

POLICY 6452  
STUDENT PROGRESS REPORTING

Teachers shall make periodic reports informing the parent/guardian of their student's progress. Academic progress shall be measured against School Board approved standards and benchmarks as identified by grade level or course/class.

Discrimination complaints shall be processed in accordance with established procedures. The District shall not discriminate in the methods, practices, and materials used for evaluating students on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability or handicap. This does not, however, prohibit the use of special testing or counseling materials or techniques to meet the individualized needs of students.

LEGAL REF.: Wisconsin Statutes Sections:

Sections 118.13	[Student discrimination prohibited]
118.30	[Academic standards and assessment requirements]
120.12(2)	[Board duty; advice regarding instruction and progress of students]
120.13(1)	[Board power to do all things reasonable for the cause of education]
	Chapter 115, Subchapter V - Programs for students with disabilities
	Chapter 115, Subchapter VII - Bilingual/bicultural education
	PI 13 [Bilingual-Bicultural Program rules]
	No Child Left Behind Act of 2001 [Reporting student achievement and test results]
	PI 9.03 Student nondiscrimination policy requirement

CROSS REF.:

2110	Benchmarks
5118.1	Promotion
5118.3	Retention/Acceleration
6100	Mission, Principles, Goals Results
6426	Student Program or Curriculum Modifications
6427	Individual and Remedial Services
6430	Instructional Arrangements (The Learning Situation)
6454.1	Fourth and Eighth Grade Promotion
6456	Graduation Requirements
6460	Testing/Assessment
	School Board Adopted Academic Standards
	Lifelong Learning Standards and Benchmarks
	Special Education Program and Procedure Manual

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ADMINISTRATIVE REGULATIONS: None

AFFIRMED: August 13, 1991

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

RULE 6452  
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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 the basics of reading, writing, language arts, mathematics, science, social studies, fine arts, and physical education. Because these are such essential growing years, student progress shall be evaluated using comparisons to the District content, essential learning skills, standards or learning targets identified for each grade level. Educators must appropriately and professionally provide the vehicle to ensure each student is being assessed based on a standard of performance.

Essential learning skills, standards, or learning targets give direction to assessing student learning about what students should learn and what skills they should acquire in each grade level. Standards represent the goals of teaching and learning. Standards describe what students should know and be able to do as a result of their learning essential skills. Well-defined standards identify the specific knowledge, skills, abilities, and disposition that students will acquire through interactions with teachers and fellow students in school learning environments.

Teachers in grades pre-kindergarten through five shall communicate class expectations based on District content, essential learning skills, standards, or learning targets and lifelong learning standards and benchmarks with the parent/guardian during the initial weeks of the school year, utilizing the grade level brochures provided by the District. Teachers shall also share with the parent/guardian how their student will be assessed during the year, with descriptions of the relative importance of work completed during class, homework, and participation. In all grade levels, instruction, assessment, and re-teaching shall be firmly linked to meet the learning needs of every student.

In grades pre-kindergarten through five, academic achievement shall be reported using progress indicators reflecting growth toward meeting District content, essential learning skills, standards or learning targets. Progress on the District's lifelong learning standards, including effort and personal responsibility, shall also be indicated for each student.

In grades pre-kindergarten through five, academic achievement in each subject area shall be reported using progress indicators noted as a numeric scale. Each numeric number contains a key descriptor identifying growth and development based on District content, essential learning skills, standards or learning targets. The descriptor for each numeric mark is defined in the assessment key on the progress report.

Teachers in grades pre-kindergarten through five shall work with students to enable them to complete assignments and assessments within a reasonable time period.

Teachers in grades pre-kindergarten through five shall provide written notice to the parent/guardian at mid-term of any student not making adequate progress toward grade-level expectations. Teachers are also strongly encouraged to contact the parent/guardian about lack of substantial progress at other times during the year. In addition, conferences with the parent/guardian shall be held at regularly scheduled times during the school year.

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:

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

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

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

All standards-based learning experiences shall be weighted appropriately to convey 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 truant 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 excused absences, suspension or truancy, unless the work is submitted later than agreed upon deadlines.

Teachers in grades six through twelve shall provide written notice to the parent/guardian of a possible failing grade for a student at each midterm. Teachers are also strongly encouraged to notify the parent/guardian anytime a student is at risk of failing a subject. In addition, conferences with the parent/guardian shall be held at regularly scheduled intervals.

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 term.

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 a teacher 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-wide in grades six through twelve. Exceptions to this rule may be allowed in special cases, as approved by the principal. Letter grades for grades six through twelve shall be based on the following:

A+	= 98-100%
A	= 93-97%
A-	= 90-92%
B+	= 86-89%
B	= 83-85%
B-	= 80-82%
C+	= 76-79%
C	= 73-75%
C-	= 70-72%
D+	= 66-69%
D	= 63-65%
D-	= 60-62%
F	= 0-59%

Nothing in the District's student progress reporting policy or these procedures is intended to conflict with approved programming for a student with an Individual Education Plan (IEP), a Section 504 plan, or a Limited Language Plan (LLP).