

(LOCAL) Policy Comparison Packet

Each marked-up (LOCAL) policy in this collection reflects an automated comparison of the updated policy with its precursor, as found in the TASB Policy Service records.

The comparison is generated by an automated process that shows changes as follows.

- *Deletions* are shown in a red strike-through font: ~~deleted text~~.
- *Additions* are shown in a blue, bold font: **new text**.
- Blocks of text that have been *moved* without alteration are shown in green, with double underline and double strike-through formatting to distinguish the text's destination from its origin: ~~moved text~~ becomes moved text.
- *Revision bars* appear in the right margin, as above.

While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow.

For further assistance in understanding changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

<u>FIDUCIARY RESPONSIBILITY</u>	The Superintendent, principal, and sponsor, as applicable, shall be responsible for the proper administration of District and campus activity funds and student activity funds in accordance with state law and local policy, District-approved accounting practices and procedures, and the TEA <i>Financial Accountability System Resource Guide</i>.
STUDENT ACTIVITY FUNDS STUDENT FUNDS	The Superintendent or designee shall ensure that a student activity accounts are activities account is maintained to manage all class funds, organization funds, and any other funds collected from students for a school-related purpose. The Receipts shall be issued by the principal or designee shall issue receipts for all funds prior to their deposit into the appropriate District account at the District depository.
<u>FIDUCIARY RESPONSIBILITY</u>	The principal and sponsor shall be responsible for the proper administration of student funds in accordance with state and local law, District-approved accounting practices and procedures, and the TEA <i>Financial Accountability System Resource Guide</i>. Student activity funds shall be included in the annual audit of the District's fiscal accounts. [See CFC]
USE AND EXPENDITURE	Funds collected by student groups shall be used only for purposes authorized by the organization or upon approval of the sponsor. The principal or designee shall approve all disbursements. All funds raised by student organizations must be expended for the benefit of the students.
DISTRICT AND CAMPUS ACTIVITY FUND THE PRINCIPAL SHALL BE AUTHORIZED TO EXPEND FUNDS FROM THE CAMPUS ADMINISTRATIVE ACTIVITY FUNDS APPROVAL	The Superintendent shall establish regulations governing the expenditure fund to be used for activities of District and campus activity funds generated from vending machines, rentals, gate receipts, concessions, and other local sources of revenue over which the District has direct control. Funds generated from such sources shall be expended for the benefit of the District or its students and shall be related to the District's educational purpose, faculty, staff, or campus. Approval from the immediate supervisor or designee shall be obtained prior to a disbursement being made to any employee, including the principal.
CARRYOVER FUNDS	All funds shall be left in the appropriate account and each sponsoring group shall retain the carryover funds for the next fiscal year. If an organization ceases to function or exist, the unexpended funds of the organization shall be credited to the appropriate administrative activity account.

West Orange-Cove CISD
181906

BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT
MAINTENANCE

CLB
(LOCAL)

INTEGRATED PEST
MANAGEMENT
PROGRAM ~~(IPMP)~~
~~STANDARDS~~
DEFINITION

The **District is committed to following District's** integrated pest management ~~guidelines program, developed~~ in **all pest control activities that take place on District property.**

As provided in ~~accordance with the requirements of~~ the Texas Administrative Code, **integrated pest management (IPM) is a pest management strategy that relies on accurate identification** ~~Structural Pest Control Act~~ **and scientific knowledge of target pests, reliable monitoring methods to assess pest presence, preventative measures to limit pest problems, and thresholds to determine when corrective control measures are needed. Under IPM, whenever economical and practical, multiple control tactics shall be used to achieve best control** ~~with the assistance~~ **of pests. These tactics shall possibly include, but are not limited to, the judicious use** ~~an advisory committee~~ **of pesticides.**

STANDARDS

In accordance with Part 4, Title 7 of the Administrative Code and Chapter 1951 of the Occupations Code, the District's IPM program ~~knowledgeable persons,~~ shall govern the District's use of pesticides, herbicides, and other chemical agents for the purpose of controlling pests, rodents, insects, and weeds in and around District facilities.

IPM COORDINATOR

The Superintendent shall designate the IPM coordinator(s), who shall be registered with the Texas Department of Agriculture. The IPM coordinator(s) shall receive training in accordance with law.

APPLICATION TIME
FRAME

The IPM coordinator(s), in addition to the responsibilities set out in CLB(LEGAL), shall coordinate with appropriate District administrators or other designated and trained employees **regarding** pesticide or herbicide applications in accordance with law. The IPM coordinator(s) shall determine when an emergency situation exists and an exception to the 48-hour notice requirement may be made.

NO UNAUTHORIZED
APPLICATION

No other employee or other person or entity shall be permitted to apply a pesticide or herbicide at a school facility without the prior approval of the IPM coordinator and other than in the manner prescribed by law and the District's **IPM** ~~integrated pest management~~ program.

