

## Instruction

### Administrative Procedure - 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 three (3) 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 and achievement. Parents will be notified when a student's performance requires special attention.

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

1. Parent Teacher conferences, conducted on a regular basis, are an effective means of reporting student progress to parent(s)/guardian(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)/guardian(s) at a mutually agreed upon time.

#### Promotion, Retention, and Remediation

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

When any alteration in a student's normal progression through school is contemplated, the student's curricular performance, attendance, and performance on State-mandated and local assessments must be considered. School administrators must also consider the appropriate means to support and remediate the student's academic performance, which may include, but are not limited to, general education interventions, referral for special education evaluation, summer school, and/or retention in grade. Students shall not be promoted for purely social reasons but shall also not be retained based on modifications to the curriculum needed related to a disability.

Reviewed: February 27, 2006, January 18, 2011, March 21, 2022  
Adopted: May 15, 2006  
Revisions Adopted: September 15, 2008, January 18, 2011, March 21, 2022