

GEARY COUNTY SCHOOLS

USD 475

Junction City, Kansas

GRADING

Policy and Procedures



Our Mission

The mission of USD 475 is prepare today's students for tomorrow's world.

Our Vision

To become a high-performance school district where students are the top priority.

The Geary County Board of Education operates under the following policy: "No person shall be denied employment, be excluded from participation in, or denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, sex, race, religion, national origin, color, or

USD 475 believes student feedback on learning is vital for student success in understanding one's learning. This philosophy is backed in research by Marzano, Hattie, and Reeves. Grades and grade cards are only a portion of the feedback students are given to measure their success in understanding the standards associated with a content area.

USD 475 believes in a gradual release of responsibility for students. Students in Kindergarten need support and completion of any work is primarily the responsibility of the adults around them. As students progress to 5th grade, more of this responsibility can be shifted to the student. As students enter 9th grade, even more responsibility is shifted to the student with 12th graders being the most responsible students. However, USD 475 recognizes that responsibility is a developmental skill. All students do not reach those developmental milestones at a similar time. Therefore, it is incumbent on the adults in a student's life to coach them on strategies to demonstrate responsible behavior. A student's ability to be responsible has significant impact on a student's grades and success in school, as well as higher education.

General Guidelines

Skyward is our student information system and grade cards are generated from it. Grades entered are rounded to the nearest hundredth of a point.

All grades assigned are on grade level standards. Assignment/assessments are based upon these standards.

A. Reteach and Retest.

1. A student will have the opportunity to make up exams, tests, or work which occurred during an absence. When a student returns to school after an absence, it is the responsibility of the student or guardians to arrange with the teacher(s) to make up work.
2. Geary County Schools USD 475 wants all students to master all content prior to promotion to the next grade. A teacher will provide additional opportunities for the reteaching and retesting of academic content.
3. Reteaching is an essential part of instruction that promotes student learning. After necessary reteaching has been provided, students are allowed one retest per subject on the first assessment where a student fails a major grade. The higher of the two grades will be recorded in the gradebook. Reteaching and retesting should occur within a reasonable time frame.

B. Military Interstate Compact Agreement

1. All 50 states have signed the Interstate Compact on Educational Opportunity for Military Children. The goal of the compact is to replace the widely varying policies affecting transitioning military students. The compact leverages consistency.
2. It uses a comprehensive approach that provides a consistent policy in every school district and in every state that chooses to join.
3. Children of active-duty members of the United States uniformed services, National Guard, and Reserve on active-duty orders, and members or veterans who are medically discharged or retired for one year are eligible for assistance under the compact.

USD 475 Guidelines for Participation in Athletics and Activities

- A. The Board of Education recognizes that extracurricular and cocurricular activities associated with the Kansas State High School Activities Association (KSHSAA) enrich the educational and social development of students and enhance students' feelings of connectedness with the schools. The district shall encourage and support student participation in extracurricular and co-curricular activities without compromising the integrity and purpose of the educational program.
- B. Participation in activities is a privilege granted to a student by the school district and the state; it is not a student's right by law. Precedent-setting legal cases have determined that activity eligibility is a privilege to be granted only if the student meets all standards adopted by the school and district.
- C. In order for a student to be eligible to participate in KSHSAA activities, the student must be a bona fide undergraduate member of that school and in good standing and meet the following requirements, prior to the start of the season of activity.
 - Enrolled .5 FTE at a minimum
 - All applicable KSHSAA regulations regarding eligibility
 - Academic eligibility requirements in district handbooks; and
 - Other requirements requested by the administration and approved by the board
 - A student must have a minimum 2.0 unweighted semester GPA (not cumulative GPA) to participate in middle school and high school KSHSAA activities. (Last semester of attendance in USD 475) -
 - A student shall have passed at least five new subjects (those not previously passed) of unit weight, or its equivalency, the previous semester or last semester of attendance. Credit recovery courses will not be allowed to be used for the purpose of becoming eligible at semester.
 - A student must be enrolled in and attending a minimum of five new subjects (those not previously passed). Credit recovery courses do not count towards the minimum of five new subjects.
 - A student must not be under penalty of suspension or be a student whose character or conduct brings discredit to the school as determined by building administration as defined by the District Code of Student Conduct.
- D. When a student is "not in good standing" with the school, they are not allowed to attend or participate in school activities.
- E. In addition to USD 475's definition of a student in "good standing,"- (minimum standards). A head coach may have additional expectations for the team they coach that define a student in "good standing" for their program.
- F. Those definitions will be outlined in program guidebooks/information books. Activities Dept./Coaches will assist the school in monitoring grades throughout the course of the school year.

