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EXPLANATION: ACADEMIC ACHIEVEMENT

Based on the district's custom language in its attendance materials (policy JED and/or procedures JED-AP1, JED-AP2 and JED-AP3), the last sentence of this policy was removed for consistency because the district does use grade reductions as a disciplinary measure. Please refer to the Explanation section of JG-R, Student Discipline, also included in this Update package, for more details.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.					
	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

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ACADEMIC ACHIEVEMENT

The evaluation of the academic achievement of students in the school district is based on the premise that students have diverse capabilities, interests and individual patterns of growth and learning. It is essential that the professional staff have adequate information to assess a student's educational needs, growth patterns and other factors necessary to design instructional plans for the student. Sharing of information among parents/guardians, teachers and students is an integral part of the evaluative process.

Through the district's methods of student evaluation and parent/guardian-student-teacher communications, the district strives to meet the following objectives:

- < Parents/Guardians are to be informed regularly, at least four times a year, as to the progress their children are making in school.
- < Parents/Guardians will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
- < Insofar as is possible, distinctions will be made between a student's attitude and academic performance.
- < At comparable levels, the school district will strive for consistency in grading and reporting, except when inappropriate for certain classes or students.
- < When grades are given, the school staff will take particular care to explain the meaning of the marks and symbols to students and parents/guardians.

The issuance of grades on a regular basis serves to promote a process of continuous evaluation of student performance in the school district.

Grading shall not be influenced by pressure from parents/guardians. ~~In addition, grades are not to be used as a disciplinary measure.~~

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

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Adopted: 10/09/1995

Revised:

Camdenton R-III School District, Camdenton, Missouri