

QUESTIONS AND ANSWERS

Q Who gets an RTI Referral Form?

A RTI is available to all struggling students who need this.

Q Who receives the Supplemental Report for Interventions?

A The supplemental Report for Interventions is used only for students with documented learning difficulties.

A copy of the Supplemental Report for Interventions is filed with the student's report cards in the student's cumulative record.

ATTENDANCE

The *Administrative Handbook*, 5121 states: "The State of California provides by law for compulsory school attendance by all children between the ages of six and sixteen unless subject to a stated exemption."

The *Administrative Handbook*, 5132 states: "If a pupil is absent for fifteen or more days during a quarter, report card grades may be withheld unless the work is made up. The decision is left to the discretion of the local administrator."

TARDINESS

The *Administrative Handbook*, 5122 states: "A student is tardy if he/she arrives after the time scheduled by the school for the beginning of the morning or afternoon session. If he/she arrives after morning recess, he/she is marked absent half a day."

RIGHT OF PARENTAL ACCESS TO RECORDS

The *Administrative Handbook*, 5124.4 states: "Parents have a right of access to all student records related to their children that are maintained by the school... In the event the parents are separated or divorced with joint custody of the child, or divorced with the non-custodial parent having visitation rights, both parents are entitled to access their child's records and information regarding their child's education, medical treatment, and general welfare... A non-custodial parent without visitation rights is not entitled to access of his or her child's records or information."

PARENT TEACHER CONFERENCE

When parent-teacher conferences are held, the teacher will review the student's progress. Student strengths and weaknesses will be identified. Realistic goals for helping the student both at home and in school will be set. Additional information that may impact a student's progress may be shared at this time. All schools must hold at least one parent-teacher conference per student annually.

DISTRIBUTION OF REPORT CARDS

Archdiocesan Report Cards are issued at the end of each quarter of the academic year.

COMMENTS ON REPORT CARD

Report Card comments are optional. Teachers must write comments in a positive manner so as not to be **judgmental or derogatory**.

Any statement (written or oral) about a student should meet these three criteria:

- Statement is **specific**
- Statement is **verifiable**
- Statement is **behavioral and goal oriented**

Comments should be based on objective data, not subjective opinion. Any comments by the teacher must be reviewed and approved by the principal prior to publication on the report card.

PROMOTION

Promoted to grade: Student has successfully met grade level expectations.

Retained in grade: Student did not meet grade level expectations and will repeat the same grade.

CUMULATIVE FILES

At the end of the school year, a copy of the student's report card must be filed in the student's cumulative file. All year end marks for grades 3-8 must also be recorded on the student cumulative file. All cumulative files must have the teacher's signature.

A copy of the Supplemental Report for Interventions is filed in the student's cumulative file.

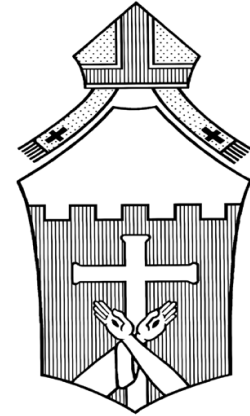
RETENTION OF RECORDS

The *Administrative Handbook*, 5133.1 states: "A duplicate copy of each report card and conference form should be retained on file at least until the next school year. For local needs and for the purposes of high school placement, it may be advisable to keep them longer."

The *Administrative Handbook*, 5133.2 states: "The mandatory permanent student record (permanent cumulative record of achievement and attendance data) must be maintained indefinitely for every student who has been enrolled in the school."

INTERACTIVE REPORT CARDS

Interactive Report Cards can be found on the Department of Catholic Schools website (www.sfdcs.org).



ARCHDIOCESE OF SAN FRANCISCO Department of Catholic Schools

Mission Statement

Catholic Schools of the Archdiocese of San Francisco are dedicated to the teaching mission of the Catholic Church. Elementary and secondary schools strive to provide quality leadership, to develop programs of educational excellence, and to prepare students for a truly Christian life.

Guidelines for Report Cards 2011

REPORT CARD GUIDELINES

The following report card guidelines were prepared after review and consideration of data collected from school principals and teachers. Five report cards and a Supplemental Report for Interventions have been prepared by the committee:

- Report Card Kindergarten
- Report Card (Grade 1)
- Report Card (Grade 2)
- Report Card (Grades 3, 4, 5)
- Report Card (Grades 6, 7, 8)
- Supplemental Report for Interventions

Principals may request cards printed with or without Foreign Language.

PHILOSOPHY

A report card is an integral part of the educational process and has several important functions:

- To inform the parent/guardian about student progress
- To motivate the student
- To assist the teacher in assessing student needs
- To record student achievement

All schools are expected to follow these guidelines to insure consistent reporting of student progress throughout the Archdiocese of San Francisco.