General KSHSAA Eligibility Guidelines

The guidelines listed below are written in general terms and are a summary of some of the KSHSAA eligibility rules. More detailed explanations of these rules and guidelines can be found in the KSHSAA manual or can be accessed through the KSHSAA website at www.kshsaa.org. Coaches and administrators are expected to be familiar with the rules of eligibility. If there are questions about eligibility, inquiries should be directed to the Athletic/Activity Director.

A. Scholarship

A student must have passed at least five new subjects (those not previously passed) of unit weight, or its equivalency, the previous semester, or the last semester of attendance. At the middle school level, a student shall have passed at least five new subjects (those not previously passed) of unit weight, or its equivalency, the previous trimester or last trimester of attendance.

B. Enrollment

A student must be enrolled in and be attending a minimum of five new subjects (those not previously passed), of unit weight, or its equivalency, during the current semester.

C. Transfers

A student who makes a bona fide move with his/her parents to a new permanent residence within the boundary of the school to which the student transfers is immediately eligible as it relates to the transfer rule. A student changing school without an accompanying move on the part of his/her parents will be ineligible for interscholastic extracurricular activities as outlined in KSHSAA Rule 18.

D. Outside Competition

A student who is a member of a school activities squad effective Tuesday following Labor Day through Friday preceding Memorial Day may not participate as a member of an outside team or as an independent competitor in the same sport during the same season. Participation with an outside group may make the student Ineligible for the remainder of that sport season.

E. Clinics

A student cannot participate in group training/practice sessions, clinics, or tryouts held by outside agencies in a sport while he/she is a member of a school activities team in that identical sport. A group is defined as two or more students receiving instruction from an instructor during the same period of instruction. A student may receive private instruction at any time during the year. Private instruction is defined as one student receiving instruction from one person during the period of instruction.

F. KSHSAA Handbook

<https://www.kshsaa.org/Publications/Handbook.pdf>

G. KSHSAA Regulations on Seasons of Activities

What Coaches/Athletes MAY or MAY NOT do – Please refer to www.KSHSAA.org or click on link below.
<http://www.kshsaa.org/Public/General/RegulationsDuringTheSchoolYear.cfm>

Junction City High School

A. Grading at JCHS

All classes at Junction City High School are graded on a 10-pt. scale (100-90, 89-80, 79-70, 69-60, 59-0). Grades in all classes will be awarded on a total points basis, with no category of assignment receiving more weight than another. Student grades will be rounded up at the .5 mark. Progress reports will be sent to parents via Skyward email every 9 weeks at a minimum. Students who miss a class and need to make up assignments will have 2 class cycles to turn in said work with no penalties. It is the responsibility of the student to gather the work needed from their teachers. If students know they will be gone they should get their work ahead of time from all classes.

Grading in Blue Jay Advisory

Advisors will grade based on the intentional completion of BRAGG forms, IPS activities, postsecondary activities, SEL lessons, and the Capstone Project. Based on a schoolwide Blue Jay Advisory grading policy, advisory teachers will grade students according to the scale below. Students will earn **.25 credits** for Blue Jay Advisory each semester (credits toward graduation). The following percentages will be used to determine grades:

- A 90-100%
- B 80-89.99 %
- C 70-79.99%
- Fail - Below 70%

All Blue Jay Advisory activities will be available in Xello/Schoology. Advisors will update grades weekly by assessing student performance based on engagement and completion of those activities described above. In addition, the Skyward grade book will be cloned and made available to all teachers.

