

Santa Fe Junior High School

2022-2023 Grading Guidelines (Revised August 2022)

The Junior High ensures that grading reflects a student’s relative mastery of an assignment.

The following grading criterion reflects all classes at the Junior High. Teachers will also communicate course specific information in writing and on their website.

Grade Point Assessments

The district reports nine weeks grades to parents as numerical scores or may convert them to letter grades. The junior high school reports grades numerically as follows:

90—100 = A

80—89 = B

75—79 = C

70—74 = D

69 and below = F

Grade Percentages

Nine-Week grade percentage:

Junior High Grading Categories and %		High School Credit Grading Categories and %	
Minor Grades	60%	Minor Grades	60%
Major Grades	40%	Major Grades	40%
Physical Education and Acceleration Classes			
Minor Grades / Participation		100%	

Semester 1 & 2 grade percentage:

Junior High Regular Credit - Semester Grading Formula		High School Credit - Semester Grading Formula	
Nine Week 1 50%	Nine Week 3 50%	Nine Week 1 40%	Nine Week 3 40%
Nine Week 2 50%	Nine Week 4 50%	Nine Week 2 40%	Nine Week 4 40%
		Semester 1 Exam 20%	Semester 2 Exam 20%
Total Semester 1 100%	Total Semester 2 100%	Total Semester 1 100%	Total Semester 2 100%
<i>For Year Long Classes: Semesters 1 & 2 are averaged together for a final grade</i>			
Semester 1	50%	Semester 2	50%

Mastery of Objectives:

- The student's academic achievement shall be based upon the degree of mastery of the district's course objectives, which reflect the Texas Essential Knowledge and Skills (TEKS).
- In order to be awarded a grade of 70 in a course or subject, a student must demonstrate mastery of 70% of the district's course objectives.

General Notes for Advanced Classes:

- Students who have a grade lower than 75% in this course by the 6th week of the nine-week grading period will be placed on probation by the teacher. The teacher will contact the student and parent to develop an academic action plan that must be completed by the end of the nine-week grading period. A copy of the action plans will be sent to the student's counselor. At the conclusion of the nine-week grading period, students who do not complete the action plan will be recommended, by the teacher, for removal from the course if their grade remains below 75%. Parents who wish to contest the teacher's removal recommendation should contact their student's Assistant Principal.
- At the nine-week mark, if the student has been successful with their action plan and their grade is 75 or above, the student will be removed from probation.

High School Credit Courses

High School credit classes will have different grading percentages. These percentages will be posted on the teacher website and on their syllabus. Grades are calculated as part of their high school GPA [See policy EIC (Local)].

***Note:** A student's class average for semester courses MUST be passing to receive the ½ high school credit. Full year high school courses taken at the junior high MUST receive a full year passing average to receive 1 high school credit. These courses will serve as pre-requisite to the next high school course as long as the student has passed and received credit for the course.

Conduct Grades

Student conduct marks indicate how well the student is performing in class citizenship. Conduct marks may affect eligibility for participation in school activities; poor conduct interferes with a student's ability to learn in class. The following letter system is used to report a student's citizenship:

E = Excellent

- The student has an excellent attitude, displays excellent work habits, is highly cooperative, and observes the school rules and regulations.

S = Satisfactory

- The student has a good attitude, is cooperative, and generally observes school rules and regulations.

N = Needs Improvement

- The student has a poor attitude, is at times uncooperative, at times disrupts class, and shows little respect for school and classroom rules and regulations. (Teacher documentation and parent contact required).

U = Unsatisfactory

- The student has a poor attitude and is generally uncooperative. The student disrupts class and shows little respect for school and classroom rules and regulations. (Teacher documentation and parent contact required).

