

TEC §28.0216 - District Grading Policy

Requires that school districts adopt a grading policy before the start of each school year. The school district policy:

- (1) must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment;
- (2) may not require a classroom teacher to assign a minimum grade for an assignment without regard for the student's quality of work; and
- (3) may allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

Each student receiving special education instruction has an individual education program (IEP) which addresses the student's educational needs, and individual goals and objectives relative to the student's identified disability. The district grading policy will be followed and discussed during the ARD/IEP meeting.

1. Students receiving instruction in a special education classroom (resource or self-contained) will receive grades with supporting documentation.
2. Grades received in any instructional setting will reflect work completed and progress documented.
3. If the student with disabilities fails to make progress on the IEP, the responsible teacher will review the IEP for appropriateness of goals/objectives, instructional materials and methods. The teacher must document the efforts made to try to help the student achieve success.
 - a. If a student with disabilities is not progressing toward mastery of the goal by the annual ARD, the ARD/IEP committee must convene to discuss the student's needs and make recommendations to assist the student.
 - b. An ARD/IEP committee will meet if the student is not attending school to discuss the appropriateness of the IEP, need for additional testing, and pursuit of compulsory attendance, if appropriate.
4. The grading of a special education student in a general education classroom is based upon the district grading policy and the ARD/IEP committee recommends accommodations of pacing, methods, and materials needed. When accommodations have been recommended by the ARD/IEP committee, the special education teacher is responsible for:
 - a. obtaining the signature of the general education teacher for the receipt of accommodations;
 - b. providing other information concerning the student's achievement and functioning levels, learning style and behavioral needs;
 - c. offering assistance to the general education teacher on a scheduled basis, as recommended by the ARD/IEP committee; and
 - d. documenting contacts with the general education teacher.

The campus principal is responsible for:

- a. monitoring and ensuring the district grading policy, as well as the IEP, is being followed for students with disabilities;
 - b. implementing a campus-wide protocol that ensures all teachers provide and document rendered accommodations and/or modifications;
 - c. monitoring the campus-wide system of documentation of IEP accommodations/modifications and adjusting as needed to ensure appropriate documentation.
5. Unless the ARD/IEP committee designates otherwise,
 - a. when a special education student in general education classes is enrolled in the homebound program, the general classroom teacher will be responsible for grading all assignments and recording grades on the report card and permanent record for all subject areas.
 - b. report cards will be issued to ECSE children on the same schedule as non-disabled students on their assigned campus.