B. Reteach and Retest

Reteaching content standards and objectives that are not mastered is an essential part of instruction that promotes student learning. After the necessary reteaching of a standard has been provided, students will have the opportunity to re-test the summative assessment in a unit where the student initially received a failing grade. The higher of the two grades will be recorded in the gradebook. Reteaching, and re-testing, should occur within a reasonable time frame of when the student failed the summative assessment.

C. Missing/ Late Work

When no assignment has been turned in or completed by the student, on the due date a 0 with “missing” will be marked for that assignment in the gradebook. The assignment will stay marked as “missing” until it can no longer be turned in for credit. Students will have until the end of the current unit to turn in all classwork to receive full credit. For major assignments with a due date within one week of the end of a unit, a 1-week grace period will be provided for students to turn in assignments for full credit. However, all assignments from the last unit in a semester must be turned in at the semester end date as no grades may be entered after this time.

D. Classification

A student’s graduation year is based on the Kansas State Department of Education definition for a four-year cohort group. The cohort group begins with the incoming first-time ninth graders. Regardless of classification, a student remains with their cohort group through their four years in high school. For a student to be considered “on track” for graduation, the student must have earned the following number of credits:

Sophomore – 6 credits

Junior –12 credits

Senior –18 credits

E. Graduation Requirements

A graduating student must earn a minimum of twenty-four (24) credits beyond the eighth grade. Fifteen and one-half (15.5) of those credits must be in the areas specified. The additional eight and one-half (8.5) minimum units may be chosen from offerings in any curricular area. Junction City High School complies with the Military Interstate Children's Compact for the uniform treatment of military children transferring between school districts and states.

To participate in Graduation Ceremonies at Junction City High School, a student must also complete two nonacademic requirements. The Service-Learning Requirement is 35 hours of volunteer community service for a student who attends JCHS for four years and is prorated at 9 hours per year for students who attend JCHS less than four years. To receive credit, the student's service must be volunteer, non-paid, outside of the instructional day, and must be approved and posted to the student's record. Forms can be acquired in each of the Academy offices. The Activity Participation Requirement means that a student must complete one full season in a sport or activity or one full year in a club or organization. These requirements should be completed by the end of the first semester of the student's senior year. Exemptions from this requirement can only be authorized by the Principal/Academy principal.

NOTE: For students to participate in the Graduation Ceremony, they must have met all academic requirements and be in good standing with the school. For students to be in good standing for participation in their graduation ceremony, they must:

1. Meet their Service-Learning Requirement
2. Complete their Activity Participation Requirements
3. Fulfill all obligations associated with any disciplinary action or suspension to include any decision of Due Process Hearing Officer.

Graduates will receive their diplomas after graduation unless a student chooses not to conform to the general guidelines, appropriate behavior or fail to fulfill all financial obligations which includes book fees and other fines, library obligations, and the return of all athletic/activity clothing and equipment.

If that becomes the scenario, the student will then have to pick up his/her diploma from the Principal, the Superintendent, or may even be required to attend a School Board meeting to explain or justify their actions before the diploma is granted.

F. Credit Recovery

For students who earn a failing grade at semester in a required class, there are several options on how to recover the credits needed for graduation. All courses will be recovered through the Edgenuity program either during summer school, twilight school, or as an elective course during the school day. Placement for method of recovery will be determined by academy principal and counselor, based on student needs.

MIDDLE SCHOOL (Fort Riley Middle School & Junction City Middle School)

Grading Scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

A. Grades

All classes are graded on a 10-pt scale as shown above. Student grades will be rounded up at the .5 mark. Progress reports will be sent to parents via Skyward email every 9 weeks at a minimum. At the end of each semester, the final grade will be issued. Sixth grade elective courses offered at nine weeks will be recorded separately.

