EIA (REGULATION):

ELEMENTARY GRADING GUIDELINES

North East Independent School District
San Antonio, Texas

Revised August 2026

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FOREWORD

Grading is the process by which a teacher assesses student learning and progress towards mastery of course objectives as aligned with the **Texas Essential Knowledge and Skills (TEKS).** Grading is part of the teaching and learning process. This process must include establishing clear learning goals and setting standards and evaluative criteria which guide student learning so changes in instruction are based on assessment data. Additionally, the grading process should provide clear and consistent feedback to students to focus them to ultimately take responsibility for their own learning.

Reporting is the process by which the teacher communicates information to students and parents/guardians about student mastery of content and skills. The formal reporting process includes checklists, report cards and progress reports, and may also include a combination of anecdotal notes, emails, telephone conversations and conferences as appropriate.

The purpose of this manual is to provide a consistent set of grading and reporting regulations. The regulations adhere to the **Texas Education Code (TEC),** the **Texas Administrative Code (TAC)** and **North East ISD Board policies and regulations.** This manual

- describes the District's grading system which all teachers will implement;
- encourages a better understanding of grading, reporting and promotion by teachers, parents/guardians and students; and
- fosters consistency in grading and reporting student achievement and in promotion and retention practices across the District.

GRADING PHILOSOPHY

Teachers use grading as part of the intricate process of learning. Using the TEKS as the foundation of the curriculum, teachers begin by thoughtfully considering what the students already know and what they need to learn.

Teachers

- construct assignments and tests that will both teach and assess students' learning;
- establish fair, clear standards and criteria and apply those criteria consistently to student work;
- use previously disclosed rubrics when assessing the students' skills;
- offer feedback to their students in the form of comments and grades;
- provide meaningful opportunities within the classroom setting for their students to assess their own work; and apply what they learn from the grading process to improve their teaching.

Standards-based tests and quizzes yielding numerical grades represent only one aspect of evaluating student learning. Complete grading calls for multiple assessment techniques, such as performances, portfolios, projects, presentations, learning logs, journals, surveys, interviews, simulations and role playing. Using many different evaluation strategies will elicit more opportunities for student success.

As lifelong learners, students must be prepared for college and the workforce. The teacher will create and sustain a learning environment by basing grades on the student's knowledge and skills as demonstrated by a wide variety of assessments.

In compliance with **Texas Education Code §28.0216**, grading in NEISD

1. Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment
2. May not require a classroom teacher to assign a minimum grade for an assignment without regard for a student's quality of work
3. Will allow a student a reasonable opportunity to makeup or re-do a class assignment or examination for which the student received a failing grade

In addition, grading should help the teacher

1. Communicate progress to the student and parent/guardian on the mastery of the TEKS
2. Appraise the effectiveness of teaching strategies and modes of instruction
3. Evaluate strengths and needs of each student
4. Determine if credit will be awarded

Grading should help the parents/guardians

1. Understand their child as a learner
2. Be knowledgeable about the student's mastery of the TEKS
3. Guide the student in making academic progress
4. Encourage the student to give maximum performance in academic areas

Grading should help the student

1. Evaluate and see personal progress on mastery of the TEKS
2. Recognize how work may be improved
3. Set his/her goals for future learning

STUDENT MASTERY OF LEARNING

As used in these regulations, the term *mastery* is the attainment and demonstration of knowledge and skills necessary for academic success. Grades earned reflect the degree to which students attain mastery in any given class.

To determine the content on which mastery is based, teachers will rely on the state TEKS as reflected in the District scope and sequences and curriculum guides. Mastery of content will be supported by research-based instructional practices, available technology, community resources and textbooks. Pulling from this vast range of resources, the teacher will create lessons that reflect the TEKS being targeted and include strategies appropriate for the learning of all students.

Teachers use a variety of formative and summative assessments to provide students with multiple opportunities to demonstrate mastery of content and skills being taught. Assessments may include but are not limited to student performances and projects, teacher observation of developmental skills, work samples, oral interviews and written assignments. Grading strategies will also differ depending on whether or not a teacher is instructing in skills, content, processes or products.

Demonstrating mastery at one point in time does not ensure lifelong mastery, nor does it relieve teachers of the responsibility of reviewing content as part of ongoing instruction.

