

Student Progress Reporting to Parents
(Grading Guidelines for Senior High Schools)

The district's evaluation procedure is designed to reflect support of academic achievement and the development of citizenship. The district recognizes the need to evaluate academic performance. A system of official letter grades is used to indicate student achievement in a given subject, at a given time, as measured against the goals and objectives written in the planned course statement for each class. Letter grades are intended to provide information on academic performance, to encourage continued academic growth and to create a record of academic achievement.

Letter Grades

1. A letter grade is based on the teacher's professional evaluation of student achievement in the following areas:
 - a. Completion of assignments (written papers, oral presentations, discussions, etc.);
 - b. Examination scores;
 - c. Mastery of pertinent skills;
 - d. Handling of abstractions;
 - e. Application of knowledge.

2. The following letter grades indicate what the student has achieved in a class, relative to the five stated components of evaluation. The curriculum of the individual course will determine the weight given to each of the five stated areas for evaluation of student achievement. A reasonable degree of consistency in grading shall be maintained by teachers instructing the same course of studies. Each teacher shall provide each student with a written explanation of the expectations and the grading system for the course of study.
 - a. A = Excellence;
 - b. B = Above average;
 - c. C = Average;
 - d. D = Below average, meeting minimum requirements;
 - e. F = Failure to meet minimum requirements;
 - f. S = Satisfactory;
 - g. U = Unsatisfactory.

Incomplete

An incomplete will be assigned when circumstances beyond the student's or the teacher's control prevent the student from completing the course work on time and when there is a definite goal to finish the course.

1. A student may be given an incomplete grade in other circumstances if the teacher and the student's counselor agree that this action best serves the student.
2. The course shall be finished in a timely fashion, usually not more than two weeks beyond the end of the grading period.

Drops

1. Students may drop courses up to the end of the third week of a semester class with the consent of the counselor and parent and in accordance with current scheduling guidelines.
2. Students may drop courses after three weeks if in the judgment of the teacher, counselor and the administrator, deem that special, unusual circumstances exist.
3. Courses that have been dropped will not appear on the permanent record of the student.

Withdrawal

1. Students may withdraw from a class up to the end of the eighth week of a semester class.
2. Students who have teacher and counselor approval to withdraw from a class will receive a "W", which will appear on the transcript.
3. Students who do not follow a reasonable course which includes good attendance, efforts to seek help from teacher and counselor, completion of homework assignments, and making an effort on tests will receive a "W/F" upon their withdrawal. (The "F" means failing at the time of withdrawal.)
4. Students who withdraw after the appropriate withdrawal time to have assumed grade responsibility for the course. The grade of "F" will be assigned unless in the judgment of the teacher, counselor, and administrator, a drop, withdrawal, or withdrawal with "F" is deemed appropriate.

Accommodations or Modifications in Program

Students having specially modified programs under Public Law 101-476 Individuals with Disabilities Education Act (IDEA) shall earn grades in accordance with their Individualized Education Program (IEP). The building IEP team, including the classroom teacher, shall consider the following grading options.

Regular grade is to be awarded when the student has mastered course content and there have been no modifications to the required course goals or evaluation standards. The student must master the same learning goals and objectives and demonstrate understanding at the same level of competence set forth by state standards as other students.

Acceptable accommodations for a regular grade relate to the manner in which a student received information (input) or demonstrated his/her competency of the course content (output). These accommodations are considered necessary to provide an equal learning opportunity to benefit from instruction in the regular education setting.

Such accommodations are required under Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA). Accommodations to the student's regular education program must be a part of the student's IEP. Accommodations are defined as supplementary aids and services or adaptations.

Such accommodations can be made to accommodate the student's disability which assist learning and measure competence. These accommodations would include changes in the way the student received instruction (input) or is allowed to demonstrate learning (output)

Modified grade is awarded when the student has the state standards for the planned course changed or modified. When a modified grade is awarded, an asterisk (*) will appear after the letter grade earned on the report card and transcript.

Such modifications occur when a student require reduced course content or is graded on an individual grading scale which is different from the rest of the class. A different standard of grading indicates that the student is not mastering the state standard curriculum. When modifications occur to the course content and/or evaluation standards so that the student completes some but not all of the course goals, the student will receive a modified grade and a modified diploma.

Pass/No Pass may be awarded when the student has completed regular curriculum without modifications. If 60 percent is passing for a nondisabled student, then a student with disabilities must demonstrate that same grading standard to receive an "s" grade for a course.

The following procedural safeguards shall be employed:

1. The IEP Team shall determine the regular education modifications and accommodations and those determinations must be recorded in the student's IEP. Neither a special education nor a regular education teacher can unilaterally make modifications.
2. The IEP Team must reconvene to make changes, including additions/deletions necessary for the student to be successful.