

ACADEMIC ACHIEVEMENT

- I. The philosophy of the board of education concerning academic achievement, as well as children's social growth and development, is based on the premise that children have diverse capabilities and individual patterns of growth and learning.
- II. Therefore, the board of education feels it important that teachers have as much and as accurate knowledge of each student as possible in order to assess individual needs and growth and make specific instructional plans. Thus a sharing of information among parent, teacher and student is essential.
- III. The board of education supports staff efforts in finding better ways to measure and report student progress. It will require the following:
 - A. Parents will be informed regularly and at least four times a year as to the progress their children are making in school.
 - B. Parents will be alerted and conferred with as soon as possible when a child's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
 - C. Insofar as possible, distinctions will be made between a student's attitude and academic performance.
 - D. At comparable levels, the school system will implement a standardized system for assigning students grades and for reporting these, except as may be inappropriate for certain classes or certain students.
 - E. When no grades are given but the student is evaluated informally in terms of individual progress, the school staff will also provide a realistic appraisal of the student's standing in relation to peers.
 - F. When grades are given, the school staff will take particular care to explain the meaning of marks and symbols to parents.

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