

SUMMERS COUNTY BOARD OF EDUCATION POLICY

Adopted: 3/9/95, Revised: 6/19/97, 9/3/98, 1/16/01, 9/26/02, 2/24/03, 8/13/03, 6/27/07, 5/26/09, 7/22/09, 9/12/12, 1/21/15, 7/11/17, 6/28/18, 2/14/19

Code: VI-H-2

Reference: Board Minutes

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GRADING AND UNIFORMITY OF PROMOTION WITHIN THE SCHOOLS

The professionals who teach in Summers County Schools believe that all students can learn and that no child should be left behind. In light of these beliefs and in order to provide uniformity and standardization to the reporting of academic achievement, the calculation of a student’s grades will be based upon the mastery of the content standards as evidenced by the achievement on the academic assignments given and completed. Issues related to behavior will be dealt with through other established means such as RSP or disciplinary procedures rather than through the grading process.

Recognizing the importance of high expectations for all students and the importance of communicating the student’s progress toward those expectations to the home, the Summers County Board of Education adopts the following policy:

- 1. Grading Reports and Grading Scales: Grading and reporting student progress is perhaps the most difficult job that professional employees perform. It is extremely important that this is done fairly and consistently. Therefore, all schools shall use the following guidelines:
 - a. Grading Reports shall be sent home at the end of each nine weeks grading period for all students in grades 1-12. Pre-K and Kindergarten students will receive the Early Learning Scale Report three times per year. Teachers shall inform the students or parents how they are performing within 24 hours of receiving a request either by face to face meeting, telephone call, letter, or email. Live grades is also an option for those parents who have access. LiveGrades shall be entered weekly. In addition mid-term grades will be sent after the first 4.5 weeks of each term.
 - b. Grades 1-12 shall report progress using both numeric and letter grades based on the following scale: (Effective 7/1/03)

Explanation	Average	Grade	Quality Points
A (Excellent)	90-100%	A	4.0
B (Good)	89-80%	B	3.0
C (Average)	79- 70%	C	2.0
D (Below Average)	69-60%	D	1.0
F (Failure)	59-below	F	0

Teachers shall use this scale on all daily work, homework, tests, and final grades. All grading reports must reflect evidence of promotion and/or retention. Teachers must be able to justify grades given. No final grade will be above 100%.

Examples of items that shall be reflected in the report card grade include: Daily class work, homework, special course projects, tests and quizzes, participation in class discussion where such participation or lack thereof can be documented, and extra credit in the content area.

Examples of items that shall not be reflected in the report card grade include: Not having proper materials such as pencil, paper or textbook, talking in class, refusing to obey the teacher, returning a parent-signed paper to the teacher, and collecting labels. Bell-ringers will not be graded but can be used as a participation grade.

Grades 1-2 shall report progress for the subjects of social studies, science, health, art, music, and PE, using the letter grades of S for satisfactory, N for needs practice, or U for unsatisfactory. Grades 1-2 shall report progress in core subjects using the numeric and letter grade scale listed in 1.b.

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Grades 3-5 shall report progress for the subjects of health, art, music, and PE, using the letter grades of S for satisfactory, N for needs practice, or U for unsatisfactory.

Elementary schools may choose to report progress for conduct, using the letter grades of S, N, or U or by percent.

- c. Weighted Grades: Weighted grades will be issued using the scale provided for any of the College Board's Advanced Placement Courses that are offered and for courses offered that are part of the International Baccalaureate Program. Weighted course grading scale:

Average	Grade	Quality Points
90-100%	A	5.0
89-80%	B	4.0
79- 70%	C	3.0
69-60%	D	2.0
59-below	F	0

- d. Promotions/Retentions Criteria: Kindergarten: Factors to be considered in kindergarten are Health and physical development, social and emotional development, language and communication, cognition and general knowledge, and their individual approaches to learning. Low performance in any one area should not necessarily constitute grounds for retention; all factors shall be taken into consideration. Any decision to retain should be triangulated with multiple forms of data and be a decision of the SAT team.

- e. Elementary grades (1-5): Factors to be considered include success in basic skills/core classes (ELA, math, science, and social studies) For promotion to take place in grades 1-5, students must pass math at least four of the five years and they must pass ELA at least four of the five years. The SAT process should begin for these at risk students (grades 1-5) no later than the midterm of the 2nd 9 weeks. The SAT process should be implemented with fidelity. If possible retention, the school must prove a significant deficit in Math and/or ELA. The final decision of retention rests with the school administrator, classroom teacher, SAT team members, and the parent.

- f. Middle School (6-8): Factors to be considered include success in the basic skills/core classes. The student must pass ELA and math to be promoted. The student may fail one course of science, social studies or related arts and be promoted. If a student fails ELA and/or math, they will be placed in the intensive skills class the following year. This passing grade shall be calculated by averaging related arts classes and arriving at one average grade for the year. The SAT process should begin for these at risk students (grades 6-8) no later than the midterm of the 2nd 9 weeks. The SAT process should be implemented with fidelity. If possible retention, the school must prove a significant deficit in Math and/or ELA. The final decision of retention rests with the school administrator, classroom teacher, SAT team members, and the parent.

2. High School: (Refer to WV State Board of Education Policy 2510)

3. Special Considerations:

The decision to retain a student in a grade or a class is a serious decision that shall be made in consultation with the principal and the parent. In no circumstances shall promotion or retention take place solely on the basis of a parent's request. In making the decision to retain students, keep in mind what is best for the student and that it is extremely important that age appropriateness be maintained in grades K-8. Any student turning 13 during an upcoming school year will not be retained in elementary school. Any student turning 16 during an upcoming school year will not be retained in middle school.

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Teachers must request the assistance of a support group to meet with the teacher to offer suggestions for helping with the student's progress before retention can be considered. This same group may also meet with the parent to offer suggestions and to explain recommendations. If retention is agreed upon, then the teacher and the group must show how retention will benefit the student. Then a plan shall be prepared for the following year to help assure mastery of basic skills necessary for that class or grade level.

Retention codes will be placed on any report card to notify parents at any point in which the student is in danger of being retained. If any student's report card has the retention code, the parent of that student is to sign, date and return this report card to the school. The teacher is to photocopy the signed report card, keep the original in the permanent file, and send the copy home to the parent. No child shall be retained without a conference with the parent and/or certified letter of retention as soon as possible after the grades are averaged for the 3rd nine weeks.

At no time should written assignments such as assigning extra work for disobedience or repetitious writing be used as punishment. Instead, any misbehavior should be handled through the appropriate channels. (The completion of packets concerning the misbehavior are not considered here.)

Each school will develop a policy concerning students who consistently refuse to do work. This policy will also address the number of grades required to be recorded per grading period. The school grading policy will be distributed to parents in the school handbook.