic Eligibility is determined from nine-week grades, not semester grades.
- After the 1st six weeks academic eligibility check, students may only lose academic eligibility at the nine weeks grading report.
- Students can regain academic eligibility at the three weeks progress reports, and at the nine weeks grading report.
- All students are academically eligible during the Thanksgiving, Christmas, and Spring Break holidays.
- Following Thanksgiving, Christmas, and Spring Break holidays, ineligible students return to being ineligible until the next grade check and grace period.
- All students are academically eligible through the summer.
- Total credits from the previous year determine the first 2017-2018 six weeks eligibility for 10th - 12th students. The 2nd year of high school, they need 5 credits. 3rd year=10 credits. 4th year = 15 credits. For 7th – 9th students, promotion to the next grade means they are eligible the first six weeks.

| | | | |
|--------|-------|-----------------------------------|----------------------------------|
| Friday | 9-29 | Evaluate all students | (6 weeks grade check) |
| Friday | 10-6 | Students gain or lose eligibility | (End of School Day) |
| Friday | 10-20 | Evaluate all students | (End of 1 st quarter) |

| | | | |
|--------|-------|-----------------------------------|---|
| Friday | 10-27 | Students gain or lose eligibility | (End of School Day) |
| Monday | 11-13 | Re-evaluate failing students | (1 st -3 week progress report) |

THANKSGIVING BREAK – ALL STUDENTS ARE ACADEMICALLY ELIGIBLE

| | | | |
|-----------|-------|---------------------------------|----------------------------------|
| Wednesday | 11-29 | Students may regain eligibility | (End of School Day) |
| Friday | 12-8 | Re-evaluate failing students | (6 weeks progress report) |
| Friday | 12-15 | Students may regain eligibility | (End of School Day) |
| Friday | 12-22 | Evaluate all students | (End of 2 nd quarter) |

CHRISTMAS BREAK – ALL STUDENTS ARE ACADEMICALLY ELIGIBLE

| | | | |
|----------|------|-----------------------------------|---|
| Monday | 1-15 | Students gain or lose eligibility | (End of School Day) |
| Friday | 1-26 | Re-evaluate failing students | (1 st —3 week progress report) |
| Friday | 2-2 | Students may regain eligibility | (End of School Day) |
| Thursday | 2-15 | Re-evaluate failing students | (6 weeks progress report) |
| Thursday | 2-22 | Students may regain eligibility | (End of School Day) |
| Friday | 3-9 | Evaluate all students | (End of 3 rd quarter) |

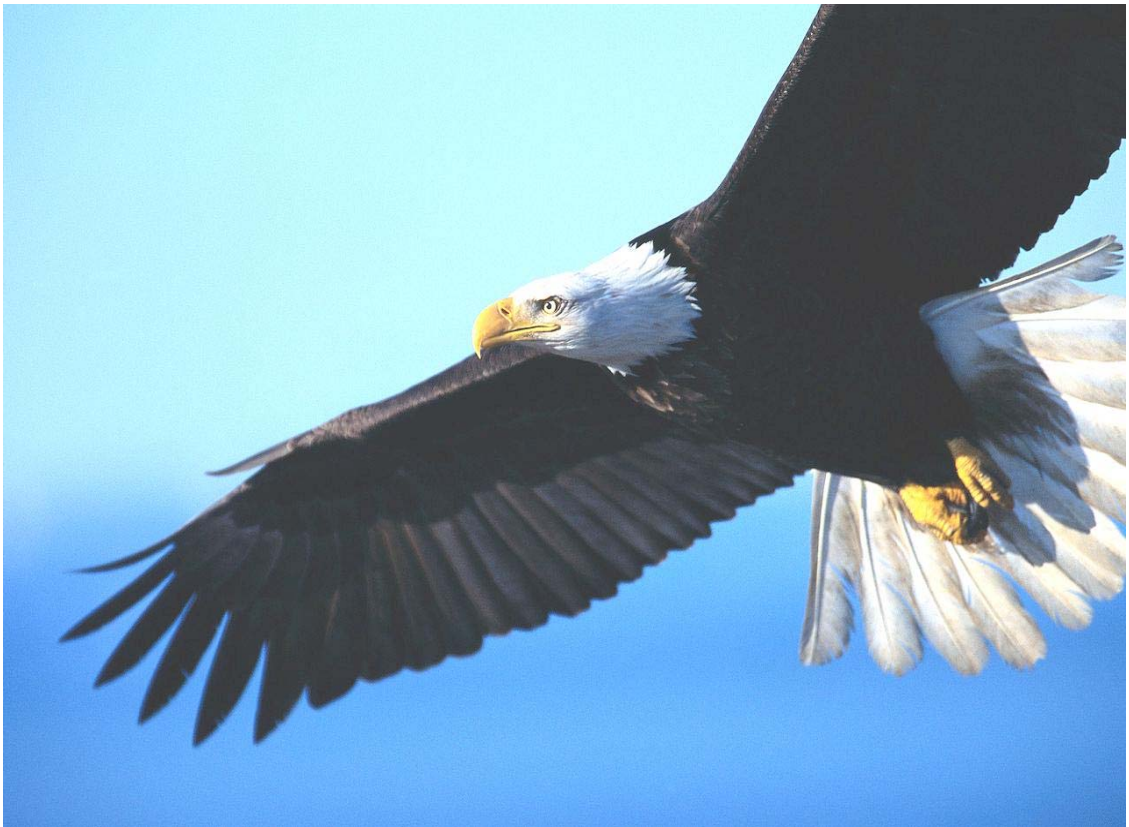
SPRING BREAK – ALL STUDENTS ARE ACADEMICALLY ELIGIBLE

| | | | |
|----------|------|---------------------------------------|--|
| Monday | 3-26 | Students may gain or lose eligibility | (End of School Day) |
| Friday | 4-6 | Re-evaluate failing students | (1 st --3 week progress report) |
| Friday | 4-13 | Students may regain eligibility | (End of School Day) |
| Monday | 4-30 | Re-evaluate failing students | (6 weeks progress report) |
| Monday | 5-7 | Students may regain eligibility | (End of School Day) |
| Thursday | 5-31 | End of 4 th quarter | |

DeSoto ISD

Students Outstanding
Academic Recognition Program

S.O.A.R.