REPORT CARD EXPLANATION AND REVIEW

It is very difficult, if not impossible, to accommodate the diverse reporting needs of all the schools in the Archdiocese. Nevertheless, the committee has designed official report cards for the schools that offer both uniformity and flexibility.

Principals must review draft copies of all students' report cards each quarter prior to the final copies being readied for distribution. Schools are expected to review the student report card format with parents or guardians prior to the end of the first grading period.

GRADING CODES

The report cards for grades K-8 are designed to report student achievement, behavioral expectations, and learning skills. The achievement grade is based on the student's academic performance. The learning skills mark is based on work habits and study skills. The behavioral expectations mark is based on the student's behavior.

Teachers must always have sufficient documentation to support the grades submitted. Principals will check grade books on a regular basis to ensure there are sufficient marks/grades given in each subject area. For Grades 6, 7, 8 Report Cards, the homeroom teacher is responsible for marking General Behavioral Expectations.

GRADING CODE CRITERIA

The grading code should be shared with parents/guardians and students.

Grading: Teachers are to grade all subject areas including physical education, computer, art, and music with the designated marking codes.

Behavioral Expectations/Learning Skills Code:

- 1 = Exceeds expectations
- 2 = Meets expectations
- 3 = Improvement needed
- 4 = Unsatisfactory

Primary Grading Code:

Kindergarten, Grades 1 and 2

- E = Exceeds standard
- M = Meets standard
- W = Working toward standard
- N = Not at grade level standard
- No Mark = Standard not addressed during current marking period

Grades 3 – 8:

A	=	96	-	100	C	=	74	-	80
A-	=	93	-	95	C-	=	70	-	73
B+	=	91	-	92	D+	=	67	-	69
B	=	87	-	90	D	=	63	-	66
B-	=	84	-	86	D-	=	60	-	62
C+	=	81	-	83	F	=	59	and below	

Co-Curricular Subjects for all grades:

- P = Participates
- NP = Does not participate
- Co-Curricular subjects may be graded using the standard marking code or P/NP at the school's discretion.*

Grades Kindergarten, 1, and 2

Curricular Subjects--use E, M, W, N or no mark.
Behavioral Expectations and Learning Skills-- use # 1-4.
Specific expectations listed under Behavioral Expectations and Learning Skills-- use +, •, or no mark. These marks are optional.
Co-Curricular Subjects—It's the school's discretion to use P/NP or E, M, W, N.

Grades 3 – 5:

Curricular Subjects—use A - F.
Co-Curricular Subjects—It's the school's discretion to use the Standard Marking Code or P/NP.
Under each Curricular Subject — use +, •, or no mark. These marks are optional.

Behavioral Expectations and Learning Skills use #1 - 4.
Specific expectations listed under Behavioral Expectations and Learning Skills — use +, •, or no mark. These marks are optional.
Grades 6 – 8:

Curricular Subjects — use A - F.
Under each Curricular Subject—use #1 - 4 for Behavioral Expectations and Learning Skills.
Curricular and Co-Curricular Subject Remarks for each quarter—use #5 - 25.

Co-Curricular subjects — It's the school's discretion to use the Standard Marking Code or P/NP.

Under each Co-Curricular Subject — use #1 - 4 for Behavioral Expectations and Learning Skills.

General Behavioral Expectations — use #1 - 4.

Specific expectations listed under General Behavioral Expectations —use +, •, or no mark. These marks are optional.

STUDENTS WITH LEARNING INTERVENTIONS AND/OR MODIFICATIONS

Students attending the Catholic elementary schools in the Archdiocese of San Francisco who have a valid and current assessment and identification of a learning difference by a credentialed school psychologist, licensed educational psychologist, speech pathologist, occupational therapist, medical doctor, educational therapist or credentialed learning specialist and a Response To Intervention (RTI) form may be given special consideration with regard to report card grades. All documented students must have an RTI referral form on file at the school site.

Students meeting the criteria below may receive a report card grade of a C- or above in the subject area(s) in which they have been identified as having a learning difference. This decision is left to the discretion of the administrator. An asterisk (*) next to the subject title indicates that the student also receives a *Supplemental Report for Interventions*.

All students who qualify for this consideration must:

- Comply with the intervention strategies as identified and documented by the school through the Student Success Team (SST) process and the Response to Interventions (RTI)
- Complete class and homework assignments in a timely manner
- Turn in assignments as required by their teacher(s) in a timely manner
- Participate fully in the learning process both inside and outside the classroom

Letter grades should be marked on the standard report card only. The Supplemental Report for Interventions does not report grade; but rather records interventions and/or modifications. This report should have the signatures of the resource and/or classroom teachers, whomever manages the interventions.