STATE ASSESSMENTS

MAP is an assessment for grades K, 1, 2, 3, 4 and 5 developed to provide teachers with a means of determining students' growth as readers and mathematicians.
CIRCLE Progress Monitoring is an assessment for Pre-K to provide teachers with a means of determining students' progress.
The **State of Texas Assessments of Academic Readiness (STAAR)** is designed to measure the extent to which a student has learned and is able to apply the defined knowledge and skills at each tested grade level.
Every STAAR test is directly aligned to the Texas Essential Knowledge and Skills (TEKS) and is administered at the following grade levels:

Grade	Test Administration
3 (English and Spanish)	mathematics and reading language arts
4 (English and Spanish)	mathematics and reading language arts
5 (English and Spanish)	mathematics, reading language arts and science

Students served by special education who meet the eligibility requirements as identified through the Admission
Review Dismissal (ARD) committee will be assessed utilizing STAAR with or without accommodations. The District will follow TEA guidelines regarding the provision of accommodations for students eligible for special education and students who have Section 504 plans. Generally, students served through Section 504 of the Rehabilitation Act of 1973 will receive accommodations that are used on a regular basis for instruction and/or assessment which are identified in the student's Section 504 plan. Students receiving Dyslexia Services will receive the accommodations used on a regular basis for instruction and assessment that have been identified through their Individualized Education Program (IEP), their Section 504 plan or their Dyslexia plan.

All Limited English Proficient (LEP) students, including parent denials, must participate in the **Texas English Language Proficiency Assessment System (TELPAS)**. K – 1 students are rated holistically in listening, speaking, reading and writing. Students in grades 2 - 12 participate in online reading, listening and speaking and are holistically rated on writing.

GRADING OVERVIEW

Grades will reflect a student's progress in a well-balanced, TEKS-based curriculum. Lessons may consist of oral, written and participatory activities that encompass higher order thinking skills. The foundation curriculum includes English language arts/reading, mathematics, science and social studies. The enrichment curriculum includes health, physical education, fine arts, technology integration and to the extent possible, languages other than English. The teachers will differentiate instruction to support the students' mastery of the required content.

I. DETERMINING STUDENT GRADES

A. The student's demonstration of mastery of the instructional expectations as aligned in the Texas Essential Knowledge and Skills (TEKS) for grade-level subjects or courses shall be the major factor in determining the student's grade for a subject or course.
B. The checklist (Pre-K, K) and report card (1st, 2nd, 3rd, 4th, 5th) reflect the student's individual growth and acquisition of the grade level TEKS.
C. The evaluation of student knowledge and skills may not be appropriate in the initial stages of instruction and learning. In such situations, the teacher may base the grade on the student's ultimate improved progress and mastery for the grading period.
D. Grades in the foundation curriculum will be sufficient in number and category (daily assignments, quizzes, tests, etc.) to reflect an accurate measure of a student's progress and achievement. A minimum of nine grades will be recorded per quarter.
E. For the foundation curriculum, no single grade will count more than 20% of the nine weeks average or the semester average.
F. For the foundation curriculum, no "blanket" grades are to be issued for a grading period. A blanket grade is giving every student in the class the same grade for an assignment without regard to individual achievement.
G. In order to obtain a grade average for a particular grading period that is a fair assessment of the student's achievement, when appropriate a teacher may employ one or more of the options listed below:

    1. Canceling the lowest grade in a category before averaging
    2. Allowing students the opportunity to do additional work within the grading period
    3. Giving bonus points for completing additional or optional assignments/projects evolving from the learning objectives
    4. Providing special opportunities for a student to respond orally
    5. Including a participation grade when appropriate to the learning objective

H. The final numerical grade will be recorded in the student's permanent Skyward records for grades 1st thru 5th.

I. Cooperative learning structures may be used as an instructional strategy in order to encourage academic achievement in a team context. The rubric or grading standards for a cooperative activity or project will be shared with the students in advance indicating whether they will be graded for individual academic achievement, team academic achievement, or both.

J. The responsibility for grading belongs with the teacher. While peer review, e.g. peer editing and marking, can be a valuable learning activity, students will not grade tests, quizzes or other major assignments. Peer marking of homework and/or other assignments is acceptable, but the teacher must review the work before assigning the final grades. Students must not have access to other students' grades.

