

POOLVILLE JUNIOR HIGH 2019-2020

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

- 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.
- Academic grades in 6-8 will be averaged based on a major grades and minor grades. Behavior/Attitude will not be a factor in academic grading. (The determination of what constitutes a major or minor grade is at the teacher's discretion but the following should serve as a general guideline.)

Major

Tests, Projects,
Reports, etc.

Minor

Homework, Quizzes,
Worksheets, etc.

- Academic grades in 6-8 will be averaged based on major and minor grades. The determination of what constitutes a major or minor grade is at the teacher's discretion. All class grading guidelines may vary from course to course and will have principal approval. Students and parents will be given those guidelines at the beginning of the course.
- Minor grades will count 50%, minor grades will count 25%, and six weeks tests will count 25% of the six weeks grade.
- For grades 6-8, a minimum of 8 minor grades and 2 major grades are required. A teacher may add more grades as the teacher deems necessary.
- 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.

Testing Procedures

- Six weeks tests (Curriculum Based Assessments/CBAs) will be given in the four core subjects. These tests will assist in benchmarking.
- Questions should include approximately 50% multiple choice and be patterned after state test.
- Testing should cover "what has been taught" and should be cumulative in nature.
- Teachers should communicate and attempt to stagger minor and major 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, students may be allowed to make-up work for a maximum grade of 70.
- 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 minor or major grade. Extra credit is up to the individual teacher.
- 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.
- Six weeks test grades will count 25%, with major grades counting 25%, and minor grades counting 50%.
- Progress reports may state whether tutorials are required for a student who is in need of assistance.
- The semester test shall count 25% of the final grade, with each six weeks counting 25%.
- 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. An average of 70 or higher shall be considered a passing grade.
- In grades 6-8, promotion to the next grade level shall be based on all subject areas and a grade of 70 or above in three of the following areas: language arts (including reading), mathematics, science, and social studies.
- In addition, at the 8th grade level a student will be required to pass the TEA standardized testing in order to be promoted to grade 9. Students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessments in English.

Parents of a student in grade 8 who does not perform satisfactorily on the first administration on the state 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 in a Grade Placement Committee meeting. 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 in 8th grade or placed in 9th grade, an 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.

A Personal Graduation Plan (PGP) will be prepared for any student in middle school or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a guidance counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student.

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