

Administrative Procedures

Grading

Student academic achievement is assessed in terms of the attainment of measurable specific skills determined by the teaching staff to be their instructional goals and objectives. Student academic achievement is graded in terms of standardized criterion-referenced test scores, letter grades, and/or other assigned numerical criteria.

Reporting to Parents

Parent(s)/guardian(s) shall be informed of their child's progress in school at regular intervals, but at least 4 times a year. Divorced or separated parents will both be informed unless a court order requires otherwise. All grades and symbols will be appropriately explained. Grading will not be used for disciplinary purposes. Grading will be based on improvement, achievement, and capability. Parents will be notified when a student's performance requires special attention.

Various methods for communicating with parent(s)/guardians(s) will be used:

1. Parent-teacher conferences, conducted on a regular basis, are an effective means of reporting student progress to parent(s)/guardians(s).

Parent-teacher conferences may be scheduled on different days and at different times to accommodate the various grade levels and attendance centers.

2. Additional methods for reporting, such as open house, parent education meetings, and newsletters, shall be the responsibility of each Building Principal.
3. Interim reports, through which teachers contact parents to impart information or to arrange a conference when teachers believe additional information should be shared, shall be encouraged. Teachers also shall make every effort to be available to meet with parent(s)/guardians(s) at a mutually agreed upon time.

Promotion, Retention, and Remediation [*Elementary only*]

Placement, promotion, or retention shall be made in the best interests of the student after a careful evaluation for the advantages and disadvantages of alternatives.

When any alteration in a student's normal progression through school is contemplated, all factors must be considered. Quantitative measures such as age, physical size, ability, and level of academic achievement shall be supplemented by a qualitative assessment for the student's motivation, self-image and social adjustment. Students shall not be promoted for purely social reasons.

Students who demonstrate a proficiency level comparable to the average student performance one grade or more below current placement shall be provided with an individual remediation plan developed in consultation with the parent(s)/guardian(s). The remediation plan may include summer school, extended school day, special homework, tutorial sessions, modified instructional materials, other modifications in the instructional program, reduced class size, or retention in grade.

ADOPTED: July 19, 2004