

## Western Mountains Regional School Unit No. 99

### Grading and Reporting System

The purpose of the Western Mountains Regional School Unit grading policy is to establish a set of guiding principles that all district educators will use to establish a system of grading that fairly, clearly, accurately, and consistently communicates student learning progress and achievement.

#### A. Communicating the Grading System

To ensure that every student and family has the information and resources they need to understand and appropriately plan a student's educational decisions, our schools, educators, and staff will clearly and consistently communicate—prior to entering high school and throughout the student's educational career—all important and relevant information related to the grading systems used in East High School.

The Superintendent, through the Principal or other designee, shall be responsible for ensuring that accurate, up-to-date information concerning the East High School grading system is (1) readily available to all incoming students and their families in the spring preceding the start of each school year, and (2) published on the district and high school websites. A detailed guide to grading and reporting practices will be disseminated to all incoming ninth-grade students and their families at the time of course selection. This policy will also be referenced in each edition of the student handbook and on the district and high school websites. As soon as it is practical and feasible, the Board expects the Superintendent or designee to inform all students and their families of any modifications made to the grading system.

#### B. Academic Grading

All grading and reporting practices at East High School will reflect the following design characteristics:

1. The primary purpose of the grading system shall be to fairly, clearly, accurately, and consistently communicate learning progress and achievement to students, families, postsecondary institutions, potential employers, and other relevant stakeholders and audiences.
2. The grading system shall be designed to ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
3. The grading system will measure, report, and document student proficiency against a set of clearly defined cross-curricular and content-area graduation standards developed by the administration, faculty, and staff of East High School.
4. The grading system will measure, report, and document academic progress and achievement separately from habits of work, character traits, and behaviors.
5. The grading system will ensure consistency and fairness in the assessment of learning, and in the assignment of scores and proficiency levels, across students, teachers, assessments, learning experiences, content areas, and time.

- The grading system shall not be used as a form of punishment.

### **C. Habits of Work Grading**

All grading and reporting practices for habits of work, character traits, and behaviors at East High School will reflect the following design characteristics:

- The East High School administration, faculty, and staff will develop and apply a common set of Habits of Work standards, and related scoring criteria, that teachers will use to grade students on work habits, character traits, and/or behaviors.
- The Habits of Work grading system will measure, report, and document habits of work, character traits, and behaviors separately from academic progress and achievement. A student achieving a high level of academic proficiency may demonstrate a low level on Habits of Work proficiency, and vice versa.
- Habits of Work will be monitored over the duration of a learning experience and scores, as measured and determined using common assessment methods and scoring criteria, will be reported for each student at the end of a term or grading period.
- The Habits of Work grading system will ensure consistency and fairness in the assessment of work habits, and in the assignment of scores and proficiency levels, across students, teachers, assessments, course, learning experiences, content areas, and time.
- Habits of Work grades shall be communicated using the same performance levels used for academic reporting.
- Habits of Work grades shall not be used as a form of punishment.

### **D. Grading Assessments**

East High School will employ a consistent system of grading that reports student learning progress and achievement across two aligned categories on a 4-point scale that aligns Proficiency Levels with Proficiency Descriptions.

Using rubrics and scoring guides, individual assessments will be scored in accordance with the following Proficiency Levels and Proficiency Descriptions:

Proficiency Levels	Proficiency Descriptions
4.0	Exceeds Proficiency
3.5	Proficient
3.0	Proficient
2.5	Partially Proficient
2.0	Partially Proficient
1.0	Insufficient Evidence

### **E. Grading Courses and Learning Experiences**

Aggregate proficiency scores on graduation standards shall be derived through a common and consistently applied process that is collaboratively developed by the administration, faculty, and staff at the school and approved by the Principal.

Aggregate Proficiency Levels and Proficiency Descriptions for (1) academic courses and other learning experiences defined in the district’s Multiple Learning Pathways policy and (2) student achievement of each graduation standard shall be rounded to a single decimal point and reported in accordance with the following categories:

Proficiency Levels	Proficiency Descriptions
3.6–4.0	Exceeds Proficiency
3.0–3.5	Proficient
2.0–2.9	Partially Proficient
1.0–1.9	Insufficient Evidence

**F. Changes to the Grading System**

The school administration, faculty, and staff, under the leadership of the Principal, may modify the reporting system based on the evolving needs of students, teachers, families, and other stakeholders, but the Proficiency Levels shall remain fixed, and will continue to measure, report, and document student proficiency against a set of clearly defined and consistently applied cross-curricular and content-area standards.