Grading Roles and Responsibilities

Responsibility of Students:

1. Students should work to the best of their ability to follow directions, complete, and turn in all assignments, within the time limits given by the teacher.
2. Students should evaluate their own work for accuracy and seek clarification as needed from the teacher.
3. Students will attend weekly tutorials if failing or in need of additional time with the teacher for clarification of subject matter.
4. Students will read and abide by the grading policy.
5. Students will abide by the Texas Compulsory Attendance Law.
6. Students will be responsible for requesting all make-up work from the teacher in accordance with the teacher's procedures.
7. Student must communicate with the teacher immediately when he/she does not understand the assignment before the due date, to re-schedule a retest within the appropriate time limit, and after an absence to make arrangements for completing missed work.
8. A student may be assigned to ISS for academic dishonesty, which includes plagiarism, cheating, unauthorized communication between students during an examination or copying the work of another, or allowing others to copy work. In addition, academic dishonesty, plagiarism, cheating or copying will result in a grade of zero (0). This may be documented and placed in the student's cumulative folder. Re-testing may not apply in this situation.

Responsibility of Parents:

1. Provide accurate contact information to school, revising, as needed. This includes, but may not be limited to home, cell, and work phone numbers as well as e-mail addresses.
2. Check grades on Skyward Family Access regularly.
3. Communicate with school on a regular basis if student is having academic difficulty, failing or if questions arise about the student's progress.
4. Parents are required to ensure their students are abiding by Texas Compulsory Attendance Law.
5. If student has excessive absences (3 or more consecutively or are absent on a regular basis), parents should contact teachers concerning make-up assignments and possible revised due dates.
6. Read and discuss the grading guidelines with their student, so that parents and students are aware of guidelines and requirements.
7. Assist the student in maintaining appropriate grades in all classes by communicating with their child about what/how they are learning in all their courses, providing a quiet study area and time for work at home, encouraging tutorials, and providing resources for students to complete assignments.
8. Work with their child to foster study, organizational, and time management skills, as well as responsibility for academic progress. This may include students to attend after school tutorials from 3:10PM – 3:40PM on Tuesday and/or Thursday.

Responsibility of Teachers:

1. Only teachers will record grades for assignments.
2. Each teachers' syllabus must be in accordance with SFHS Grading Guidelines.
3. Peer grading is allowable, excluding major tests and project grades.

4. All record of grades and assessments become a part of the confidential record for the assessment of student performance.
5. Teachers will discuss the district grading policy as well as the junior high school grading guidelines with students.
6. Teachers will inform students of content covered on all assessments.
7. Teachers will record and return all graded papers and/or allow students to view work within a time frame that will benefit the student.
8. Teachers will have a system in place for informing students of make-up work and will outline those procedures in their course syllabus.
9. Teachers are required to have a minimum of one minor grade per week.
10. Teachers are also required to have a minimum of three (3) major grades recorded per nine weeks.
11. Grades shall not be increased or reduced for participation or lack of participation in any extracurricular activity.
12. Teachers will provide students with a rubric for long-term projects/alternative assessments.
13. Teachers shall follow SFISD grading policy and ask for clarification from campus administration or department chairs as needed.
14. If a student's grade falls below 75 after the second progress report of the nine weeks, teachers are required to contact the parent by phone, in writing or by email.

Types of Assessment

Nine-week grades shall be determined by minor and major assignments. Teachers will outline in their syllabus which types of assignments will be included in each grading category.

No one assignment may account for more than 25% of a student's nine-week average.

Minor Grades:

- **Class Work**
 - Class work is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process.
 - There could be occasions where class work becomes homework.
- **Homework**
 - Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents to become aware of the instructional program and their child's educational program.
 - Homework should never be used as a disciplinary measure, but should be used to enrich and strengthen classroom experiences.
 - Homework assignments may be used for discovery type learning. There may be occasions where class work may become homework.
 - Pre-reading of text and/or novels may be necessary to prepare for classroom instruction.

- It is recommended the teacher not make a common practice of assigning homework to students over the weekend or holiday periods in order to preserve family time for students and their families.
- The recommended **maximum** total amount of homework assigned per night shall be 45-60 minutes for junior high school students. Teachers shall divide the homework time allotted to them for their particular subject area assignments, so as not to exceed the maximum number of minutes. Advanced courses may require additional homework time.
- Students may occasionally have additional homework time assigned to them beyond the recommended amounts due to work on special assignments, such as research papers, projects, or reports and the like; homework may then be a contributing factor to periodic major grades.
- **Quizzes**
 - Quizzes are short assessments designed by a teacher to evaluate a student’s ongoing level of understanding and progress towards unit objectives.
 - Quizzes do not have to be scheduled in advance. (This may include vocabulary quizzes.)

