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ACADEMIC ACHIEVEMENT

The philosophy of the Board 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.

Therefore, the Board feels it important that teachers have as much accurate knowledge of each student as possible in order to assess his/her needs, his/her growth, and make instructional 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 shall require that:

1. Parents be informed regularly, four times per year or more often, as to the progress their children are making in school.
2. Insofar as possible, the first elementary progress report of each year be issued to a parent at a parent conference meeting with the teacher.
3. Parents shall be alerted and conferred with as soon as possible when a child's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
4. Insofar as possible, distinction shall be made between a student's attitude and his/her academic performance.
5. At comparable levels, the school system shall strive for consistency in grading and reporting except as this is inappropriate for certain classes or certain students.
6. When no grades are given and the student is evaluated informally in terms of his/her own progress, the school staff also provides a realistic appraisal of the student's standing in relation to his/her peers.
7. When grades are given, the school staff shall take particular care to explain the meaning of marks and symbols to parents.

Adopted: April 8, 1993
Amended: August 11, 2011
Amended: February 13, 2020