**G. Grade Point Average**

East High School will employ a consistent system of grading, scoring, and aggregating proficiency that will produce a rolling and cumulative Grade Point Average for each student. The Grade Point Average will be reported on the official East High School transcript and will be used to determine Latin honors in accordance with the following categories of academic distinction described in the district Academic Recognition policy:

- Summa Cum Laude* (with highest honors): a minimum GPA of 3.9
- Magna Cum Laude* (with great honors): a minimum GPA of 3.7
- Cum Laude* (with honors): a minimum GPA of 3.5

**Legal Reference:** None

**Cross References**

IK: Assessment of Student Learning; IKC: Transcripts; IKD: Academic Recognition; IKFF: Multiple Pathways

**Approved:** 00/00/0000

The [Great Schools Partnership](http://greatschoolspartnership.org/) encourages state agencies, nonprofit organizations, districts, and schools to use or adapt our policies for noncommercial purposes in the public interest.

## Policy: IKD

# Western Mountains Regional School Unit No. 99

## Academic Recognition: Latin Honors and Grade Point Averages

To recognize high academic achievement as determined by students demonstrating proficiency in the school's cross-curricular and content-area graduation standards, East High School uses a system of Latin honors and proficiency-based Grade Point Averages to award academic recognition and distinction. Using a system familiar to prospective colleges and universities, East High School does not rank order students based on relative performance, but awards Latin honors based on individual achievement as measured against consistently applied learning standards.

### A. Latin Honors

The categories of academic distinction are as follows:

*Summa Cum Laude* (with highest honors)

*Magna Cum Laude* (with great honors)

*Cum Laude* (with honors)

### B. Grade Point Averages

East High School will employ a consistent system of grading, scoring, and aggregating proficiency that will produce a rolling and cumulative Grade Point Average for each student. The Grade Point Average will be reported on the official East High School transcript and will be used to determine Latin honors in accordance with the following categories:

*Summa Cum Laude*: a minimum GPA of 3.9

*Magna Cum Laude*: a minimum GPA of 3.7

*Cum Laude*: a minimum GPA of 3.5

### Legal Reference

None

### Cross References

IKA: Grading and Reporting System

IKC: Transcripts

**Approved:** 00/00/0000

The [Great Schools Partnership](http://greatschoolspartnership.org/) encourages state agencies, nonprofit organizations, districts, and schools to use or adapt our policies for noncommercial purposes in the public interest.

## Version A (Standards-Based GPA)

**NOTE:** There are two versions of the eligibility policy for districts to consider. Version A includes a standards-based GPA requirement, while Version B relies on course completion and demonstrated proficiency without the use of a GPA. Districts will need to determine which version is best suited to their policy goals and academic programs.

## Western Mountains Regional School District

### Academic Eligibility: Athletic and Co-Curricular Participation

The Western Mountains Regional School District recognizes the vital contributions that athletics and co-curricular activities make to the academic, social, emotional, and personal development of our students, and the district strongly encourages all students to participate in the diverse athletic and co-curricular programs offered by East High School. Through their involvement in teams, clubs, and peer groups, students learn essential life skills, assume personal responsibility, strengthen character traits, acquire leadership abilities, and build lifelong relationships. Students who elect to play sports, participate in student governance, or join a school group, club, or team make a voluntary commitment to these pursuits and earn the privilege of representing their school and community.

Student participation in athletics and co-curricular activities is viewed as an integral component of the learning process, and for this reason our eligibility policy is intended to be motivational in design rather than disciplinary. Yet while interscholastic athletics and co-curricular activities complement and enhance the academic program, school attendance must remain focused, first and foremost, on learning the knowledge, skills, and habits of work that every graduate needs to succeed in adult life. The district's eligibility policy for interscholastic athletics and co-curricular programs is designed to ensure that academic learning and achievement remain the top priority for every student.