Major Grades (Consists of but not limited to Unit Tests, Project Based Assessments, and SBAs):

- **Tests**
 - Tests are assessments designed to measure a student’s successful attainment of the TEKS as expressed in the SFISD curriculum objectives. Tests are used as tools to evaluate a student’s long term mastery of an objective, skill, or subject.
 - At least one major grade must be administered every three weeks.
 - Tests are assessments designed to measure a student’s successful attainment of the TEKS as expressed in the SFISD curriculum objectives. Tests are used as tools to evaluate a student’s long term mastery of an objective, skill, or subject.
 - Major tests are considered to be chapter, unit concepts, or cumulative tests.
 - When students are given an assignment to study for a subject area test, this test preparation will count as time allotted for homework for that particular class/subject area.
 - Major tests are intended to take one class period or more to complete.
- **Formative Assessments**
 - These are assessments that are conducted throughout teaching and learning to diagnose student needs, plan the next steps of instruction, and provide students with feedback they can use to improve the quality of their work.
 - Formative assessments will be used to determine progress in the learning process and may not be recorded as a grade.

- **Alternative Assessments**
 - Alternative assessments should be meaningful measures of real world tasks.
 - The performance/product is the goal of instruction.
 - This type of assessment often requires analyzing a task, developing a plan of action, gathering information, selecting the relevant information, and presenting appropriate information.
 - The method of presentation/product should be designed by the teacher, based on the subject area and content objectives. Teachers will provide students with a rubric for alternative assessments.
 - Alternative assessments may be substituted for major tests.
- **Term Papers/Projects**
 - Term papers or projects are lengthy class work and/or homework assignments that may take up to several weeks for a student or group of students to complete.
 - Teachers may assign term papers or projects to an individual or to a group of students as determined by the teacher.
 - Teachers will inform students of the term paper/project grading guidelines or rubric well in advance of the due date.
 - In grading a group project, members of a group should not be penalized for an individual's non-participation. Conversely, a student who does not fully participate, but participates to a limited degree, will receive a grade proportionate to his/her participation.

University Interscholastic League (UIL) Eligibility

(Refer to UIL website <http://www.utexas.edu/admin/uil/admin/side/acad.html>)

- A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any class or a student with a disability who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extra-curricular activities for at least three school weeks. Tutorials will be offered on Tuesdays and Thursdays for those students struggling with homework or concepts in academic instruction. Students will not be penalized for attending tutorials. An ineligible student may continue to practice or rehearse until eligibility is regained. The student regains eligibility when the sponsor and/or supervisor determine that he or she has: (1) earned a passing grade (70 or above) in **all classes** and (2) completed the three school weeks of ineligibility.
- All schools must check grades for all participants at the end of the first six weeks of the school year. From that point, grades are checked at the end of the grading period whether it is six, nine, or twelve weeks in length. Students who pass remain eligible until the end of the next grading period.
- All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the student represents the school. This provision applies to all grading periods. It also applies to all three-week school evaluation periods for ineligible students.

Re-testing / Re-evaluation

- **Re-testing (group)**
 - Re-evaluation shall occur if the concept taught and tested is one of the essential knowledge and skills or is a prerequisite skill for future learning, and if 25% or more of all the students in a class period do not demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS) on a test. A student may be awarded full credit using different methods of instruction for students not demonstrating mastery. [See policy EIA (Local)]. If a student fails to demonstrate mastery on the re-test, the higher of the two grades shall be recorded.
- **Re-testing (individual) Regular Level Courses**
 - A re-testing/re-evaluation opportunity shall be offered to all students. Students shall be permitted to retake any major test that he or she has failed. **This does not include nine week/semester exams.** *Students must attempt to take an exam, refusal to test does not warrant a re-testing opportunity.*
 - There shall be a two week window of time to be used for re-testing an assignment.
 - Teachers shall have the discretion to waive the two week window or to return to the previous nine week grading period in the current school year and to allow a student to retest any assignment on an individual basis with the principal's approval.
 - Re-testing/re-evaluation may include, but is not limited to, oral examination, test corrections, or a formal test.
 - A re-test must cover the same essential knowledge and skills and must be of the same difficulty as the original test.
 - A student must score at least 70 percent on the re-test/re-evaluation to demonstrate mastery of the essential knowledge and skills.
 - If a student fails to demonstrate mastery on the re-test/re-evaluation, the higher of the two grades shall be recorded.
 - If test corrections are to be used for re-testing, students can earn a maximum grade of 70%.
- **Re-testing (individual) Advanced Courses**
 - Only one retest will be allowed per nine weeks with a maximum grade of 70%. The student will have until the administration of the next exam to retest during tutorial time.
 - A re-test must cover the same essential knowledge and skills and must be of the same difficulty as the original test.
 - If a student fails to demonstrate mastery on the re-test/re-evaluation, the higher of the two grades shall be recorded.
 - Test corrections will be allowed for all other tests in the nine week period, with the exception of semester exams. Teachers will inform students of test correction procedures. With test corrections, students will earn a maximum grade of 70%.