DATE ISSUED: **11/9/2009** ~~4/1/2005~~
UPDATE **8675**
CLB(LOCAL)-A

ADOPTED:

1 of 1

FACILITIES CONSTRUCTION

CV
(LOCAL)

COMPLIANCE WITH LAW The Superintendent shall be responsible for establishing procedures that ensure that all school facilities within the District comply with applicable laws and local building codes.

CONSTRUCTION CONTRACTS Prior to advertising, the Board shall determine the project delivery/contract award method to be used for each construction contract valued at or above \$5025,000. To assist the Board, the Superintendent shall recommend the project delivery/contract award method that he or she determines provides the best value to the District. [See CV series]

For construction contracts valued at or above \$10,000, \$10,000, the Superintendent shall also submit the resulting contract to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See also CH]

PROJECT ADMINISTRATION All construction projects shall be administered by the Superintendent or designee.

The Superintendent shall keep the Board informed concerning construction projects and also shall provide information to the general public.

CHANGE ORDERS Change orders shall be approved by the Board or its designee prior to any changes being made in the approved plans or the actual construction of the facility.

~~BOARD INSPECTION AND ACCEPTANCE OF COMPLETED PROJECT~~ ~~Acceptance of a new construction project or a major renovation project by the Board shall be withheld until all details are complete and the buildings are certified as complete by the architect and Superintendent. Completion of a project construction and acceptance form by the Superintendent shall constitute acceptance of the project and its readiness for Board inspection.~~

PROJECT ACCEPTANCE FORM The official project construction and acceptance form shall be completed and signed by the Superintendent or designee before the completed projects are accepted by the Board, occupied, or put into use.

INSPECTION Prior to acceptance of a completed project, the Board or a committee appointed by the Board shall inspect all capital construction and major renovation projects of the District. Only after final acceptance and approval by the Board shall final payment be made.

BOARD INSPECTION AND ACCEPTANCE OF COMPLETED PROJECT Acceptance of a new construction project or a major renovation project by the Board shall be withheld until all details are complete and the buildings are certified as complete by the architect and Superintendent. Completion of a project construction and accep-

tance form by the Superintendent shall constitute acceptance of the project and its readiness for Board inspection.

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

GUIDING PRINCIPLES	The Board encourages employees to discuss their concerns and complaints through informal conferences with their supervisor, principal, or other appropriate administrator.
INFORMAL PROCESS	Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.
DIRECT COMMUNICATION WITH BOARD MEMBERS	Employees shall not be prohibited from communicating with a member of the Board regarding District operations except when communication between an employee and a Board member would be inappropriate because of a pending hearing or appeal related to the employee.
FORMAL PROCESS	<p>If an informal conference regarding a complaint fails to reach the outcome requested by the employee, he or she may initiate the formal process described below by timely filing a written complaint form.</p> <p>Even after initiating the formal complaint process, employees are encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time.</p> <p>The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.</p>
NOTICE TO EMPLOYEES	The District shall inform employees of this policy.
FREEDOM FROM RETALIATION	Neither the Board nor any District employee shall unlawfully retaliate against an employee for bringing a concern or complaint.
WHISTLEBLOWER COMPLAINTS	Whistleblower complaints shall be filed within the time specified by law and may be made to the Superintendent or designee beginning at Level Three. Time lines for the employee and the District set out in this policy may be shortened to allow the Board to make a final decision within 60 calendar days of the initiation of the complaint. [See DG]
COMPLAINTS AGAINST SUPERVISORS	Complaints alleging a violation of law by a supervisor may be made to the Superintendent or designee. Complaints alleging a violation of law by the Superintendent may be made directly to the Board or designee.
COMPLAINTS	In this policy, the terms “complaint” and “grievance” shall have the same meaning. This policy shall apply to all employee complaints, except as provided below.

EXCEPTIONS

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

EXCEPTIONS

This policy shall not apply to:

1. Complaints alleging discrimination, including violations of Title IX (gender), Title VII (sex, race, color, religion, national origin), ADEA (age), or Section 504 (disability). [See DIA]
2. Complaints alleging certain forms of harassment, including harassment by a supervisor and violations of Title VII. [See DIA]
3. Complaints concerning retaliation relating to discrimination and harassment. [See DIA]
4. Complaints concerning instructional materials. [See EFA]
5. Complaints concerning a commissioned peace officer who is an employee of the District. [See CKE]
6. Complaints arising from the proposed nonrenewal of a term contract issued under Chapter 21 of the Education Code. [See DFBB]
7. Complaints arising from the proposed termination or suspension without pay of an employee on a probationary, term, or continuing contract issued under Chapter 21 of the Education Code during the contract term. [See DFAA, DFBA, or DFCA, respectively]

GENERAL
PROVISIONS
FILING

Complaint forms and appeal notices may be filed by hand-delivery, fax, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Fax filings shall be timely filed if they are received on or before the deadline, as indicated by the date/time shown on the fax copy. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

RESPONSE

At Levels One, Two, and Three, "response" shall mean a written communication to the employee from the appropriate administrator. Responses may be hand-delivered or sent by U.S. Mail to the employee's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

DAYS

"Days" shall mean District business days, unless otherwise noted. In calculating time lines under this policy, the day a document is filed is "day zero." The following business day is "day one."