**NOTE:** The breadth of school-sponsored activities covered by an academic eligibility policy varies from district to district. For this reason, districts may want to specify which specific activities the policy will be applied to—e.g., interscholastic participation and competitions as opposed to school-based clubs and activities.

#### A. Communicating Eligibility Guidelines and Requirements

The athletic administrator, under the direction of the principal, shall be responsible for ensuring that accurate, up-to-date information concerning the academic eligibility policy is communicated to coaches, activity advisors, teachers, students, parents, and the public. This information may be shared through the following: (1) published annually in the student and family handbook, (2) posted on the district and high school websites, (3) explained in the athletic code of conduct, and (4) discussed in relevant student and parent meetings offered throughout the school year.

As soon as it is practical and feasible, the Board expects the principal and athletic administrator to

inform all students and their families of any modifications made to the district's academic eligibility policy, which extends to all applicable changes in relevant state statutes, rules, or regulations.

### **B. Eligibility Guidelines**

The following policy applies to all interscholastic athletics and co-curricular activities offered, organized, or sanctioned by the district, including:

1. Games, competitions, tournaments, scrimmages, performances, debates, and exhibitions;
2. Practice sessions, rehearsals, training opportunities, team meetings, club gatherings, or other planning and preparatory activities;
3. Tryouts, auditions, interviews, and other selective activities, such as campaigns and elections for student governance; and
4. Elected or appointed leadership roles, including team captaincies, student councils, student governance, or other student offices, such as participation on a school board or leadership committee.

By design, this policy complies with the eligibility policies and requirements for interscholastic athletics maintained by the Maine Principals' Association and all applicable state statutes, rules, and regulations.

To be eligible for participation in interscholastic athletics and co-curricular activities, the student, during the preceding grading period, must have (a) been fully enrolled and is currently enrolled as a full-time student; (b) completed a minimum of five (5) courses and/or school-approved learning experiences—or an equivalent set of courses and learning experiences—leading to graduation; and (c) demonstrated proficiency on the school's academic and habits-of-work standards. Proficiency toward graduation, as defined by state statute, must be demonstrated in the eight content areas and the Guiding Principles of the Maine Learning Results.

**NOTE:** Some district policies require students to complete a lower or higher number of courses or learning experiences than the minimum of five specified above. While a minimum of four courses or learning experiences is recommended in many policies, district leaders should determine minimum course-completion requirements based on the design and instructional goals of the academic program.

Eligibility for fall athletics and co-curricular activities will be based on demonstrated academic performance during the fourth quarter of the preceding academic year. In accordance with the Maine Principals' Association policy, incoming ninth-grade students are exempt from fourth-quarter eligibility requirements.

All students who have earned a standards-based grade-point average (GPA) of 2.5 or higher on both academic and habits-of-work standards during the preceding grading period will be considered eligible to participate in the interscholastic athletics and co-curricular activities offered by East High School.

**NOTE:** Districts may consider increasing the minimum GPA to 3.0 (proficient) for eligibility in fall athletics and co-curricular activities, given that students are expected to have demonstrated academic proficiency by the end of a given school year.

For those students who did not achieve a GPA of 2.5 or higher during the preceding grading period, the student must meet at least two (2) of the following criteria in all current courses or learning experiences to be considered academically eligible:

1. The student is demonstrating proficiency on a majority of the academic standards.
2. The student is demonstrating proficiency on a majority of the habits-of-work standards.

**NOTE:** Some districts prefer to base eligibility strictly on academic measures of performance, while others choose to integrate habits-of-work standards into eligibility considerations. Based on local needs, preferences, or instructional goals, districts can modify policies to either integrate or exclude non-academic considerations.

3. The student is participating in an intervention program—which includes all applicable in-school, out-of-school, and vacation intervention programs, including summer school—designed to get the student on track to demonstrating proficiency on all expected standards by the end of a course, learning experience, or grade level.

**NOTE:** Research indicates that participation in athletics and co-curricular activities not only increases student engagement in school, but also increases the chances that a student will persist and earn a diploma. For this reason, the Great Schools Partnership encourages districts to create policies that use academic eligibility as a motivational incentive rather than a punishment. District leaders will need to determine how strict their eligibility policies will be, and to what degree the policies will either promote or decrease athletic and co-curricular participation.

