

ACADEMIC ACHIEVEMENT

The philosophy of the School Committee 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 School Committee feels it important that teachers have as much and as accurate knowledge of each student as possible in order to assess his needs, his growth, and make instructional plans for him. Thus a sharing of information among parent, teacher, and student is essential.

The School Committee supports staff efforts in finding better ways to measure and report student progress. It shall require that:

1. Parents are informed regularly, and at least three times a year, as to the progress their children are making in school. Parent/teacher conferences will be held to confer on the child's progress after the first and third quarters.
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 his 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 his own progress, the school staff shall also provide a realistic appraisal of the student's standing in relation to his peers.
6. When grades are given, the school staff shall take particular care to explain the meaning of marks and symbols to parents.