REPRESENTATIVE

"Representative" shall mean any person who or an organization that does not claim the right to strike and is designated by the employee to represent him or her in the complaint process.

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The employee may designate a representative through written notice to the District at any level of this process. If the employee designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

CONSOLIDATING
COMPLAINTS

Complaints arising out of an event or a series of related events shall be addressed in one complaint. Employees shall not bring separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the District may consolidate the complaints.

UNTIMELY FILINGS

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the employee, at any point during the complaint process. The employee may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

COSTS INCURRED

Each party shall pay its own costs incurred in the course of the complaint.

COMPLAINT FORM

Complaints under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the employee does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the employee unless the employee did not know the documents existed before the Level One conference.

A complaint form that is incomplete in any material aspect may be dismissed, but may be refiled with all the required information if the refiling is within the designated time for filing a complaint.

AUDIO RECORDING

As provided by law, an employee shall be permitted to make an audio recording of a conference or hearing under this policy at which the substance of the employee's complaint is dis-

cussed. The employee shall notify all attendees present that an audio recording is taking place.

LEVEL ONE

Complaint forms must be filed:

1. Within 15 days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, employees on a school campus shall file Level One complaints with the campus principal; other District employees shall file Level One complaints with their immediate supervisor.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Three following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and hold a conference with the employee within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

The administrator shall provide the employee a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

LEVEL TWO

If the employee did not receive the relief requested at Level One or if the time for a response has expired, the employee may request a conference with the executive director of human resources or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to

the Level Two administrator. The employee may request a copy of the Level One record.

The Level One record shall include:⚡

1. The original complaint form and any attachments.
2. All other documents submitted by the employee at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Level Two administrator shall hold a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues presented by the employee at Level One and identified in the Level Two appeal notice. At the conference, the employee may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Level Two administrator may set reasonable time limits for the conference.

The Level Two administrator shall provide the employee a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Level Two administrator may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Level Two administrator believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

LEVEL THREE

If the employee did not receive the relief requested at Level Two or if the time for a response has expired, the employee may request a conference with the Superintendent or designee to appeal the Level Two decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

After receiving notice of the appeal, the Level Two administrator shall prepare and forward a record of the Level Two complaint to the Level Three administrator. The employee may request a copy of the Level Two record.

The Level Two record shall include:⚡

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1. The Level One record.
2. The written response issued at Level Two and any attachments.
3. All other documents relied upon by the Level Two administrator in reaching the Level Two decision.

The Level Three administrator shall hold a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues presented by the employee at Level One and identified in the Level Three appeal notice. At the conference, the employee may provide information concerning any documents or information relied upon by the administration for the Level Two decision. The Level Three administrator may set reasonable time limits for the conference.

The Level Three administrator shall provide the employee a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Level Three administrator may consider the Level One and Level Two records, information provided at the Level Three conference, and any other relevant documents or information the Level Three administrator believes will help resolve the complaint.

Recordings of the Level One, Level Two, and Level Three conferences, if any, shall be maintained with the Level One, Level Two, and Level Three records.

LEVEL FOUR

If the employee did not receive the relief requested at Level Three or if the time for a response has expired, the employee shall deliver the appeal notice to the Superintendent's secretary for filing with the Board. [See BE]

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Three response or, if no response was received, within ten days of the Level Three response deadline.

Following receipt of the appeal notice and a determination that time lines have been met, the Board President shall furnish a copy of the appeal notice to each Trustee.

At a future Board meeting, the Board shall examine the written grievance in closed meeting unless otherwise required by the Open Meetings Act, with neither the grievant nor the grievant's representative, nor the person or persons complained of in the grievance, present. The Board shall make a determination as to whether the grievance as presented merits a hearing. If the Board determines that the grievance is not meritorious, the grievant shall

be so informed in writing by the Board President within seven days following that meeting. The decision of the Superintendent with respect to the grievance shall then be final.

If the Board determines that the grievance as presented merits a hearing, the Board President shall inform the grievant of the date, time, and place of such hearing. The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The Superintendent or designee shall provide the Board the record of the Level Three complaint. The employee may request a copy of the Level Three record.

The Level Three record shall include:

1. The Level One record.
2. The Level Two record.
3. The written response issued at Level Three and any attachments.
4. All other documents relied upon by the administration in reaching the Level Three decision.

If at the Level Four hearing the administration intends to rely on evidence not included in the Level Three record, the administration shall provide the employee notice of the nature of the evidence at least three days before the hearing.