### **C. Academic Probation and Intervention Process**

Students who are determined to be ineligible shall be placed on academic probation and offered intervention assistance. The district believes that students on academic probation should be given (1) multiple opportunities to meet academic eligibility requirements in ways that address the student's distinct learning needs and (2) multiple intervention options that allow for an accelerated reinstatement of eligibility if the student is able to demonstrate significant and measurable progress toward proficiency.

All students placed on academic probation will be required to develop—in collaboration with appropriate teachers, advisors, counselors, coaches, and/or parents or guardians—a personalized intervention plan. The intervention plan will be submitted to the athletic administrator and a designated school administrator or intervention coordinator for review and approval when the student is placed on probation.

The ineligible student will be given three weeks to demonstrate progress and satisfy the eligibility criteria described above. During this period, the student will be allowed to participate in practice sessions, team meetings, club gatherings, rehearsals, tryouts, auditions, and other similar activities, but the student will not be allowed to participate in games, competitions, tournaments, scrimmages, performances, debates, and exhibitions during which the student would be officially representing the school. During the initial three-week probationary period, students may attend games or performances, but they are not allowed to dress in official school uniforms (with the exception of any safety equipment

that may be required).

If the student satisfies the eligibility criteria during the probationary period, the student will be reinstated for full participation in athletics and co-curricular activities at the end of the three-week period.

If a student continues to be ineligible at the end of the probationary period, the student will continue to follow the designated intervention program. During this extended probationary period, the student will not be allowed to participate in any athletic or co-curricular activities, including any scheduled trips with a school team, club, or group. Academic eligibility status will be evaluated every two weeks by a district or school staff member designated in the intervention plan, who will evaluate academic progress and determine whether eligibility status should be reinstated.

#### **D. Students Requiring Special Services**

For students identified for special services, the student's individualized education program (IEP) will be used to determine academic eligibility. Guidelines for determining eligibility will be implemented by school administrators and subject to review by the superintendent.

#### **E. Transfer Students**

For students who transfer into the district, academic eligibility will be determined by the principal and athletic administrator and will be based on the last reported grades earned during the previous grading period at the student's sending school.

#### **Legal Reference**

None

#### **Cross References**

IKF: Graduation Requirements

IKA: Grading and Reporting System

**Approved:** 00/00/0000

The [Great Schools Partnership](http://greatschoolspartnership.org/) encourages state agencies, nonprofit organizations, districts, and schools to use or adapt our policies for noncommercial purposes in the public interest.

## Version B (Course Completion – No GPA)

**NOTE:** There are two versions of the eligibility policy for districts to consider. Version A includes a standards-based GPA requirement, while Version B relies on course completion and demonstrated proficiency without the use of a GPA. Districts will need to determine which version is best suited to their policy goals and academic programs.

## Western Mountains Regional School Unit No. 99

### Academic Eligibility: Athletic and Co-Curricular Participation

The Western Mountains Regional School District recognizes the vital contributions that athletics and co-curricular activities make to the academic, social, emotional, and personal development of our students, and the district strongly encourages all students to participate in the diverse athletic and co-curricular programs offered by East High School. Through their involvement in teams, clubs, and peer groups, students learn essential life skills, assume personal responsibility, strengthen character traits, acquire leadership abilities, and build lifelong relationships. Students who elect to play sports, participate in student governance, or join a school group, club, or team make a voluntary commitment to these pursuits and earn the privilege of representing their school and community.

Student participation in athletics and co-curricular activities is viewed as an integral component of the learning process, and for this reason our eligibility policy is intended to be motivational in design rather than disciplinary. Yet while interscholastic athletics and co-curricular activities complement and enhance the academic program, school attendance must remain focused, first and foremost, on learning the knowledge, skills, and habits of work that every graduate needs to succeed in adult life. The district's eligibility policy for interscholastic athletics and co-curricular programs is designed to ensure that academic learning and achievement remain the top priority for every student.

