

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 is important that teachers have as much and as accurate knowledge of each student as possible in order to assess his needs, his growth, and make instructional plans for him. 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 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.
3. Insofar as possible, distinctions be made between a student's attitude and his 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 give and the student is evaluated informally in terms of his own progress, the school staff also provides a realistic appraisal of the student's standing in relation to his peers when requested by parents.
6. When grades are given, the school's staff take particular care to explain the meaning of marks and symbols to parents.

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