

Descriptor Term: SPECIAL EDUCATION GRADING POLICY

Descriptor Code: IHAA

Rescinds: IHAA

Board Approved: 7/6/2021

Previously Approved: 10/5/2015

In compliance with state accreditation requirements, the Gulfport School District has adopted the following policy on promotion and retention of special education students. The design of this policy is that pupil progression in the District is based on each pupil's achievement in terms of the established instructional goals, as stated on the student's Individualized Educational Plan (IEP). Students are expected to achieve mastery on IEP objectives in accordance with their individual capabilities and rates of learning. The basis for making promotion or retention decisions should be based upon the following performance standards.

GRADING PROCEDURES

Inclusion/Resource

Grades will be based on a nine-week grading period and will be recorded as follows:

Kindergarten:

- S Satisfactory Progress
- N Needs Improvement
- U Unsatisfactory Progress

Grades 1-5:

- 40% Homework, Classwork, In-Class Project(s)
- 60% Teacher-made Tests and Cumulative Exams

Grading Scale: 1st - 5th Math, English-Language Arts, 3rd - 5th Science, and 5th Social Studies.

The social studies curriculum may be integrated with other content areas in 1st - 4th grade and the science curriculum may be integrated in 1st and 2nd grade.

<u>Range</u>	<u>Grade</u>
93-100	A
85-92	B
76-84	C
70-75	D
Below 70	F

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Incomplete

I*

*Incomplete is defined as the lack of mastery due to incomplete work and/or low or non-performance and may be removed as a result of re-teaching and retesting or completion of assigned work in an extended learning time.

The following grading scale will be applied in activity classes:

S Satisfactory Progress
N Needs Improvement
U Unsatisfactory Progress

Grades will be based on mastery of learning objectives and class participation.

70% or above - Regular class credit and promotion to the next grade. These students receive instruction in the regular classroom with supportive aids and services. They must meet all requirements as specified on the IEP.

60% or above with a modified curriculum - The student will receive an “M” beside his/her grade to indicate a modified curriculum and will remain in the inclusion program. Mastery of Mississippi Standards will be required in accordance with the student’s IEP, capabilities, and rate of learning. The student will be promoted to the next grade the following year.

Below 60% with modifications - The student will receive an “NP” for not passing reading, math, and/or English. An IEP review/revision will be conducted to determine if the inclusion setting is meeting the student’s needs. If the IEP team determines that the inclusion/resource setting is not meeting the student’s educational needs then additional district programs will be considered.

The special education student may be assigned to a higher grade based on age appropriateness without completing all objectives as outlined on the IEP. Incomplete objectives will be addressed in the IEP the following year.

Grades 6-12

End-of-Course grades will be based on a nine-week grading period and will be recorded as follows:

70% Assessments
30% Projects, Classwork, and Homework

The grading scale will be approved by the Board via the secondary handbook.

Grading Scale

<u>Range</u>	<u>Grade</u>
90 – 100	A
80 – 89	B

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70-79	C
65 – 69	D
Below 65	F
Incomplete	I*

Students who have an average below 65% will be required to participate in a remedial course of study that may require after-school and extended school year programs. Failure to complete this remedial course of study may result in retention.

An average of 65% or above will allow for promotion to the next grade if inclusion students are working toward a general education diploma. They must meet all requirements as their general educational peers and as specified on the IEP.

An average of 65% and lower or above with a modified curriculum - The student will receive an “M” beside his/her grade to indicate a modified curriculum and will remain in the inclusion setting. Mastery of Mississippi standards will be required in accordance with the student’s IEP, capabilities, and rate of learning. The student’s IEP committee will review the data for the year and determine if promotion to the next grade is warranted for the following year.

Below an average of 65% or lower with a modified curriculum – The student’s committee may determine if the inclusion/resource setting is meeting the student’s needs.

NOTE: The IEP committee has the prerogative of making exceptions to the guidelines listed above in the best interest of the student.

Self-Contained

A student may be classified in one of two ways as self-contained:

- a. The student is inside of a general education class 40% to 79% of the day, or
- b. The student is inside of a general education class less than 40% of the day.

Grades K - 12

Students will demonstrate mastery of objectives as outlined in the IEP in accordance with their capabilities and rate of learning.

Students will demonstrate mastery of those skills identified by Mississippi standards in accordance with the student’s IEP, capabilities, and rate of learning.

Self-contained special education students may be assigned to a higher grade based on age appropriateness without completing all objectives outlined in the IEP. Incomplete objectives will be addressed in the IEP for the following year.

Administrative Option

The principal may make recommendations regarding exceptions to any of these policies and, with

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knowledge of the Special Education Department and the approval of the Superintendent, may act as long as these recommendations are in accordance with federal and state laws on special education procedures and regulations.

Any student and/or parent may appeal the application of these policies. The appeal process will begin with the principal, followed by the Superintendent or designee, and finally the Board of Trustees. A written answer to the appeal will be provided at each step of the process.

GRADUATION REQUIREMENTS

Please refer to Board Policy IHF in regards to Special Education graduation requirements.