**NOTE:** The breadth of school-sponsored activities covered by an academic eligibility policy varies from district to district. For this reason, districts may want to specify which specific activities the policy will be applied to—e.g., interscholastic participation and competitions as opposed to school-based clubs and activities.

#### A. Communicating Eligibility Guidelines and Requirements

The athletic administrator, under the direction of the principal, shall be responsible for ensuring that accurate, up-to-date information concerning the academic eligibility policy is communicated to coaches, activity advisors, teachers, students, parents, and the public. This information may be shared through the following: (1) published annually in the student and family handbook, (2) posted on the district and high school websites, (3) explained in the athletic code of conduct, and (4) discussed in relevant student and parent meetings offered throughout the school year.

As soon as it is practical and feasible, the Board expects the principal and athletic administrator to inform all students and their families of any modifications made to the district's academic eligibility policy, which extends to all applicable changes in relevant state statutes, rules, or regulations.

### **B. Eligibility Guidelines**

The following policy and requirements apply to all interscholastic athletics and co-curricular activities offered, organized, or sanctioned by the district, including:

1. Games, competitions, tournaments, scrimmages, performances, debates, and exhibitions;
2. Practice sessions, rehearsals, training opportunities, team meetings, club gatherings, or other planning and preparatory activities;
3. Tryouts, auditions, interviews, and other selective activities, such as campaigns and elections for student governance; and
4. Elected or appointed leadership roles, including team captaincies, student councils, student governance, or other student offices, such as participation on a school board or leadership committee.

By design, this eligibility policy complies with the eligibility policies and requirements for interscholastic athletics maintained by the Maine Principals' Association and all applicable state statutes, rules, and regulations.

To be eligible for participation in interscholastic athletics and co-curricular activities, the student, during the preceding grading period, must have (a) been fully enrolled and is currently enrolled as a full-time student; (b) completed a minimum of five (5) courses and/or school-approved learning experiences—or an equivalent set of courses and learning experiences—leading to graduation; and (c) demonstrated proficiency on the school's academic and habits-of-work standards. Proficiency toward graduation, as defined by state statute, must be demonstrated in the eight content areas and the Guiding Principles of the Maine Learning Results.

**NOTE:** Some district policies require students to complete a lower or higher number of courses or learning experiences than the minimum of five specified above. While a minimum of four courses or learning experiences is recommended in many policies, district leaders should determine minimum course-completion requirements based on the design and instructional goals of the academic program.

Eligibility for fall athletics and co-curricular activities will be based on demonstrated academic performance during the fourth quarter of the previous academic year. In accordance with the Maine Principals' Association policy, incoming ninth-grade students are exempt from fourth-quarter eligibility requirements.

For those students who did not meet eligibility requirements during the preceding grading period, the student must meet at least two (2) of the following criteria in all current courses or learning experiences to be considered academically eligible:

1. The student is demonstrating proficiency on a majority of the academic standards.
2. The student is demonstrating proficiency on a majority of the habits-of-work standards.

**NOTE:** Some districts prefer to base eligibility strictly on academic measures of performance, while others choose to integrate habits-of-work standards into eligibility considerations. Based on local needs, preferences, or instructional goals, districts can modify policies to either integrate or exclude non-academic considerations.

3. The student is participating in an intervention program—which includes all applicable in-school, out-of-school, and vacation intervention programs, including summer school—designed to get the student on track to demonstrating proficiency on all expected standards by the end of a course, learning experience, or grade level.

**NOTE:** Research indicates that participation in athletics and co-curricular activities not only increases student engagement in school, but also increases the chances that a student will persist and earn a diploma. For this reason, the Great Schools Partnership encourages districts to create policies that use academic eligibility as a motivational incentive rather than a punishment. District leaders will need to determine how strict their eligibility policies will be, and to what degree the policies will either promote or decrease athletic and co-curricular participation.

### **C. Academic Probation and Intervention Process**

Students who are determined to be ineligible shall be placed on academic probation and offered intervention assistance. The district believes that students on academic probation should be given (1) multiple opportunities to meet academic eligibility requirements in ways that address the student’s distinct learning needs and (2) multiple intervention options that allow for an accelerated reinstatement of eligibility if the student is able to demonstrate significant and measurable progress toward proficiency.

