

**GRADING & REPORT OF PROGRESS FOR
STUDENTS WITH DISABILITIES UNDER THE
INDIVIDUALS WITH DISABILITIES EDUCATION
ACT**ISSUE DATE: **10-27-03****The Jackson County School District will adhere to the following policy for determining and reporting grades or progress for students with disabilities-**

1. The grading system used in the regular education program will be utilized for students who receive instruction through the regular education program and are expected to master the same objectives as regular education students.
2. For students who receive instruction through the regular education program but an alternate or parallel curriculum (which differs from that provided to grade level peers) is taught, grades will be assigned for each academic area addressed on the student's Individualized Education Program (IEP). Grades given will be based on the mastery of objectives/benchmarks outlined on the IEP using the regular education grading system with input from both the regular and special education teachers. The student's progress report and report card will reflect that these grades are based on objectives/benchmarks outlined on the student's IEP. At the end of each nine (9) weeks (or more often as outlined on the IEP), the Report of Progress for each objective/benchmark on the Annual Service Goal Page(s) of the IEP will also be completed and forwarded to the parent(s). Students will not earn Carnegie unit credit when this type of curriculum instruction is provided.
3. For students who receive direct instruction in academic areas from a special education teacher, grades will be assigned for each academic area based on mastery of objectives/benchmarks identified on the student's IEP using the regular education grading system. The student's progress report and report card will reflect that these grades are based on objectives/benchmarks addressed on the student's IEP. At the end of each nine (9) weeks (or more often as outlined on the IEP), the Report of Progress for each objective/benchmark on the Annual Service Goal Page(s) of the IEP will also be completed and forwarded to the parent(s). Students will not earn Carnegie unit credit when this type of curriculum instruction is provided.
4. For students who receive direct instruction from a special education teacher in functional/life skills areas or from a speech pathologist in a language/speech area(s), grades will be given for each area based on mastery of objectives/benchmarks addressed on the student's IEP using the following grading system: N= No Progress Made; P= Progress Made; M= Mastery of Objectives/Benchmarks During This Grading Period Based on Criteria Outlined on IEP. The student's progress report and report card will reflect that these grades are based on objectives/benchmarks addressed on the student's IEP. At the end of each nine (9) weeks (or more often as outlined on the IEP), the Report of Progress for each objective/benchmark on the Annual Service Goal Page(s) of the IEP will also be completed and forwarded to the parent(s). Students will not earn Carnegie unit credit for this type of curriculum instruction is provided.

Descriptor Term:

IHAB

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Any student enrolled in regular education courses who does not meet course requirements, even though accommodations and modifications have been implemented in accordance with the student's IEP, may receive a failing grade. If it is obvious, however, that the student with a disability cannot function appropriately in a regular education class, the student's IEP should be revised.