K. Grades that are identifiable by individual students must not be posted or announced publicly by teachers or students.

L. A student's academic grades will not be affected by non-academic behavior or adherence to procedural rules, e.g. using the proper heading or using a certain color of ink or bringing certain supplies to class. Behavior and adherence to classroom rules will be evaluated under "Conduct Codes" on the report card for each subject.

M. A student shall not be given credit or a final grade for a class unless the student is in attendance at least 90% of the days the class is offered.
    1. Extenuating circumstances may be appealed to the attendance review committee.
    2. Absences due to suspensions shall not be counted against the minimum attendance policy as prescribed by law.
    3. If a student is suspended, the student will be allowed to make up the work when the student returns to school.

N. 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.

II. GRADING IN SPECIAL PROGRAMS

A. Special Education Programs

TEA and the IDEA require that students receive instruction in the enrolled grade level TEKS. Some students may require modified instruction in the TEKS or instruction in prerequisite skills for enrolled grade level TEKS. All students receiving special education services will be graded on assignments and tests as are students without special education services. The ARD committee may determine individual student accommodations related to student demonstration of knowledge in assignments and assessments.

1. Grades should be comprehensive and not limited to the IEP. Grades for students in special education will be based on performance that demonstrates progress toward mastery of the TEKS following the application of the ARD determined accommodations and/or modifications intended to demonstrate mastery.
2. The report card may not contain statements of accommodations and/or modifications provided to students. Such accommodations are intended to provide access for students with disabilities.

3. Report card grades can be reported by the special education teacher, the general education teacher or a combination of both as determined by the ARD committee.
4. In addition to the report card, all students in special education receive a 9 weeks progress report that describes their progress on specific IEP goals and/or objectives. This report is completed by special education staff with input as appropriate from general education teachers.

B. Students who receive an alternate curriculum are graded on teacher observations and measures of progress and collection of data related to IEP objectives and progress on the grade-enrolled TEKS accessed through pre-requisite skills and vertically aligned TEKS. (Students included in this grading guideline are either assessed using STAAR ALT 2 or anticipated to be assessed using STAAR ALT 2).
    1. Federal and state laws pertaining to the education of students in special education address the following points:
        a. All students will have access to the content standards (TEKS) for their appropriate Fgrade level.
        b. Students with significant cognitive disabilities may access the grade level standards using the TEA developed Vertical Alignment Document and Essence Statements for all grade levels and subjects.
    2. When the ARD committee determines that a student with a significant cognitive disability cannot attain mastery of the grade level TEKS, even with accommodations and modifications, it will be appropriate for the committee to measure the student's progress using the student's individual IEP goals and objectives, rather than letter or number grades. This will be done in two formats.
        a. Format I - Progress on individual goals and objectives will be individually reported for each student using the IEP progress report process documented through the electronic data management system each 9 weeks. This is a legal requirement.
        b. Format II - Progress on goals and objectives that are linked to the grade level standards will be reported on a report card as indicated on the attached document. Both progress reporting formats should be discussed with parents at the annual ARD meeting.
    3. The degree of independence and areas for generalization will also be addressed in this manner. This format will serve to align instruction for these students with the prerequisites to grade-enrolled TEKS.
C. Students Identified for Section 504 and Dyslexia Programs
    1. Students identified for dyslexia programs who are served through special education will be graded under the guidelines described in Section A above.
    2. Students identified for dyslexia programs who are served through Section 504 or other students identified to receive accommodations under Section 504 will be graded as all other general education students with appropriate accommodations identified through their individual dyslexia plans.

D. Bilingual and Emergent Bilingual Programs
    Emergent Bilingual (EB) students should not have failing grades based only on their inability to speak English.
    1. EB students are not exempt from grades. In order for EB students to meet grade-level learning expectations across the foundation and the enrichment curriculum, all instruction delivered in English must be linguistically accommodated. The accommodations must be commensurate with the student's level of English language proficiency.

2. A campus Language Proficiency Assessment Committee (LPAC) representative must review teacher documentation of routinely utilized accommodations a minimum of once every grading period.
3. The LPAC must make recommendations for additional appropriate instructional and assessment accommodations if necessary.
4. All EB students participating in a bilingual or EB program must receive grades based on grade level expectations and English Language Proficiency Standards. Teachers should consider the content being assessed, the linguistics accommodations checklist, and the appropriate proficiency level descriptors.

