

ACADEMIC ACHIEVEMENT

The philosophy of the Board concerning academic achievement and students' social growth and development are based on the premise that students have diverse capabilities and individual patterns of growth and learning.

Therefore, the Board believes that it is important that teachers have extensive and accurate knowledge of each student in order to assess his needs and his growth and to be competent to make appropriate instructional plans for him; thus, a sharing of information among parent, teacher, and student is essential.

The Board supports staff efforts to find better ways to measure and report student progress. It will require that:

1. Parents will be informed regularly, and at least four times a year, about the progress their children are making in school.
2. Parents will be alerted and conferred with as soon as practicable when a child's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
3. Insofar as possible, distinctions will be made between a student's attitude and his academic performance.
4. At comparable levels, the school system seeks consistency in grading and reporting, except when such procedure is inappropriate for certain classes or certain students.
5. When no grades are given and the student is evaluated informally in terms of his own progress, the school staff will provide a realistic appraisal of the student's standing in relation to his peers when requested by parents to do so.
6. When grades are given, the school's staff will take particular care to explain the meaning of marks and symbols to parents.

[Adoption date: August 6, 1991]

LEGAL REF.: State Board of Education Minimum Standards 3301-35-02

CROSS REFS.: AFI, Evaluation of Educational Resources
IKAB, Student Progress Reports to Parents