Grading in Advisory

Teachers will grade based on the intentional completion of reflection forms, Xello activities, postsecondary activities, Second Step SEL lessons, Personal Learning Time assignments/work. Based on a schoolwide advisory grading policy, Teachers will grade students according to the scale below. The following percentages will be used to determine grades:

- A 90-100%
- B 80-89.99 %
- C 70-79.99%
- Fail - Below 70%

Teachers will update grades weekly by assessing student performance based on engagement and completion of those activities described above. In addition, the Skyward grade book will be cloned and made available to all teachers.

B. Retakes & Redo's

Reteaching content standards and objectives that are not mastered is an essential part of instruction that promotes students learning. After the necessary reteaching, students will have the opportunity to re-test the assessment in a unit where the student initially received a D or an F. The higher of the two grades will be recorded in the gradebook. Reteaching and re-testing should occur within a reasonable time frame of when the student earned a D or an F on the assessment.

C. Missing/Late Work

When no assignment has been turned in or completed by the student on a due date a 0 with “missing” will be marked for that assignment in the gradebook. The assignment will stay marked as “missing” until it can no longer be turned in for credit. Students will have until the end of the current unit to turn in all classwork to receive full credit. For major assignments with a due date within one week of the end of a unit, a 1-week grace period will be provided for students to turn in assignment for credit. However, if all assignments from the last unit in a semester must be turned in at the semester end date as no grades may be entered after this time. It is the responsibility of the student to gather the work needed from their teachers. If students know they will be gone they should get their work ahead of time from all classes.

D. Make-up Work/Tests

An absence does not excuse a student from the responsibility of assignments. It will be the student’s responsibility to contact the teacher(s) whose class is missed to determine make-up assignments. Any assignments that will be missed on the day the student is absent needs to be picked up prior to leaving school for a school sponsored activity.

If a student is present on the day an assignment is given, but absent on the due date, the assignment is due the day he/she returns to school. The teacher will grant two days for each day absent, in which to make up the assignment.

All assignments are due by the last day of each grading period. Unless you were absent during the last week of each grading period.

E. Checking Grades

Parents/Guardians may view student progress through Skyward access. If a student is missing an assignment and/or has any questions regarding a class, parents and guardians may contact the teacher directly.

F. Progress Reports

All middle school students will receive a weekly report of academic progress ^ via Skyward to the parent/guardian email each grading period.

Elementary Standards Grading Procedures (K-5)

A. Reporting of Progress in Elementary School

1. The Standards Grading Rubric for determining Scores for grade level standards is included below:
 - Below Standard- No Understanding of the standard is demonstrated.
 - Approaching Standard- Inconsistently demonstrates an understanding of the standard.
 - Meeting Standard- Consistently demonstrates required knowledge and understanding of the standard.
 - Surpasses Standard- Consistently demonstrates an advanced understanding going beyond the expectation of the standard.
 - Blanks- Indicates an area that has not been taught in sufficient detail to collect enough evidence for a score or indicates an area that has not been taught during that reporting period.
2. Teachers will assign grades in the areas of English Language Arts, Math, Science, Social Studies, Music, and Physical Education.
3. The teacher should be able to provide evidence to justify grades given for a quarter. (e.g., student work samples, graded materials, student checklist).
4. IF a student is receiving a standard grade of “1, Below Standard”, a teacher will have documented small group interventions.
5. SELCore Competency Scores will be indicated for the following areas: self-management, self- awareness, responsible decision-making, relationship skills, and social awareness.

B. Code for Reporting Progress in Core Subjects (Grades K-5)

1. Core subjects are defined as:
 - Math
 - Science (3-5)
 - Social Studies (3-5)
 - English Language Arts
 - Writing
2. A student’s academic performance will be evaluated based on proficiency of grade level standards in regular program classes. For example, if a student is in third grade, evaluation is to be based on success at the third-grade level.
3. Student Progress in Music and Physical Education
 - a. Grades for these areas will be reported numerically using the same standards grading scale as core academics.
4. Social and Emotional Learning
 - a. Students will receive scores each quarter in the following areas:
 - Self-Management
 - Self-Awareness
 - Responsible Decision-Making
 - Relationship Skills
 - Social Awareness
 - b. Each teacher is to evaluate students on conduct. Numerical grades are used to evaluate conduct. Teachers may give effort remarks using the comment codes in Skyward.

