

**ACADEMIC ACHIEVEMENT**

The philosophy of the Board of Education 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 accurate knowledge of each student as possible in order to assess individual needs, growth, and make appropriate instructional plans. Thus, a sharing of information among parent, teacher, and student is essential.

The Board supports staff efforts to find better ways to measure and report student progress. Specifically, the Board requires 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. Whenever possible, distinctions be made between a student's attitude and 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 students standing in relation to his/her peers when requested by parents.
6. When grades are given, the school staff should take particular care to explain the meaning of marks and symbols to parents.