All students placed on academic probation will be required to develop—in collaboration with appropriate teachers, advisors, counselors, coaches, and/or parents or guardians—a personalized intervention plan. The intervention plan will be submitted to the athletic administrator and a designated school administrator or intervention coordinator for review and approval when the student is placed on probation.

The ineligible student will be given three weeks to demonstrate progress and satisfy the eligibility criteria described above. During this period, the student will be allowed to participate in practice sessions, team meetings, club gatherings, rehearsals, tryouts, auditions, and other similar activities, but the student will not be allowed to participate in games, competitions, tournaments, scrimmages, performances, debates, and exhibitions during which the student would be officially representing the school. During the initial three-week probationary period, students may attend games or performances, but they shall not be allowed to dress in official school uniforms (with the exception of any safety equipment that may be required).

If the student satisfies the eligibility criteria during the probationary period, the student will be reinstated for full participation in athletics and co-curricular activities at the end of the three-week period.

If a student continues to be ineligible at the end of the probationary period, the student will continue to follow the designated intervention program. During this extended probationary period, the student will not be allowed to participate in any athletic or co-curricular activities, including any scheduled trips with a school team, club, or group. Academic eligibility status will be evaluated every two weeks by a district or school staff member designated in the intervention plan, who will evaluate academic progress and determine whether eligibility status should be reinstated.

#### **D. Students Requiring Special Services**

For students identified for special services, the student's individualized education program (IEP) will be used to determine academic eligibility. Guidelines for determining eligibility will be implemented by school administrators and subject to review by the superintendent.

#### **E. Transfer Students**

For students who transfer into the district, academic eligibility will be determined by the principal and athletic administrator and will be based on the last reported grades earned during the previous grading period at the student's sending school.

#### **Legal Reference**

None

#### **Cross References**

IKF: Graduation Requirements

IKA: Grading and Reporting System

**Approved:** 00/00/0000

The [Great Schools Partnership](http://greatschoolspartnership.org/) encourages state agencies, nonprofit organizations, districts, and schools to use or adapt our policies for noncommercial purposes in the public interest.

## Western Mountains Regional School Unit No. 99 Transcripts

An official transcript is created and maintained for all students who attend East High School. To ensure that the transcript conveys a full and accurate picture of a student's academic record and accomplishments, and that it can be accurately interpreted and understood by diverse external audiences, the following guidelines apply to all official transcripts issued by East High School:

- A. The names of courses, content areas, and other relevant information will be presented in full, not abbreviated.
- B. All learning experiences—whether they are classroom-based courses or approved learning-pathway options, such as internships, dual-enrollment courses, or independent studies—will be clearly recorded by title and category type (e.g., course, internship, dual-enrollment, independent study, etc.).
- C. The student's grade level when the course or learning experience was completed, and its duration (e.g., semester, year, or summer session), will be recorded.
- D. Summary grades and/or proficiency levels for specific courses and learning experiences will be recorded.
- E. The student's cumulative proficiency-based Grade Point Average will be recorded alongside any Latin honors attained.
- F. The transcript will include a summary of proficiency levels achieved on East High School's cross-curricular and content-area graduation standards.
- G. Additional academic and co-curricular accomplishments may be recorded, as appropriate, including test scores, significant awards and honors, or the title of the student's capstone project.
- H. The transcript will include a summary explanation of the school's grading system and graduation requirements.
- I. Selected student information will be recorded, including the student's full name, date of enrollment, date of graduation, and other relevant, non-private information.
- J. Contact information for the school, principal, guidance counselor, and/or student advisor will be recorded.

### Legal Reference

20-A M.R.S.A. Ch. 207-A § 4722-A Proficiency-Based Diploma Standards and Transcripts (as revised 4/19/2016); 20-A M.R.S.A. Ch. 207-A § 6209, sub-§3-A Transcripts (as revised 4/19/2016)

### Cross References

IKA: Grading and Reporting System; IKD: Academic Recognition; IKF: Graduation Requirements

**Approved:** 00/00/0000

The [Great Schools Partnership](http://greatschoolspartnership.org/) encourages state agencies, nonprofit organizations, districts, and schools to use or adapt our policies for noncommercial purposes in the public interest.