E. Gifted and Talented (GT) Program
1. GT students are not required to complete lessons/activities that take place in their homeroom when they are attending their GT class; however, GT students will be responsible for all content assessments.
2. GT students may be required to complete homework assignments on the day they attend their GT class if they have been provided with the necessary instruction prior to the day of the assignment and their classmates were not given the opportunity to begin the assignment in class.
3. GT students should not be kept from attending their GT class in order to complete any assignment/activity required by their homeroom teacher.
4. Field trips and assemblies will be coordinated between the GT teacher and the general classroom teacher.

III. TRANSFERRING NUMBER GRADES FROM ONE CAMPUS TO ANOTHER WITHIN THE DISTRICT AND STUDENTS TRANSFERRING FROM OUT-OF-DISTRICT

In the case of a transfer student, grades accepted shall be based on the intent of the sending school. Numerical grades earned from an accredited school shall be accepted. Alpha grades shall be recorded as follows:

CONVERSION SCALE:

A and E	=	95
B and S	=	85
C	=	77
D and N	=	72
F and U	=	68

For all other conversions, counselors should consult the sending school district for the conversion scale.

If a student transfers during a nine-week grading period, the grade average for each transfer course will be counted proportionate to the number of weeks in the grading period that the grade covers. For example, a student transfers during week five of the nine weeks with an 80 average in math. The 80 will be counted five times and the average the student receives (75, for example) in the receiving school's math course will be counted four times. The total will be divided by nine to get the average. For calculating a nine-week average, utilize the following formula:

Student's transferring course average	**X**	Number of weeks in sending school	=	Student's earned course average at receiving school	**X**	Number of weeks in receiving school	÷	9	=	Current Nine-week average
[(80	**X**	5)	=	(75	**X**	4)]	÷	9	=	78

IV. GRADING SYMBOLS AND CODES

A. Pre-K and Kindergarten Symbols

Pre-K and Kindergarten foundation curriculum and enrichment curriculum will be assessed on the checklist using the numeric scale below.

Pre Kindergarten:

NEISD STANDARDS: Curriculum is based on the Texas Prekindergarten Guidelines. Evaluation is based on the pupil's individual performance.	
1	Student does not demonstrate understanding
2	Student requires teacher support to demonstrate skill
3	Student occasionally demonstrates skill independently
4	Student has mastered skill independently

Kindergarten:

1	Student is unable to exhibit skill even with direct guidance. Additional instruction is needed.
2	Student exhibits skill with minimal guidance. Reinforcement needed.
3	Student exhibits skills independently and consistently.
4	Student understanding goes beyond grade-level expectations.

Developmental Checklist
(English & Spanish)

Alpha and numeric grade equivalents for 1st, 2nd, 3rd, 4th and 5th grade

A	Grades from 90 to 100
B	Grades from 80 to 89
C	Grades from 70 to 79
F	Grades 69 and below
NG	No Grade if student has not been enrolled in school for a sufficient length of time – or other extenuating circumstances

A. Comment Codes for the enrichment curriculum: Art, Health, Music, Physical Education and Theater Arts

E	Indicates that achievement is Excellent
S	Indicates that achievement is Satisfactory
N	Indicates that achievement Needs Improvement
U	Indicates that achievement is Unsatisfactory

B. Comment Codes for conduct: The conduct grade is an evaluation of the student's behavior and attitudes for a nine-week period of time and is based on a systematic discipline plan. Although academic grades may not be altered due to conduct, conduct is significant to academic achievement.

E	Indicates the student's behavior is Excellent
S	Indicates the student's behavior is Satisfactory
N	Indicates the student's behavior Needs Improvement
U	Indicates the student's behavior is Unsatisfactory

C. Work Habits/Social Behaviors – Teacher comment codes are placed on the report cards for use as appropriate.

Comment Codes:

A = Achievement is outstanding
B = Effort is commendable
C = Attitude is positive
D = Participation is exceptional
E = Has shown improvement
G = Tutoring recommended
H = Conference requested
# = Is working below grade level

Your Student Needs Improvement In:

I = Listening attentively
J = Using time wisely
K = Following directions
L = Showing consistent effort
M = Working independently
N = Practicing neatness
O = Bringing proper materials
P = Keeping desk/materials in order
Q = Completing assignments on time
R = Returning homework on time
S = Participating in class
T = Respecting authority
U = Respecting rights/opinions of others
V = Accepting responsibility for actions
W = Exercising self-control
X = Talking excessively
Y = Taking care of school property

Note: The letter "F" was purposely left off this list so as to not confuse the letter with failing.

