

ACADEMIC ACHIEVEMENT

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

Therefore, the Board feels it important that teachers have as much and as accurate knowledge of each student as possible in order to assess his/her needs, his/her growth, and make instruction plans for him/her. Thus, a sharing of information among parent, teacher, and student is essential.

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

1. Parents be informed regularly, and at least four times a year, about the progress their children are making in school.
2. Parents be alerted and conferred with as soon as possible when a child's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration, or when a student is not achieving at his/her ability level.
3. Insofar as possible, distinctions be made between a student's attitude and his/her academic performance.
4. At comparable levels, the school system seek consistency in grading and reporting except as this is inappropriate for certain classes or certain students.
5. When no grades are given and the student is evaluated informally in terms of his/her own progress, the school staff also provide a realistic appraisal of the student's standing in relation to his/her peers when requested by parents.
6. When grades are given, the school staff take particular care to explain the meaning of marks and symbols to parents.

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