C. Progress Reports

1. All elementary school students will receive a mid-quarter report of academic progress. Schools may issue progress reports more often than this minimum requirement. This is used to notify parents/guardians of all students of their progress.

D. Retention

1. Geary County Schools does not encourage retention of students. Geary County School's philosophy is to ensure elementary students have a plan to achieve on grade level expectations. Individual student action plans are personalized and developed to increase the possibility of learning grade level standards.
2. Rationale: There is overwhelming educational research that retaining students at grade level is most often not an effective practice for low-achieving students. Recent studies indicate that retention does not improve students' chances for educational success. In fact, retention often has a negative impact on student achievement and success and increases the likelihood that a student will drop out before graduating from high school.
3. Guidelines and Procedures:
 - a. The student shall have been referred to the Student Intervention Team in his/her school. Records of interventions-their variety, length of implementation, and results, as well as social behavior will be maintained.
 - b. Available formal assessment data such as Kansas Assessments, local criterion-referenced assessments, formative assessments, achievement data, or IQ tests will be considered. Anecdotal evidence addressing social and physical development will be included in the profile of any student considered for acceleration or retention.
 - c. If interventions and assessment data warrant further consideration of retention, the decision will be made, using all information referred to above, by consensus of a team which will include all the following:
 - Parents or Guardians
 - Student (as appropriate)
 - Current teacher(s)
 - Principal (s)
 - Others as needed (such as receiving teacher)
 - District Office Representative
 - d. A written plan will be developed to describe the group's consensus and the specific actions/strategies/materials which will be different from approaches used currently in working with the student.
 - e. When new students arrive at USD 475 schools and a parental request for retention or acceleration is received, the same procedures will be followed.
 - f. The following guidelines and procedures will be used by all USD 475 staff to make team decisions about individual students in grades K-5 who may be considered for retention or acceleration.

Special Populations

Students with Individual Education Plans

A. Students moving into the district that receive Special Education Services:

1. Families enrolling children via Skyward can indicate if the child has previously received special education services.
2. If a family marks on the Skyward Enrollment that their student has an IEP, the office will request the IEP along with any evaluation reports from their previous school.
3. When the records are received, they need to be given to the school psychologist assigned to the respective school (see attachment) immediately. The school psychologist reviews the IEP and works with special education staff to make sure the student is placed appropriately. This procedure applies to both the elementary and middle school level. At the high school, the registrar receives all files and will give them to the special education coordinator for review.
4. In addition to the school psychologist, the special education coach assigned to the respective building can be of support as well. The special education coach is the liaison between the school and the district office special education as well as support for special education teachers and related service staff. Notifying the special education coach and the building administrator are also important to ensure the building personnel are tracking the new student receiving special education services.
5. If the school is NOT able to obtain the IEP in a timely manner, it will need to work with the school psychologist and allow them to collaborate with the respective special education teacher to determine appropriate services until the IEP records arrive. The student should NOT remain out of school while waiting for the IEP records.

B. Considerations when grading students that receive special education services:

1. At the beginning of each school year, new semester, and/or change in the IEP, the case manager will inform each teacher of his/her specific responsibilities including the specific accommodations, modifications, and/or supports related to implementing the student's IEP.
2. When determining grades, the accommodations and modifications outlined within the IEP must be taken into consideration. Explanation of when accommodations and modifications are to be implemented is outlined below:
3. Screeners and Diagnostic Tools: Accommodations and modifications would not be given in these instances because the intention is to determine a student's present level of functioning/performance as well as their skill strengths and weaknesses to instruct accordingly. This would include giving FastBridge three times per year, the Wonders placement test, ORF, MAZE, PAST, etc. Screener and diagnostic tools are how students are identified for needing potential intervention. The data is also utilized in the evaluation processes for IEPs, 504s, and MTSS for documenting the need.
4. Progress Monitoring: When using tools like the above for progress monitoring purposes in determining the status of student skills in relation to the baseline, accommodations and modifications are not utilized.
5. Assessments tied to grades or as part of instruction (curriculum measurements such as writing tasks, unit tests, mid-module quizzes, end of semester exams, etc.): In these instances, student accommodations and modifications as outlined in their IEPs, 504s, and MTSS plans must be implemented as the measure of performance is based on accessibility and knowledge of the content for that student. The modifications and accommodations are what creates the accessibility to the curriculum/instruction occurring daily.
6. State Assessments: Accommodations and supports written in the IEP must be provided as allowed based on KSDE guidelines. The accommodations and supports implemented must already be utilized on a regular basis within the classroom.

