

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 is important that teachers have as much and as accurate knowledge of each student as possible in order to assess needs, growth, and make instructional plans. Thus, 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, and at least four times a year, as to the progress their children are making in school.
2. 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.
3. Insofar as possible, distinctions shall be made between a student's attitude and academic performance.
4. 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.
5. When no grades are given and the student is evaluated informally in terms of own progress, the school staff shall also provide a realistic appraisal of the student's standing in relation to peers.
6. When grades are given, the school staff shall take particular care to explain the meaning of marks and symbols to parents.

Adopted by the Bartlett School Board – November 4, 1997