The presiding officer may set reasonable time limits and guidelines for the presentation including an opportunity for the employee and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Four presentation. The Level Four presentation, including the presentation by the employee or the employee's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next

regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Three.

ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

EIA
(LOCAL)

RELATION TO
ESSENTIAL
KNOWLEDGE AND
SKILLS

The District shall ~~establish~~**determine** instructional objectives that relate to the 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.

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**.~~essential knowledge and skills~~. The student's mastery level shall be a major factor in determining the grade for a subject or course.

GUIDELINES FOR
GRADING

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects **a student's relative mastery of an assignment**~~student achievement~~ and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

In accordance with grading guidelines, a student shall be permitted a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

ATTENDANCE

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.

WAIVERS

Waivers from the grading policy may be pursued with TEA or the Board so that schools may pilot alternative grading systems.

ONGOING FEEDBACK

Throughout the six weeks, students should know how well they are doing; there should be no surprises on the report card. Evaluative feedback shall be as immediate as possible, ongoing through the grading period, and not delayed until the sixth week. Some major grades shall be given in earlier weeks to minimize dramatic drops in the grading during the final weeks.

NOTICE TO PARENTS

Teachers shall have a conference with parents as needed and shall send out written notice to parents every three weeks of a student's performance in each class or subject. At the end of the third week of the grading period, parents shall be notified if the student's grade is below 75 in regular courses and below 80 in kindergarten-grade 8, GT/Pre-AP classes, or 80 in grades 9-12 Pre-AP and AP classes. These reports shall be mailed to the student's home and provide for the signature of the student's parent and shall be returned to the District.

~~Principals should help parents understand that failure to receive an unsatisfactory report does not guarantee a passing grade since a teacher cannot always foresee failing work that might occur at the end of the reporting period.~~

ACADEMIC
DISHONESTY

Students found to have engaged in academic dishonesty shall be subject to disciplinary penalties and grade penalties on assignments or tests. 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 the professional employee, taking into consideration written materials, observation, or information from students.

RETEACHING

The purpose of ongoing evaluation is to determine the student's mastery of instructional objectives as they are taught or shortly afterwards. If a student in the class fails to master the objective, the objective should be retaught in class using a different method.

Reteaching is defined as another presentation of content, usually to provide an additional opportunity for a student to learn. Implementation of the District procedure for reteaching does not have to be detailed or prescriptive. 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 reteaching activity might be manipulative; if the teacher used the deduction approach initially, the reteaching activity might use an inductive approach, thus allowing the student to gain a new perspective on the task.

Reteaching is an integral part of the lesson cycle and may occur in many different situations such as during direct teaching as a teacher checks for understanding; guided practice as a teacher monitors; or during independent practice as students work individually or in cooperative learning groups.

Teachers shall plan for reteaching at the same time they plan initial instruction, thereby ensuring that alternative instructional strategies are immediately available when needed. Planning for reteaching may or may not be written and should not require excessive time or documentation. If initial reteaching efforts are unsuccessful, the more complex process of remediation may be necessary. Remediation implies analysis of the learning task and further diagnosis of a student's needs, including the identification of deficient prerequisite skills. Remediation may occur in many different situations.

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Reteaching, to ensure that students master the material, may include but shall not be limited to the following:

1. The student may be required to correct or rework unsatisfactory assignments; the grade earned shall replace the original grade.
2. The student may be required to retake a major examination; the grade earned shall replace the original grade.
3. The teacher may require the student to attend a tutorial program or remedial classes. Cocurricular or extracurricular activities shall not interfere with the requirement to attend these activities.
4. The teacher may assign additional work on a particular unit for the student to complete.
5. The teacher may work with small groups during class time while other students work independently.

SPECIAL EDUCATION
STUDENTS

Special education students are to be graded on the basis of the level specified in the individualized education program (IEP). The report card shall indicate the level on which the grade is based. If a special education student working below grade level consistently receives grades equivalent to an A or B, it is possible that the student should be working on a higher level and/or the pace of instruction should be increased.

CONVERSION SCALE

The grade conversion scale for all grade levels shall be as follows:

90 – 100	=	A
80 – 89	=	B
75 – 79	=	C
70 – 74	=	D
69 and below	=	F
90 – 100	=	Excellent
75 – 89	=	Satisfactory
70 – 74	=	Needs Improvement
69 and below	=	Unsatisfactory

TRANSFER STUDENTS

Transfer students with letter grades that have pluses and minuses shall be converted to District numerical grades using the following scale:

A+ = 98	C+ = 79	F = 69 and below
A = 95	C = 77	
A- = 92	C- = 75 (lowest "C" allowed)	
B+ = 88	D+ = 74	

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GRADING/PROGRESS REPORTS TO PARENTS

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(LOCAL)

B = 85 D = 72
B- = 82 D- = 70

HOMEWORK Homework assignments shall be meaningful and an extension of classroom instruction that should be taken seriously by the student. The teacher shall examine and correct the homework. It shall be emphasized to students that homework is a contributing factor in learning.