English Learners

A. General Grading Procedures/Regulations Related to English Learners – ELs:

1. Each school will follow specific procedures for identifying EL students. These procedures are outlined in the USD 475 Comprehensive Plan for Serving Limited-English Proficient Students.
2. Each school will follow specific procedures for identifying EL students. These procedures are outlined in the USD 475 Comprehensive Plan for Serving Limited-English Proficient Students.
3. All EL teachers and administrators should be familiar with this document which is in accordance with the requirements established by the Kansas State Department of Education regarding programs and services for English language learners under Title III, Part A, Subpart 1, of *No Child Left Behind*, 2001.

B. Guidelines for Classroom Teachers of English Learners:

1. The same methods and criteria applied to the peers of EL students cannot always be used to assess students with limited English language proficiency.
2. Teachers should maintain high expectations for student learning while providing accommodated lessons and assignments as needed so EL students can progress. Consult the EL teacher for assistance with accommodations.
3. Accommodations for assessments should be used as needed so EL students can demonstrate their knowledge and skills. Accommodations should be documented in students' Individual Learning Plans (ILP) for assignments and/or assessments.
4. Grades should be based on work that has been accommodated to diminish language barriers for EL students. Teachers should consult the EL teacher and/or refer to the ILP for assistance with accommodations.
5. EL students cannot be failed in a content area due to lack of English language proficiency. Appropriate instructional accommodations are the key to appropriate grading.
6. EL students may receive failing grades when their failure is due to problems other than those related to limited English proficiency. (Keep in mind that non-English speakers go through a silent period and may not speak or participate for a period of time. This will be different for all students.)
7. Involvement of EL students in the learning process should not be postponed because of language limitations. Teachers should find ways to include with limited English proficiency in daily instruction, learning, and assessment.
8. For non-English speakers and EL students with limited English proficiency, an alternative assessment can be an option. Allow students to complete work in their native language when appropriate. Examples include, but are not limited to portfolios, projects, reports, lists and other products that demonstrate what students have learned.
9. EL teachers prepare Individual Learning Plans each year for identified EL students. Each plan contains language goals, strategies, and proficiency levels, as well as yearly KELPA scores. ILP's are available for teacher and parent access in Skyward.
10. Students in Grades 9-12 must be given the opportunity to earn credits toward graduation. Students should be given grades on accommodated work as outlined above.

Glossary of Terms

- **Acceleration** - the process of enabling a student to advance in an academic course of study.
- **Accommodations**- a change to the delivery of instruction or a method of student performance that does not significantly change the content or the conceptual difficulty of the curriculum.
- **Accredited Schools** - schools that meet the necessary requirements and standards set by the State Department of Education to improve student performance.
- **ACT** – a curriculum and standards-based educational and career planning tool that assess students’ academic readiness for college.
- **Assessments** - anything used for measuring the skill, knowledge, or aptitudes of an individual or group (tests, worksheets, projects, term papers, and authentic assessments such as portfolios).
- **Core Subjects** - Mathematics, Science, English, and Social Studies are core subjects.
- **Credit Recovery (CR)** - is a course-specific, skill-based learning opportunity for students who have previously been unsuccessful in mastering content/skills required to receive course credit or earn promotion.
- **English Learners (ELs)** - any student who is not fluent in English because it is not their first. (primary) language

