

## Guidelines for S/U Grading (if students qualify)

Is the student in the *Life Skills* Program?

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| <b>Life Skills Case Managers:</b><br><br>Marisa Cundy<br>Mary Lamken | <b>Life Skills Programs Guidelines for S/U:</b><br><br>Students need to meet one learning target to earn an S.<br><br>The case manager will work with general education teachers to identify this target. |
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### ***Other Programs:***

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| <b>Resource Case Managers:</b><br>Joe Rue<br>Orla Korten<br>Steve Black<br>Katie Benefiel<br>Erin Thomsen<br>Pamela (Kaye) Smith<br><br><b>Ext Resource Case Managers:</b><br>Joe Rue<br>Pamela (Kaye) Smith<br><br><b>Achieve Case Manager:</b><br>Susan Walker<br><br><b>Communication Case Manager:</b><br>Rebecca Wynne | <b>Satisfactory</b><br><br><b>S</b> is used in place of a D or an F<br>(If student meets MOST of these criteria) <ul style="list-style-type: none"> <li>• Attend class regularly</li> <li>• Makes an effort to participate in class</li> <li>• Asks some questions</li> <li>• May need some redirection</li> <li>• Receives additional support from teachers as needed</li> <li>• Makes an effort to complete (shortened) assignments</li> <li>• Occasionally/sometimes needs teacher guidance to monitor work</li> <li>• Attempts to use resources and strategies</li> </ul><br><b>Unsatisfactory</b><br><br><b>U</b> is used in place of an F <ul style="list-style-type: none"> <li>• Does not regularly attend class (unexcused absences)</li> <li>• Does not participate in class</li> <li>• Does not attempt to get any support from teacher</li> <li>• Does not make an effort to complete (shortened) assignments</li> <li>• Rarely/Never uses strategies and resources</li> </ul> |
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**When debating how to apply this accommodation, keep the following in mind...**

- Is this student in the Life Skills program or other program (different guidelines apply)
- Has the student been attending regularly (if not, are the reasons they aren't here within their control)?
- Has the student been exerting as much effort or more effort than students in your classes passing with a D or better?
- Is there a correlation between their formative and summative grades?
  - Has the student done really well on formative, but bombed the summative assessments?
  - Has the student done decently on their summative assessments, but isn't hitting the mark because of formative stuff?
- Has the student made an effort to improve their grade by attempting missing assignments, asking for make up work, coming in for extra help during lunch (or other times that work for the teacher) even if it didn't have the desired effect?
- When you look at the student holistically, does their grade correlate?
- Has the student been using/receiving their accommodations and modifications?

**\*\*\*\*\*Please don't hesitate to reach out to the case manager to discuss \*\*\*\*\***

If after walking through these questions the answer is still 'failure', please remember to assign the student a "U" rather than an "F" per their individualized education plan and let the case manager know. This is part of their IEP.

**Note:** When receiving a "U" students will still have to retake the course, it will still impact graduation requirements, and it doesn't get them out of their obligation to meet standards.