

Greater Albany SD 8J Board Policy

Code: **IK**
Adopted: 3/12/01
Readopted: 8/13/07; 1/13/14

Academic Achievement

The Board feels it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent or guardian¹, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward becoming proficient in the knowledge and skills of the student's current grade level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative public education options.

The Board directs staff to follow these guidelines in measuring and reporting student progress:

1. Parents or guardians will be informed regularly, at least four times a year, of their student's progress in school; and annually of their student's progress to meeting or exceeding Oregon's grade level academic content standards, including but not limited to:
 - a. Information on progress in each subject are with state academic standards, including major goals used to determine the information;
 - b. Specific evidence of student progress on the continuum of knowledge and skills (academic content standards) of a subject area, upon request from a parent;
 - c. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
 - d. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned, demonstration of extended application and demonstration of the Essential Skills.
2. Parents or guardians will be alerted and conferred with when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;
3. Grades and/or collections of evidence will be based upon academic performance and will not include student attitude or behavior. Grades will not be used for disciplinary purposes. Attendance or misconduct shall not be the sole criterion for the reduction of a student's grade. Behavior performance shall be reported separately;

¹As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005 (4) and 125.300 - 125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-0005 (18).

4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;
5. When no grades are given but the student is evaluated in terms of progress, the school staff also will provide a realistic appraisal of the student's standing in relation to his/her peers;
6. The staff will take particular care to explain to parents or guardians the meaning of marks and symbols used to reflect student performance.

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)

[ORS 329.485](#)

[ORS 343.295](#)

[OAR 581-021-0022](#)

[OAR 581-022-1660](#)

[OAR 581-022-1670](#)