MAKEUP WORK It is the student's responsibility to schedule a makeup test just as it is his or her responsibility to complete make-up work after absences. Except for extenuating circumstances such as a prolonged illness, makeup work and tests shall be completed within the same number of school days as days absent after the student's return to class. Failure to do so shall result in a zero grade. Extenuating circumstances must be approved by the principal.

A student may make up work in essential knowledge and skills and other course requirements and earn a passing grade for the semester under extenuating circumstances that are approved by the principal.

ROUTINE Students shall receive credit for satisfactory makeup work after an absence, including absences as a result of suspension, but shall receive a zero for any assignment or test not made up within the allotted time.

IN-DEPTH Teacher(s) may assign additional work to ensure that students who have been absent have sufficient opportunity to master the essential knowledge and skills to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine makeup work.

UNEXCUSED ABSENCES Students shall receive credit for satisfactory makeup work after an unexcused absence. However, the highest grade for satisfactory makeup work shall be a grade of 70.

INCOMPLETE GRADES Incomplete grades must be removed as soon as possible, and it is the student's responsibility to complete all requirements for a permanent grade. Incomplete grades shall be removed within five school days after the grading period except for extenuating circumstances that have been approved in writing by the principal.

Students who have not completed required work prior to the end of the six weeks due to an excused absence shall not be given a failing grade. Instead, they shall receive an "incomplete" and be allowed a designated time to complete the work. Students with an "incomplete" grade are ineligible to participate in extracurricular activities until the "I" is replaced with a passing grade, but they are

ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

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	entitled to the seven-day pre-suspension period (popularly known as the “seven-day grace period”).
ELEMENTARY GRADE PRE-K	<p>The District shall use the grading designations of “excellent,” “satisfactory,” “needs improvement,” or “unsatisfactory” for determining student progress and reporting to parents at the prekindergarten level.</p> <p>Since many prekindergarten skills are of an observable nature, sufficient observation should be indicated in the gradebook to warrant the grade given on the report card.</p>
ELEMENTARY GRADE K	<p>The District shall use the grading designations of a check mark for mastery and an “X” for nonmastery or “N/A” for not assessed at this time for determining student progress in the content areas and reporting to parents at the kindergarten level.</p> <p>The District shall use the grading designations of “excellent,” “satisfactory,” “needs improvement,” or “unsatisfactory” for determining student progress in work habits, conduct, physical education and fine arts and reporting to parents at the kindergarten level.</p> <p>Since many kindergarten skills are of an observable nature, sufficient observation should be indicated in the gradebook to warrant the grade given on the report card.</p>
GRADE 1 FIRST SIX WEEKS	<p>The following procedure shall be used in grade 1 for reporting to parents and recording grades on the permanent record. For the first six-week period, the following grading system shall be used for all subjects including conduct and work habits.</p> <p>E = Excellent S = Satisfactory N = Needs Improvement U = Unsatisfactory</p>
REMAINDER OF SCHOOL YEAR	<p>E, S, N, and U grading designations shall be used for the remainder of the school year in science, social studies, fine arts, physical education, health, handwriting, conduct, and work habits in the first grade.</p> <p>Beginning with the second six-week period and continuing throughout the year, numerical grades shall be given in language arts and mathematics in grade 1.</p>
GRADES 2–5 FOUNDATION	<p>In grades 2–3, numerical grades shall be used to indicate student progress in language arts, mathematics, science, and social studies. In grades 4 and 5, numerical grades shall be used to indicate student progress in reading, language arts, spelling, mathematics, science, and social studies. The actual grades earned are to be recorded by the teacher.</p>

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(LOCAL)

ENRICHMENT	Teachers responsible for fine arts, health, physical education, conduct, and work habits shall use “excellent,” “satisfactory,” “needs improvement,” and “unsatisfactory” grades for the entire school year in grades 2–5.
GRADES 2–4 HANDWRITING	Teachers responsible for handwriting shall use “excellent,” “satisfactory,” “needs improvement,” and “unsatisfactory” grades for the entire school year in grades 2–4.
GRADE 5 HANDWRITING	For handwriting, student progress shall be indicated by “satisfactory” and “unsatisfactory.”
GRADES 1–5 NUMBER OF GRADES REPORTING	<p>In grades 1–5, a minimum of nine grades per six-week period should be recorded in all subject areas.</p> <p>Students who receive grades below 50 on any work, daily or major test, shall have those grades recorded in the teacher grade book. Students not showing mastery must go through the reteaching process. No grade lower than 50 shall be recorded on the report card for any of the six-week periods. The six-week grade shall be determined by the following:</p> <ul style="list-style-type: none">75 percent ongoing evaluation25 percent major tests (magazine, chapter, unit)
MIDDLE SCHOOL GRADES 6, 7, 8	<p>The six-week grade shall be determined on a minimum of 12 grades calculated in the following manner:</p> <ul style="list-style-type: none">40 percent average daily grades60 percent assessment
SECONDARY GRADES 9–12	<p>Long-term projects, such as research papers, shall be graded at various stages of completion rather than only giving a grade for the final project.</p> <p>Each teacher shall develop a clearly defined grading procedure. A copy shall be distributed to students at the beginning of each course so they are aware of the way in which they will be evaluated.</p>
NONWRITTEN WORK	With grades on nonwritten work (project, speech, group work), the teacher shall share clearly defined evaluative criteria with students before the exercise. These criteria shall serve as documentation, which is essential in a parent conference.
SIX-WEEK GRADE	<p>The six-week grade shall be determined on a minimum of 12 grades with the following requirements:</p> <ul style="list-style-type: none">The average of all major assessments shall be weighted 60 percent.The average of all daily grades shall be weighted 40 percent.

ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

EIA
(LOCAL)

Three of the 12 grades shall represent major assessments such as unit exams, projects, major papers, and the like.

Ongoing evaluation shall represent homework, study guides, quizzes, daily participation, and the like.

SEMESTER EXAM
GRADES 9–12

The purpose of the semester exam is to determine, in a formal way, the mastery and retention of instructional objectives. While all objectives are tested by ongoing evaluations, only the major ones, especially those basic to the future success of the student, shall be included in the semester exam. Teachers shall follow the semester exam schedule provided by the principal. The semester exam is counted as 20 percent of the semester grade.

REPORTING
GRADES 6–12

Students who receive grades below 50 on any work, daily or major test, shall have those grades recorded in the teacher grade book. No grade lower than 50 shall be recorded on the report card for the first, second, fourth, and fifth six-week periods. During the third and sixth six-week periods, the actual grade earned by the student shall be entered on his or her report card at the end of each grading period.

DROPPING COURSES

Schedule changes should be made the week prior to the beginning of each semester. Necessary changes in courses may be made within the first five school days of a semester without the grade appearing on the transcript. The staff may change achievement levels in courses as needed. Students shall be responsible for making up work missed on essential knowledge and skills and objectives for the new course.

In extenuating circumstances, the principal may allow a student to drop a course after five days. Students dropping a course after the second week, however, shall receive a failing grade in the course dropped and shall receive a failing grade for the new course for that semester.

CHANGING FAILING
GRADES

The only situations in which a student's originally recorded failing grade may be changed to passing and the student's extracurricular eligibility restored are as follows: [See FNG(LEGAL)]

1. There was a mechanical error in averaging or recording the original grade.
2. The teacher's grading procedure violated either local policy or state rule, and the student would have received a passing grade if the correct procedure had been followed.

ACADEMIC ACHIEVEMENT
RETENTION AND PROMOTION

EIE
(LOCAL)

CURRICULUM MASTERY	Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. [See EHBC]
STANDARDS FOR MASTERY	<p>In addition to the factors in law that must be considered for promotion, mastery Mastery shall be determined as follows:</p> <ol style="list-style-type: none">1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final examinations exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.
GRADES 1--8	In grades 1--8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in the following areas: language arts, reading, and mathematics.
GRADES 9--12	Grade-level advancement for students in grades 9--12 shall be earned by course credits. [See EI]
STUDENTS WITH DISABILITIES	Promotion standards and appropriate assessment and acceleration options, as established by individualized education programs (IEP) or grade-level classification of students eligible for special education, shall be determined by the ARD committee.
LIMITED ENGLISH PROFICIENCY STUDENTS	<p>In assessing students of limited English proficiency for mastery of the essential knowledge and skills, the District shall be flexible in determining methods to allow the students to demonstrate knowledge knowledge or competency independent of their English language skills in the following ways:</p> <ol style="list-style-type: none">1. Assessment in the primary language.2. Assessment using ESL methodologies.3. Assessment with multiple varied instruments. [See EHBE]
STUDENT SUCCESS INITIATIVE	In addition to local standards for mastery and promotion, students in grades 3, 5, and 8 must meet the passing standard established by the State Board on an applicable assessment instrument in the subjects required under state law in order to be promoted to the next grade.

ACADEMIC ACHIEVEMENT
RETENTION AND PROMOTION

EIE
(LOCAL)

DEFINITION OF
'PARENT'

For purposes of this policy and decisions related to the student success initiative, a student's "parent" shall be defined to include either of the student's parents or guardians; a person designated by the parent, by means of a Power of Attorney, to have responsibility for the student in all school-related matters (see FD); a surrogate parent acting on behalf of a student with a disability; a person designated by the parent or guardian to serve on the grade placement committee (GPC) for all purposes; or in the event that a parent, guardian, or designee cannot be located, a person designated by the Superintendent or designee to act on behalf of the student. [See EIE(LEGAL)]

NO ALTERNATE
ASSESSMENT
INSTRUMENT

The District shall use only the statewide assessment instrument for the third testing opportunity.

