

POLICY 6452  
STUDENT PROGRESS REPORTING

POLICY 6452  
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Page 2

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: August 13, 1991

REVISED: July 26, 1994  
July 22, 1997  
September 23, 2003  
May 27, 2014

RULE 6452  
STUDENT PROGRESS REPORTING

A. Grades Pre-Kindergarten through Five

Kenosha Unified School District focuses on high level academic standards in the area of student achievement. It is the belief of the District that the elementary years provide the foundation for a lifetime of learning. The beginning elementary years stress basics of reading, writing, language arts,

Appeals for progress report changes shall be made utilizing the following process

Step 1 The parent/guardian shall contact the teacher to discuss the progress indicator prior to the end of the next marking period.

Step 2 In the event the conflict is not resolved, the parent/guardian shall contact the school to arrange a meeting with the teacher and the principal.

Step 3 The final decision regarding a progress indicator appeal shall rest with the principal.

B. Grades Six through Twelve

A syllabus shall be developed for each course/class offered in grades six through twelve. The syllabus shall be given to students, made available to parents/guardians, and filed with the building principal. It is recommended that the syllabus be shared within the first week of the beginning of a course/class. The syllabus shall include academic/nonacademic expectations:

- x Content/lifelong learning standards and benchmarks
- x Methods of assessment
- x Point distribution
- x Board prescribed grading scale
- x Course specific information

The single grade on the report card and/or transcript shall be based on the successful completion of:

- x The academic standards and benchmarks associated with the course/class
- x The lifelong learning standards and benchmarks associated with the course/class

All standards based learning experiences shall be weighted appropriately to their importance within the course/class. The lifelong learning standards shall be treated as one element of the total grade.

Students submitting work up to ten school days late, without prior approval, may receive up to two grades lower on the work than they would have received if the work had been submitted on time (i.e., B+ lowered to a D+). Student work submitted after ten school days, without prior approval, shall not be accepted for credit and shall be recorded with a score of zero (0).

Upon returning to school after an absence, a student has the responsibility, within the number of days equal to the length of the absence or suspension, to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. A truancy student has the responsibility, on the first day he or she returns to the course/class, to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. Lower grades may not be given for late work due to

RULE 6452  
STUDENT PROGRESS REPORTING  
Page 3

Appeals for grade changes shall be made utilizing the following process in grades six through twelve:

Step 1 A request by the parent/guardian and/or adult student must be made to the teacher within thirty calendar days after the last day of the grading period.

Step 2 If no agreement is reached, the parent/guardian and/or adult student must make a written request to the principal for a grade change.

Step 3 A conference shall be held with the principal/designee, teacher, and the parent/guardian and/or adult student.

Step 4 If no agreement is reached, a ballot shall be held by a review committee composed of the principal/designee and four certified staff members designated by the principal/designee. One of the four certified staff members shall include one who teaches at the same academic level and in the same content area from another District school. The decision of this committee is final.

C. District-wide Grading Scale for Grades Six through Twelve

A numerical percentage for each letter grade shall be used District in grades six through twelve.

Exceptions to this rule may be allowed in special cases (b1 510.46 641a76 1 0 0 1 464.de i)-5(n g)11(r)-3(a)