

LITTLE CHUTE CAREER PATHWAYS ACADEMY GRADING AND LEVELING POLICY

Sections 120.12 and 120.13 of the state statutes provide that the Little Chute Board of Education has the authority to implement and supervise a grading and leveling policy. The purposes for providing a grading and leveling policy are:

1. To provide consistent guidelines for teachers across the Academy.
2. To establish a common understanding of the Academy's accepted rules for grading to assure consistent implementation.
3. To support teachers' efforts to hold students accountable for achievement in the areas of core academics, 21st Century Skills and career exploration.

The Little Chute Career Pathways Academy seeks to make achievement both recognizable and possible for students. In its process of evaluating student performance, the Academy reports achievement through the use of symbols called grades and through a point system that identifies levels of proficiency and defines how a student advances from level to level.

Grades and points are a personal evaluation of student performance by the teaching staff of the Academy. The issuance of grades and points on a regular basis promotes a process of continuous evaluation of student performance, informs the student and parents of progress, and provides a basis for bringing about change in student performance if such change seems necessary. When assigning grades and points, teachers must act in good faith and exercise their discretion without being arbitrary or capricious.

The administration is directed to develop rules ensuring that grade/point reporting is uniform at each level with the exception of certain categories of special education students.

Students or parent(s)/guardian(s) who believe a grade and/or point total is unjustified will be directed to follow an appeal process. Basic due process must be granted to students and their parents. The academy administration will have the final decision on the grade earned by the student.

The Little Chute Area School District shall not discriminate in the methods, practices and materials used for evaluating students on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

Policy Developed: 04-19-11
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