V. RETEACHING, RETESTING AND REASSESSMENT

The District's goal is for every student to master all the TEKS specified for each grade level at a minimum level of 70%. Each student will be provided instruction that allows for application and practice of the concepts and skills mandated in the TEKS and then assessed for mastery. If a student does not receive a passing grade on the concepts and skills specified in the TEKS and necessary for future learning, reteaching, re-doing assignments, re-testing, and/or re-assessment will be provided for the student, until the material has been assessed summatively.

A. Teachers will monitor and identify students who need re-teaching.
B. Teachers will provide re-teaching when necessary allowing students a reasonable opportunity to make up or re-do a class assignment or assessment for which the student received a failing grade.
C. A maximum grade of 70% will be recorded when re-doing, re-testing, and/or re-assessing for a failed grade.
D. Re-teaching will employ instructional strategies different from the original instruction.
E. Re-teaching, re-testing, and/or re-assessment may include, but is not limited to additional practice activities, an essay or paper, a report or presentation, test corrections, revision of a paper or project, or a formal test.

VI. HOMEWORK POLICY

A. Research reveals that homework, when carefully designed, implemented, and evaluated, is an effective tool for improving understanding, enriching learning, encouraging personal connections, reinforcing concepts, and providing opportunities to pursue special interests. Therefore, homework will not be graded but will be reflected in the Work Habits section of the report card.
B. Homework may be guided or independent practice designed to help the student master the content and to extend student learning, and may include written work, studying, preparing for class and/or assessments, and other activities related to classroom work, but assigned to be done at home.
C. In elementary, homework should include reading every night.
D. Homework assignments should be reviewed regularly to give students feedback on their learning.
E. Homework is one means of teaching the necessary skills of independent study and learning outside the classroom without immediate teacher supervision.
F. Long-term, extended assignments, and projects, such as book reports and science fair projects, may require work to be completed outside the classroom and will be considered part of the extended assignment, not homework.
G. Campuses will set grade-level guidelines for the length of time for homework.
H. Assigning homework/projects over extended holidays within the school year that are due on the first class upon returning will be avoided.
I. Students should complete homework with a minimum amount of parental help.

VII. MAKE-UP WORK FOR ABSENCES

The District distinguishes absences as excused and unexcused and students are expected to make up assignments and assessments missed.

A. For excused extended absences, make-up assignments shall be made available to students after two consecutive days.

B. Students shall be permitted to take classroom assessments administered in any class missed because of absence.
C. The teacher may assign the student makeup work based on the instructional objectives for the subject and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject requirements.
D. Students will have one day to complete make-up work for each day of absence, with exceptions made due to severe or prolonged illness.
E. After a prolonged absence, the teacher has the right to exempt a student from some assignments if the teacher determines that doing so will not have a negative impact on the student's ability to master the content or unfairly bias his/her grade.
F. The District shall not impose a grade penalty for make-up work after an absence because of suspension.
G. For unexcused absences, a 20 percent reduction from the total grade earned shall be taken on makeup work.

VIII. LATE WORK

A. Late work is defined as any assignment that is not submitted on the due date and/or time, with the exception of make-up work due to absences.
B. Each grade level will develop consistent practices for assigning a late work penalty.
C. Teachers may deduct up to 20% from the total grade earned as a late penalty for any assignment turned in after the due date in accordance with District published regulations disseminated to students. Late work will be accepted until the material has been assessed summatively.
E. Extensive late work will be reflected using the comment codes section of the report card.
F. Failing grades due to the application of a late work penalty will not constitute the need for re-teaching.

IX. DISTRICT END OF UNIT ASSESSMENTS

Elementary district end of unit assessments strive to provide data on TEKS mastery and determine differentiated supports that meet student needs. These assessments should only be used for a grade when the teacher can ensure that the content was taught with sufficient depth and complexity as to afford a reasonable opportunity for success.

A. Special Education students who take the STAAR will participate in testing and will receive the testing accommodations that are used on a routine basis as identified by the ARD committee.
B. English Language Learners receiving testing accommodations that are used on a regular basis as identified by the LPAC committee.
C. Students served through Dyslexia and/or Section 504 will receive accommodations that are used on a regular basis as determined in their Section 504 plan.
D. Feedback from the district end of unit assessments should be shared with students and parent/guardian on campus in order to debrief the activity and learning.
E. District end of unit assessments materials are confidential documents that may not be used to pre-teach students on the assessed content.

