

POOLVILLE ELEMENTARY

ACADEMIC PROCEDURAL GUIDELINES

The guidelines set forth for homework, grading, testing, make-up work, extra-credit, report cards, retention and promotion are intended to reflect the philosophy of the Poolville I.S.D. administration, staff, and community. These guidelines are non-conclusive and exceptions to the guidelines need approval by the campus administrator and/or the Poolville ISD Board of Trustees.

These guidelines are considered part of the Student Handbook.

Homework

- The staff at P.I.S.D. believes that some homework will be necessary in order to become an “A” rated district.
- Homework will provide additional practice and aid in determining student understanding and as a means of evaluation.
- Homework may be assigned as needed in order to improve academic achievement.
- Homework should require a reasonable amount of time depending on factors such as grade level and academic level.
- Students who use their time wisely in class will likely reduce the amount of time required for homework.
- School activities at night need to be considered before assigning homework.
- Homework grades will aid in determining a final grade for the subject as minor grades.
- It is the student’s responsibility to go to the teacher after being absent to find out what has been missed and to make that work up.
- Homework should serve a valid purpose and be well within the capabilities of the students.
- Communication and planning between staff will help to keep the amount of nightly homework to a minimum.

Grading Procedures

- Guidelines shall ensure that grading reflects student achievement, mastery and that a sufficient number of grades are taken to support the grade average assigned.
- Grades shall accurately reflect student mastery of local and state curriculum objectives.
- Teachers shall not deduct from classroom grades because of discipline problems.
- Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with Student Code of Conduct.
- Teachers should assign grades to assignments based on the student’s relative mastery of the assignment.

- Pre-Kindergarten, grading will be as follows:
Language Arts/Reading Readiness, Mathematics/Science Readiness,
Socialization/Motor Skills and Work Habits
 - 1: Beginning
 - 2: Developing
 - 3: Proficient
 - NA: Not accessed at this time
- Kindergarten grading will be as follows:
Language Arts/Reading Readiness and Mathematics/Science Readiness
 - (+): Mastered
 - (-): Introduced
 Fine Arts, Physical Education, Science and Social Studies
 - E: Excellent
 - S: Satisfactory
 - S-: Below Expectations
 - N: Needs Improvement
 Letter and Number Recognition Criteria denoted by checkmarks indicating mastery.
- First grade grading will be as follows;:
Citizenship, Fine Arts, Mathematics/Science Readiness, Physical Education,
Reading/Literature, Science/Health, Social Studies and Written/Oral Communication
 - E: Excellent
 - S: Satisfactory
 - S-: Below Expectations
 - N: Needs Improvements
 - U: Unsatisfactory
- 2nd-5th grade grading will be as follows:
 - Standard numerical grading scale (90, 80, 70, 60,etc...)
 - Minimum of 10 grades each grading period
 - All grades weighted the same percentage
 - E, S, N, U grade designations will be utilized in the following subjects: Fine Arts, Physical Education and Homeroom

Testing Procedures

- Testing should cover “what has been taught” and should be cumulative in nature.
- Teachers should communicate and attempt to stagger tests by subjects. This will help to prevent too many tests on the same day.
- Students shall be permitted to take tests that are missed because of an absence.

Make-up Work

- 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.
- Time allowed to turn in work should be number of days missed plus one.

- A student will be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher.
- A student who does not make up assigned work within the time allotted by the teacher may receive a grade of zero for the assignment.
- At the teacher's discretion, student may be allowed to make-up work for a maximum grade of 70. This also includes academic dishonesty.
- If necessary, teachers may modify the amount of make-up work to satisfy the TEKS and the students' needs.
- School policy prohibits a teacher from imposing a late penalty that was caused by any absence other than extra-curricular absence, or suspension.

Extra Credit

- In certain extenuating situations, a teacher may allow a student to do extra work to raise a single grade.
- Extra grades that allow students to receive grades above 100 are not allowed.

Report Cards

- Report cards with each student's grades or performance, and absences in each class or subject are issued to parents at least once every grading cycle (typically 6 weeks).
- Following the first three weeks of a grading period, parents will be given a written unsatisfactory progress report if their child's performance in a course is 75 or below, or is below the expected level of performance.
- Report cards and unsatisfactory progress reports must be signed by the parent and should be returned to the school within three days
- No grade higher than 100 is allowed on a report card.
- Progress reports may state whether tutorials are required for a student who is in need of assistance.
- Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG (local).
- Report cards will be sent out by the end of the week following the end of the grading cycle.

Promotion and Retention

Mastery shall be determined as follows:

- Course assignments and assessments shall be used to determine student's mastery and grades in a subject.
- In grades Kindergarten and 1st, promotion to the next grade level shall be based on satisfactory performance on grade-level standards (essential knowledge and skills) as demonstrated through skills assessed/observed by the teacher and individual student work. A campus committee consisting of campus administration, the child's teacher, and the child's parent shall review relevant student information when considering retention.

- In grades 2-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas, a grade of 70 or above in reading, language arts, and mathematics, and a grade of 70 or above in either science or social studies.

In addition, at certain grade levels a student-with limited exceptions- will be required to pass the TEA standardized testing if the student is enrolled in a public Texas school on any day between January 1 and April 15 and is a Texas resident during the week that the TEA standardized tests are administered the first time.

- In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.

Parents of a student in grade 5, who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. Such students will have two additional opportunities to take the test. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous. Whether the student is retained or promoted, and educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year.

Certain students- some with disabilities and some with limited English proficiency-may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, counselor, or special education director.

[For additional information, see the counselor and policy EIF (Legal).]