Non-Written Work

For grades on non-written work (projects, speeches, oral presentations/performances, individual performances, and group work) the teacher shall share clearly defined evaluative criteria (example, rubric/point system) with students before the exercise. These criteria shall serve as documentation that is essential in a parent conference. If a grade is given, it shall be recorded in the grade book.

Rubrics/point system used for non-written work will be based upon specific standards that are directly connected to the analysis of the subject area's TEKS.

Attendance

Make-Up Work

1. Students shall be permitted to make up assignments and tests after an absence.
2. Make-up work is available to all students. Teachers will have a system of informing students of their make-up work upon their return to class, which will be outlined in the teacher's syllabus
3. Students are expected to make up assignments and tests after absences. Make-up work will be completed outside of class time or at the teacher's discretion. Students shall receive credit for satisfactory make-up work after an absence.
4. The number of days allowed for make-up work to be completed will be equal to the number of times a class was missed.
5. Any student absent because of suspension shall request all work upon his/her return. A student is allowed the same number of days to complete the make-up work as the actual suspension.
6. In cases where the student has missed a large quantity of work, the time may be extended. The teacher must communicate to the student the nature of the outstanding work and the time limitation for completing the work.
7. Students should not, on the day of returning to school, be required to take a quiz or test that was announced during the student's absence. Students will be required to take exams or turn in long-term projects when they have prior knowledge of the exam or due dates before the absence occurred.
8. Make-up work, including tests, may be of an altered version to assess what the student has learned. The work should be of the same difficulty level as the originally assigned work and assess the same knowledge and skills.
9. Teachers may assign alternate work to assure that students who have been absent have sufficient opportunity to master the TEKS or 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 make-up work.
10. Make-up work often requires the student to attend tutorials to receive detailed instructions or assistance. Parents and students need to plan for transportation.

Late Work Policy

Assignments are due on time. Students may be permitted to turn in an assignment up to three (3) school days past the original due date with a grade deduction of 25 points off of the grade earned. On the 4th school day, the assignment grade will be 0%.

All minor assignments associated with a major assessment (exam/test) must be turned in prior to the administration of the major assignment.

Assignments turned in after the designated due date may be accepted based on the late work policy stated above.

Incomplete Grades

A student receiving an incomplete (“I”) for a grading period has two (2) weeks to convert the incomplete grade to an earned grade. In unusual cases where the student has missed a large quantity of work, the time may be extended. In all cases, the teacher must communicate to the student the nature of the outstanding work and the time limitation for completing the work. (Refer to Section IV: University Interscholastic League to see the implications of Incomplete Grades on student eligibility.)

Academic Dishonesty

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests or 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, observations, or information from students [see policy EIA (Local)].

Behaviors defined as cheating:

- Giving or receiving information from any source, looking on someone else’s work, or allowing someone else to see one’s work.
- Unauthorized receipt or distribution of exam, test, or quiz contents, materials, or answer key.
- Use of unauthorized resources, such as notes or electronic devices.
- Taking an exam, producing a project, paper, or assignment for another student, or asking someone to take an exam or produce a project, paper, or assignment for an individual.
- Copying work assigned to be done independently or letting others copy one’s work.
- Receiving unauthorized help when the assignment requires a student’s own individual effort.