X. REPORTING GRADES

A. Assignments
   1. Skyward is the legal repository and is an accurate record of each student's work and achievement; it is electronically archived at the District level.
   2. To inform parents/guardians and students, major assignments, assessments and projects will be posted prior to the due date. The Campus Improvement Council (CIC) will determine the most appropriate method to communicate this information: the Parent Portal, and/or teacher web pages.
   3. In order to maintain current information for parents/guardians, teachers are directed to grade and post assignments within seven calendar days from the due date.

B. Grading and the Recording of Grades
   1. Teachers will verify and edit students so that the student's accurate average is recorded on the progress report or report card.
   2. After report cards have been made available, grade changes must be documented and entered by the Data Processor, and the teacher must update in Skyward.
   3. Teachers will update "Incomplete" grades within three weeks after the end of the grading period.
   4. Grades in Skyward override grades in the electronic grade book when paper documentation is in the student's cumulative folder.

C. Family Access
   1. Parents/Guardians may use the portal to email teachers, check grades, view records for attendance and discipline, check cafeteria charges and balances, or check their student's library account.
   2. Family Access contains Skyward data and allows parents/guardians with Internet access to view recorded grades for the student at any time during the school year.
   3. Teachers will update grades in Skyward so that parents/guardians have an accurate understanding of the student's progress in each class.
   4. In order to maintain current information for parents/guardians, teachers in grades 1 - 5 are directed to grade and post assignments within seven calendar days from the due date.

D. Progress Reports
   1. Progress reports must be issued to parents/guardians during the 3rd week of a nine-week grading period if the student has an average below 70 in any subject area (1st-5th) or is not meeting grade level expectations (Pre-K - K).
   2. Progress reports must be issued to all parents/guardians during the 6th week of the nine-week grading period.
   3. A parent signature, or equivalent electronic confirmation, is required on the progress report and shall be sent back, or communicated, to the student's teacher to ascertain receipt of the report. If the signed report, or confirmation, is not returned for a student who is failing or at-risk of failing, the teacher should contact the parent/guardian.
   4. Progress reports can be distributed at any other time as determined by the student's teacher.
   5. When a student's behavior is unsatisfactory and/or the student is in jeopardy of failing, the teacher will communicate directly with the parents/guardians and maintain ongoing dialogue and documentation of the communications.
   6. Teachers are strongly encouraged to utilize the "Comments" feature of the progress report as an additional communication tool. Comments should not include accommodations and/or modifications.

7. Distribution dates of progress reports are announced in District publications and posted on the North East website.

E. Checklist (Pre-K, K) and Report Cards (1st-5th)
   1. Checklists or Report Cards will be made available to parents/guardians at the end of every nine week grading period. The progress of prekindergarten and kindergarten students will be documented on a checklist format, while the progress of first through fifth grade students will be documented on a report card.
   2. The checklist and report card cover six general areas: academic progress, conduct, social behaviors, work habits, attendance and notification of grade placement for the next school year.
   3. A parent signature, or equivalent electronic confirmation, is required on the checklist or report card to ascertain receipt of the report and shall be sent back, or communicated, to the student's teacher. If the signed report, or confirmation, is not returned for a student who is failing or at-risk of failing, the teacher should contact the parent/guardian.
   4. Report cards indicate academic progress, conduct symbol/grade, comments about social behaviors and work habits and attendance.
   5. When a student's behavior is unsatisfactory and/or the student is in jeopardy of failing, the teacher will communicate directly with the parents/guardians and maintain ongoing dialogue and documentation of the communications.
   6. Teachers are strongly encouraged to utilize the "Comments" feature of the report card as an additional communication tool.
   7. Distribution dates of report cards are announced in District publications and posted on the District website.

XI. PROMOTION AND RETENTION OF STUDENTS

A. Board Policy EIE (LEGAL) states the following:
   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) [See EI]
   In determining promotion, the District shall consider:
   1. The recommendation of the student's teacher;
   2. The student's grade in each subject or course;
   3. The student's score on an assessment instrument administered under Education Code 39.023(a), (b), or (l); and
   4. Any other necessary academic information, as determined by the District.

B. Furthermore, EIE (LOCAL) Board Policy states that promotion and grade-level advancement shall be based on mastery of the grade-level standards.