STANDARDS FOR
PROMOTION UPON
APPEAL

If a parent initiates an appeal of his or her child's retention following the student's failure to demonstrate proficiency after the third testing opportunity, the GPC shall review all facts and circumstances in accordance with law and shall apply the following standards in deciding to promote or retain the student:-

1. Evidence of satisfactory student performance, including grades, portfolios, work samples, local assessments, previous state assessments, or individual reading or mathematics diagnostic tests or inventories, as appropriate;
2. Improvement in student test performance over the three testing opportunities;
3. Extenuating circumstances that may have adversely affected the student's participation in instruction, required assessments, or accelerated instruction; and
4. Consideration of whether a student was not enrolled in a Texas public school for part of the school year.

The student shall not be promoted unless:

1. ~~All~~**if all** members of the GPC agree that the student is likely to ~~per-form~~**perform** on grade level if given additional accelerated instruction during the following school year **in accordance with** the **educational plan developed by the GPC**; and

The student completes accelerated instruction in the subject area for which the student failed to demonstrate proficiency before placement in the next grade level shall be promoted.

Whether the GPC decides to promote or to retain a student in this manner, the committee shall determine an accelerated instruction

ACADEMIC ACHIEVEMENT
RETENTION AND PROMOTION

EIE
(LOCAL)

plan for the student for the following school year, providing for interim reports to the student's parent and opportunities for the parent to consult with the teacher or principal as needed. The principal or designee shall monitor the student's progress during the following school year to ensure that he or she is progressing in accordance with the plan.

TRANSFER
STUDENTS

When a student transfers into the District having failed to demonstrate proficiency on applicable assessment instruments after two testing opportunities, a GPC shall convene for that student. The GPC shall review any available records of decisions regarding testing and accelerated instruction from the previous district and determine an accelerated instruction plan for the student.

If a parent initiates an appeal for promotion when a student transfers into the District having failed to demonstrate proficiency after three testing opportunities, the GPC shall review any available records of decisions regarding testing, accelerated instruction, retention, or promotion from the previous district and issue a decision in accordance with the District's standards for promotion.

ASSIGNMENT OF
RETAINED STUDENTS

In the event a student is not promoted to the next grade level, the District shall nevertheless assign the student to an age-appropriate campus, unless:

1. The student's parent requests that the student be assigned to the same or a similar campus setting; or
2. The student's GPC determines that it would be in the student's best interest to be assigned to the same or a similar campus setting. Criteria to be considered for this decision may include:
 - a. Recommendations from the student's teachers.
 - b. Observed social and emotional development of the student.

REDUCING STUDENT
RETENTION

The District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students. [See EHBC]

ACADEMIC ACHIEVEMENT
GRADUATION

EIF
(LOCAL)

**GRADE 9 BEFORE
THE 2007-08 SCHOOL
YEAR**

The following graduation requirements **shall** apply to students who entered grade 9 **before** in the **2007-08**~~2004-05, 2005-06, and 2006-07~~ school **year**~~years~~.

~~THE 2004-05, 2005-06,
AND 2006-07 SCHOOL
YEARS~~
**MINIMUM
PROGRAM**

The District requires completion of 3 credits in addition to those required by the state for graduation under the Minimum Program. The additional credits shall be electives.

**RECOMMENDED
PROGRAM**

The District requires completion of 1 credit in addition to those required by the state for graduation under the Recommended Program. The additional credit shall be an elective.

**ADVANCED /
DISTINGUISHED
ACHIEVEMENT
PROGRAM**

The District requires completion of 1 credit in addition to those required by the state for graduation under the Advanced/Distinguished Achievement Program. The additional credit shall be an elective.

**BEGINNING WITH
GRADE 9 IN
THE 2007-08 SCHOOL
YEAR**

Application of the following graduation requirements **began with** ~~apply to~~ students who entered grade 9 in the 2007-08 school year ~~and thereafter~~.

~~THE 2007-08 SCHOOL
YEAR~~
**MINIMUM
PROGRAM**

The District requires completion of 3 credits in addition to those required by the state for graduation under the Minimum Program. The additional credits shall be electives.

**RECOMMENDED
PROGRAM**

The District requires no additional credits for graduation under the Recommended Program beyond those mandated by the state.

**ADVANCED /
DISTINGUISHED
ACHIEVEMENT
PROGRAM**

The District requires no additional credits for graduation under the Advanced/Distinguished Achievement Program beyond those mandated by the state.