Behaviors defined as plagiarism:

- Any misrepresentation of another’s work as one’s own, including the copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, and other similar works.
 - According to Plagiarism.org, to *plagiarize* means:
 - to steal and pass off (the ideas or words of another) as one's own
 - to use (another's production) without crediting the source
 - to commit literary theft
 - to present as new and original an idea or product derived from an existing source

- The expression of original ideas is considered intellectual property and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection if they are recorded in some way (such as a book or a computer file).
- ALL OF THE FOLLOWING ARE CONSIDERED PLAGIARISM:
 - turning in someone else's work as your own
 - copying words or ideas from someone else without giving credit
 - failing to put a quotation in quotation marks
 - giving incorrect information about the source of a quotation
 - changing words but copying the sentence structure of a source without giving credit
 - copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

(Taken directly from <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism/>)

Consequences for academic dishonesty will include, but are not limited to the following:

- **First Infraction** - A grade penalty may be given on the work involved and may result in no alternative assignments, corrections, or re-test to make up the grade assigned as a result of academic dishonesty. ***All further offenses will result in a zero for the assignment with no opportunity to gain credit for the assignment.***
- Teachers will contact the parent by phone to inform them of the academic dishonesty.
- Other actions as determined by the principal in accordance with the Student Code of Conduct.

Communication

The state and district require each teacher to notify parent of the need for a conference at each nine week grading period if the grade is below the level required for course credit or grade level advancement.

Progress Reports

1. Progress reports will be provided through Family Access every three weeks, except for the 9th week of a grading period.
2. It is the student's and parent's responsibility to view the progress report using Family Access. The parent/guardian is encouraged to contact the teacher regarding a student's progress.
3. Parents may contact the teacher to schedule a conference at the progress report period as a proactive measure to ensure a plan is in place for student academic success.
4. If a student's grade is failing after the second progress report of the nine weeks is sent (after the sixth week of the 9-week period), teachers are required to contact the parent. If a student was passing at the 6-week mark but failing at the 8-week mark, teachers must contact the parent.

Tutorials

The purpose of tutorials is to provide assistance to all students. Teachers will provide tutorials a minimum of two days per week, after-school on Tuesday and Thursday. While certain sessions may be limited to those students who are failing the course, it is also important to provide ample opportunity for all students to receive help outside of class time. Structured tutorials will be scheduled by the student's core academic team in advance with students needing assistance in specific concepts. However, homework rooms will be available for all students who may need assistance with understanding and completing homework/daily work assignments during tutorials on Tuesday and Thursday.

1. It is the student's responsibility to attend tutorials when failing, in need of assistance or in need of make-up work.
2. The student should sign in and out, bring needed materials/assignments and be prepared to ask specific questions to the teachers during tutorial times.
3. Students identified for structured tutorials will be notified by their teacher in advance.
4. Students requesting homework/daily work help need to obtain a pass from their teacher in advance, so they may attend tutorials in the homework tutorial room.

Teacher Records / Grade Book

1. Grades recorded in a grade book are documentation of a student's progress and mastery of the TEKS and curriculum objectives.
2. Grades recorded in a grade book represent a confidential record for assessment of student performance.
3. The set of grades indicated in the grade book shall be the complete set from which the student's average is determined.
4. Teachers must record a minimum of one minor grade per week.
5. Teachers must provide a minimum of at least 3 major grades per nine weeks.

Syllabus

At the beginning of the course, the teacher will provide each student with a general overview of information regarding the course. The syllabus should also include guidelines for student success in the course, types of assessments used, the formula for averaging the student's grade, make up work procedures and the district allowance for the average amount of homework and other outside work.

Scope and Sequence Policy

All SFISD teachers will use Instructional Planning Guides created by campus level and district level instructional staff. Suggested major revisions should be submitted to the department head and administration as an update.

Special Populations (i.e. At-Risk, 504, Dyslexic, Special Education, ESL/EB, etc.)