C. The classroom teacher shall monitor and evaluate the progress of a student and shall exert every effort to ensure the student's progress.

D. For kindergarten, first and second-grade students, when there is the rare occasion where a student has demonstrated mastery of the curriculum based on the checklist or grades earned, and the parents/guardians request that their child be retained, the parent/guardian must submit a written request to the campus principal containing a detailed explanation of the basis for the requested retention. A Grade Placement Committee (GPC) composed of the parent/guardian, teacher and principal will review the requested retention, along with all available relevant information concerning the student, and make a recommendation. The GPC recommendation must be unanimous in order for retention to occur. If the GPC is not unanimous, the principal will have final authority for the decision to promote or retain the student.

E. In addition to state minimum attendance requirements, the following North East ISD guidelines should be considered in making the determination of retention or promotion.
    1. Grade K
       Students are promoted from Kindergarten to 1st grade based on assessments including, but not limited to:
        - Skills Checklist (70% mastery of the knowledge and skills of the foundation curriculum performed independently and consistently)
        - If a teacher recommends retention, and if the Kindergarten parent does not agree with retention, the parent must sign the PARENT/GUARDIAN REQUEST TO PROMOTE STUDENT FROM KINDER TO 1st GRADE form. A signed form allows the student to be promoted to 1st grade, and a copy of the form will be placed in the student's cumulative folder.
    2. Grades 1-5
       In grades 1–5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for language arts/reading, mathematics, social studies and science, and a grade of 70 or above in both language arts/reading and mathematics. **[Board Policy EIE(LOCAL)]**

F. Summer School
    1. The district offers summer programming for North East students in pre-kindergarten through 5th grade who are recommended by their teacher and principal because they are being retained at their current grade level or being promoted to the next grade with an Accelerated Instruction Plan. Students are also invited to participate in accelerated instruction as part of HB 1416 during the summer.

G. The campus principal has the final authority regarding student promotion and retention with the exceptions under SB 1697.

H. SB 1697 established new Texas Education Code (TEC), §28.02124, Parental Option for Student Retention, which allows parents or guardians to opt to have their child—
    - repeat prekindergarten;
    - repeat kindergarten;
    - for grades one through three, repeat the grade the student was enrolled in the previous school year.

XII. ACCELERATED INSTRUCTION PLANS AND INTERVENTIONS

A. Grade Retention and Accelerated Instruction
    1. Accelerated instruction promotes student success by:
        a. Providing frequent reinforcement and review
        b. Implementing the support at the time the need is identified
        c. Allowing the student to progress systematically through content
        d. Offering a variation in instructional approach.
    2. An instructional plan must be created for any student that is retained or placed in the next grade level. This plan should be maintained and monitored using the district's student information system.
    3. The Response to Intervention (RtI) process should continue to be used for screening and monitoring students who have been identified as non-responders to intervention. Data related to ongoing intervention will be used as the basis for decision making concerning referral for evaluation of a suspected disability.
    4. According to the Texas Education Code, accelerated instruction must be provided to a student who does not meet the passing standard of the third, fourth and fifth grades STAAR tests.

XIII. COMMUNICATION WITH PARENTS/GUARDIANS

A. The parent/teacher conference is a valuable source of information for both the parent/guardian and the teacher. The conference provides the opportunity for parents/guardians and the teacher to become better acquainted and to combine efforts in the interest of the student. The conference also allows the student to understand that the school and the home are working together for his/her benefit.
B. Teachers are expected to conference with parents/guardians, especially those whose students are experiencing difficulties. To facilitate such conferencing, the district provides a minimum of 4 early dismissal days each year for conferences.
C. Whenever a student's behavior is unsatisfactory and/or the student is in jeopardy of failing, the teacher will communicate directly with the parents/guardians and maintain ongoing dialogue and documentation of the communications.
D. Teachers or parents/guardians may request conferences at any time. However, when a personal conference cannot be scheduled, a telephone conference or email may be used as an alternate form of communication.
E. The conference should occur for a specific time period and in a place that will assure privacy.
F. When a parent/guardian requests a conference, the teacher should be given at least 48 hours advance notice.
G. Since teacher web pages are communication tools for parents/guardians, teachers should maintain a current web page with all appropriate information as determined by the campus.
H. Informational meetings for parents/guardians and students may be scheduled when appropriate for program orientation and review.