PHILOSOPHY STATEMENT

When students have attained outstanding academic excellence, every effort is made to recognize their progress. DeSoto schools should have an organized written plan to reward students who perform well academically.

The philosophy behind the presentation of academic achievement awards is twofold: the awards should serve as tangible recognition of individual achievements; the awards, and presentation thereof, serve as prime motivation for all students striving to excel academically.

GENERAL INFORMATION

1. The principal coordinates the awards program.
2. The principal sees that honor recipients are publicly recognized through newspaper stories and photographs. The effort should be coordinated through the district communications office.
3. Awards are based on grades averaged from the first three nine-week periods. The fourth nine-week period is not considered.
4. Students must have report card grades in order to be considered for S.O.A.R, and all grades must be entered into TEAMS. All homeschool, private school, transfer students, or students from a non-accredited private school must have recorded grades in each grading period to averaged to be eligible for S.O.A.R.
5. All grades shall be rounded.

S.O.A.R.
(Students Outstanding Academic Recognition Program)

Grades 1-5

| Criteria | Award |
|---|--------------|
| Overall average of 95 or above in reading, language arts, mathematics, science, and social studies. Only the first three nine week grades are used for calculation. | Medal |

| | |
|--|-----|
| Math Achievement Top three students per grade level. | Pin |
|--|-----|

| | |
|---|-----|
| Reading Achievement Top three students per grade level. | Pin |
|---|-----|

*In the event of a tie for third place, pins
Are awarded to all students who tie.*

Grades 6-8

Criteria
Overall average of 95 or above in core subjects: mathematics, reading, language arts, science and social studies. A weighted system is used for students taking advanced and/or high school credit course(s) as follows:

High school credit course = +7 points

Advanced courses = +5 points

Only the first three nine week grades are used for calculation.

Award

First year qualifying for the award in grade 6 - medal

Second year qualifying for the award in grade 7 - pin (those who earned a medal in grade 6)

Third year qualifying for the award in grade 8 - shirt (those who earned a pin in grade 7)

Grades 9-12

Criteria

Overall average of 95 or above grade average in the core subject areas of math, science, social studies, English, and foreign language, if taken. A weighted system, for students taking honors and advanced honors classes, allows five extra points added to the final average of each course.

Only the first three nine-week period grades are used for calculation.

Award

Plaque

S.O.A.R. Computations

FIRST-FIFTH GRADES

First through third nine-week subjects in reading, language arts, mathematics, science, social studies will be averaged. Final grade is rounded.

| | 1 st - 9 Weeks | 2 nd - 9 Weeks | 3 rd - 9 Weeks | Average | |
|--------------|------------------------------|------------------------------|------------------------------|----------|------|
| Reading | 91 | 90 | 95 | 92 | |
| Lang. Arts | 90 | 97 | 95 | 94 | |
| Math | 89 | 93 | 97 | 93 | |
| Science | 94 | 98 | 90 | 94 | |
| Soc. Studies | 96 | 95 | 91 | 94 | |
| Health | 99 | 99 | 96 | 98 | |
| | | | | 94.16667 | = 94 |

No subject average may exceed 100.

SIXTH - EIGHTH GRADES

First through third nine-week subjects in reading, language arts, mathematics, science, social studies will be averaged.

Additional 5 points will be added to Advanced classes, 7 points will be added to High School credit courses (Algebra I). Final grade is rounded.

| | 1 st - 9 Weeks | 2 nd - 9 Weeks | 3 rd - 9 Weeks | Average | Honors +5 | High School +7 | Total for Avg. S.O.A.R |
|-----------------|------------------------------|------------------------------|------------------------------|----------|--------------|----------------|---------------------------|
| Reading | 91 | 90 | 95 | 92 | | | 92 |
| Lang. Arts | 90 | 97 | 95 | 94 | | | 94 |
| Math | 89 | 93 | 97 | 93 | 5 | | 98 |
| Science | 94 | 98 | 90 | 94 | | | 94 |
| Soc. Studies | 96 | 95 | 91 | 94 | | 7 | 100 |
| Health | 99 | 99 | 96 | 98 | | | 98 |
| | | | | 94.16667 | | | 96 |

No subject average may exceed 100.

NINTH - TWELFTH GRADES

First through third nine-week subjects in mathematics, science, social studies, English, and foreign language if taken will be averaged. Additional 5 points will be added to honors and advanced honors classes. Final grade is rounded.

| | 1 st - 9 Weeks | 2 nd - 9 Weeks | 3 rd - 9 Weeks | Average | Honors & Advanced Honors +5 | Total for Avg. S.O.A.R |
|--------------|---------------------------|---------------------------|---------------------------|----------|-----------------------------|------------------------|
| Math | 89 | 93 | 97 | 93 | 5 | 98 |
| Science | 94 | 98 | 90 | 94 | | 94 |
| Soc. Studies | 91 | 89 | 83 | 96 | | 96 |
| English | 96 | 95 | 91 | 94 | | 94 |
| Foreign Lang | 99 | 99 | 96 | 98 | 5 | 100 |
| | | | | 94.16667 | | 96.4 |

=96

No subject average may exceed 100.