**PHYSICAL EDUCATION
SUBSTITUTIONS**

The District shall allow students to substitute certain physical activities for the ~~1.5~~ required credits of physical education. Such **substitution**~~substitutions~~ shall be based on the physical activity involved in **the courses listed for this purpose in state rules. [See EIF(LEGAL)]**:

- ~~1. Drill team, marching band, and cheerleading during the fall semester.~~
- ~~2. Athletics.~~
- ~~3. Dance I-IV.~~
- ~~4. Two or three credit career and technology work-based training courses.~~

**NO OTHER PHYSICAL
ACTIVITY PROGRAMS**

ACADEMIC ACHIEVEMENT
GRADUATION

EIF
(LOCAL)

The District shall not award state graduation credit for physical education for private or commercially sponsored physical activity programs conducted either on or off campus. [See also EHAC]

READING CREDITS

The District shall offer up to 3 credits of reading for state graduation credit. The Superintendent or designee shall be responsible for establishing procedures to assess individual student needs and evaluate student progress and shall monitor instructional activities to ensure that student needs are met. Students shall be identified as eligible to earn reading credit based on:

1. Recommendation by a teacher or counselor.
2. Scores on assessment instruments and/or achievement tests.

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ATTENDANCE
COMPULSORY ATTENDANCE

FEA
(LOCAL)

Students in violation of the compulsory attendance law shall be reported to the District attendance officer, who may institute court action as provided by law.

STUDENTS AGE 18
AND OVER

A student who voluntarily attends school after the student's 18th birthday shall be required to attend school until the end of the school year.

**HIGHER EDUCATION
VISITS**

A student shall be excused for up to two days during the student's junior year and up to two days during the student's senior year to visit an accredited institution of higher education. A student shall be required to submit verification of such visits in accordance with administrative regulations.

WITHDRAWAL FOR
NONATTENDANCE

The District may initiate withdrawal of a student under the age of 18 for nonattendance under the following conditions:⚡

1. The student has been absent ten consecutive school days; and
2. Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

For withdrawal of students 18 or older, see FEA(LEGAL).

STUDENTS IN
HOMESCHOOLS

When the District becomes aware that a student is being or will be homeschooled, the Superintendent or designee may request in writing a letter of notification from the parents of their intention to homeschool using a curriculum designed to meet basic education goals of reading, spelling, grammar, mathematics, and a study of good citizenship.

If the parents refuse to submit a letter of notification or if the District has evidence that the school-age child is not being homeschooled within legal requirements, the District may investigate further and, if warranted, shall pursue legal action to enforce the compulsory attendance law.

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ATTENDANCE
ATTENDANCE FOR CREDIT

FEC
(LOCAL)

ATTENDANCE
COMMITTEES

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

The Superintendent or designee shall make the specific appointments in accordance with legal requirements.

PARENTAL NOTICE
OF EXCESSIVE
ABSENCES

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.

METHODS FOR
REGAINING CREDIT

When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 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.

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 shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit. The committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.

Students who have lost credit because of excessive absences may regain credit by fulfilling the requirements established by the attendance committee.

PERSONAL ILLNESS

When a student's absence for personal illness exceeds five consecutive days, the **principal or attendance committee may require that the student**~~student shall~~ present a statement from a physician or health clinic verifying the illness or condition that caused the student's extended absence from school **as a condition of classifying the absence as one for which there are extenuating circumstances.**

If ~~the~~ student has established a questionable pattern of absences, the **principal or attendance committee may also**~~also~~ **require that a student present** a physician's or clinic's statement of illness after a

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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:

DAYS OF
ATTENDANCE

1. All absences shall be considered in determining whether a student has attended the required percentage of days. If ~~make-up~~ work is completed **satisfactorily**, absences for **the following reasons** ~~religious holy days, required court appearances, and health care appointments~~ shall be considered days of attendance for this purpose. ~~[See FEB]~~:

- a. **Religious holy days;**
- b. **Required court appearances;**
- c. **Activities related to obtaining U.S. citizenship;**
- d. **Serving as an election clerk;**
- e. **Visiting an institution of higher education [see FEA]; and**
- f. **Health-care appointments.**

[See FEB]

TRANSFERS /
MIGRANT
STUDENTS

2. A transfer or migrant student incurs absences only after his or her enrollment in the District.

BEST INTEREST
STANDARD

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.

DOCUMENTATION

5. The committee shall consider the acceptability and authenticity of documented reasons for the student's absences.

CONSIDERATION
OF CONTROL

6. The committee shall consider whether the absences were for reasons out of the student's or parent's control.

STUDENT'S
ACADEMIC RECORD

7. The committee shall consider whether or not the student has completed assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.

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ATTENDANCE
ATTENDANCE FOR CREDIT

FEC
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INFORMATION
FROM STUDENT OR
PARENT

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, which may include.~~
- ~~4. Attending after-school detention.~~
- ~~5.2. Attending~~ Saturday classes **or before- and after-school programs.**
- ~~6.3.~~ Maintaining the attendance standards for the rest of the semester.
- ~~7.4.~~ Taking an examination to earn credit. **[See EEJA]**
- 5. Attending a flexible school day program.**
- 6. Attending summer school.**

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 with FNG(LOCAL) beginning at Level Three.-