The Texas Education Code, Section 21.101, states that all students, regardless of special need or condition, shall be provided a well-balanced curriculum. The TEKS represents the core knowledge, skills and competencies all students should learn to be effective and productive members of society. Students with special needs shall be instructed in those same TEKS in a manner appropriate to their needs. Where a disability condition renders the elements inappropriate for the particular student, instruction shall be specially designed based on the student's abilities. The Individual Educational Plan (IEP) will list goals and objectives that each student needs to master.

Students may require different types of instruction and testing according to their learning situation. A student with special needs who is receiving instruction in a regular education class may follow the regular curriculum with modifications in instructional strategies as mandated on the modifications page. For special education students, documentation is required and is noted on the IEP. For "Section 504" students, this documentation is found in their Accommodation Plan. Some students may have an Accommodation Plan recommended by an Educational Alternative Committee (EAC).

Students with identified disabilities who are mainstreamed into regular classrooms will receive their grade from the regular classroom teacher or as determined by the ARD (Annual Review, Dismissal) Committee. If modifications are necessary, the regular teacher will provide them and where appropriate, special education teachers will provide modifications. Students who attend a special education class for an entire subject or course shall receive the grade from the appropriate special education teacher according to their IEP, for the students' grades must be based on student progress toward the objectives identified in the IEP. The IEP becomes the minimum standard for a special education student.

Students with special needs may be receiving instruction in a regular class that incorporates a modification page for instructional strategies. Modifications in instructional strategies are not curriculum modifications and are NOT coded on the report card. Any modifications that reduce mastery of the curriculum will be coded on the report card.

Some students with special needs may only be responsible for mastering the state essential elements of a course and not the entire District curriculum. This will be noted in the IEP, with a copy provided to the teacher.

If a student with disabilities is failing two (2) nine week grading periods, a staffing should be scheduled to review the IEP. If a student with disabilities is not making acceptable progress, an ARD committee may then have to be scheduled to discuss changes in the IEP.

ESL Grading

It is imperative to recognize the critical processes and features of second language acquisition including the affective, linguistic, and cognitive needs, as described in Section 89.1210(e) of 19 TAC Chapter 89, Subchapter BB. It is also imperative to modify the **instruction, pacing, and materials** to ensure that Emergent Bilingual (EB) students have a full opportunity to meet these expectations. The expectations apply to the second language learner at his/ her level of proficiency in English. *Students who have waived the services of the ESL Program will be graded according to the SFISD Grading Guidelines without consideration given to the student's English language proficiency level.*

It is important for teachers of EB students to differentiate between academic achievement and language proficiency. The students may be unfamiliar with the specialized English language that is unique to each subject area and will have little practice in using English as a medium of thought with the subject matter. The student may have more difficulty in mastering the content area because of the language demands than the difficulty of the content. Therefore, an EB student may NOT be retained due to lack of academic progress IF the student is making progress in learning English. Students who fail to make academic progress AND fail to progress in English could be retained provided that documentation of adaptations, pacing, and the use of appropriate sheltered instruction strategies and materials support the decision to retain.

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 or competency independent of their English language skills the following ways:

- Assessment in the primary language
- Assessment using ESL methodologies
- Assessment with multiple varied instruments (see policy EHBE)

The teacher can design an assessment (tests) for EB students that have reduced demands on English by simplifying language, using uncomplicated sentences that concentrate more on curriculum, and being aware of cultural differences.

Students Served under Section 504

Section 504 protects students with identified disabilities from discrimination based upon those disabilities. The protection exists regardless of whether a formal 504 meeting has been held. If the District or teacher is aware of the possible existence of the disability, the obligation is there to make reasonable accommodations to ensure non-discrimination. A Section 504 committee determines the accommodations. In a grading context, the coverage might protect the 504 students from losing credit for missing or late assignments until adequate and reasonable accommodations are in place. As an example, a student who has an inability to focus for long periods of time may need to be graded on reduced assignments (i.e. 50 problems instead of 100).

In summary, students who fall under the protection of Section 504 should be graded in such a way that their disability does not affect their ability to demonstrate their knowledge of the subject matter

Summer School

If a student is unsuccessful in meeting promotion requirements for their grade level, they will need to attend summer school to earn promotion to the next grade level. Students attending summer school will be expected to be in attendance every day in which it is offered with exception to one allowable excused absence. Teachers will grade these students in accordance to the above listed guidelines.