

Administrative Procedures

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 4 times a year. Divorced or separated parents may request that 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, achievement, and capability. 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 [Grades K-3]

When any alteration in a student's normal progression through school is contemplated, as much information as possible regarding that student must be obtained including, but not limited to, the following: results of the *Light's Retention Scale*; successful completion of the curriculum; attendance; performance based on the Illinois Goal Assessment Program, the Iowa Test of Basic Skills, and local assessments; teacher and principal recommendation; building-level team recommendation; parent/guardian permission; and District-level review team recommendation.

When a decision regarding retention is required, the following steps **must** be taken:

1. **Teacher conference with parent/guardian.** As soon as there is evidence that the child may not be making progress commensurate with his/her ability, a conference should be held with the parents/guardians. The purpose of this conference is to gather more information about the child and enlist the parents' support in exploring options to assist the child, one such option being retention.
2. **Administration of *Light's Retention Scale*.** This should be completed by the end of the first semester.

3. **Teacher conference with principal.** During this time the Light's Retention Scale should be reviewed, along with assessment information, attendance, and the child's previous academic record.
4. **Review by building-level team.** The existing Teacher Assistance Team (TAT) may be modified to include the following representatives: principal, child's teacher, special education resource teacher, a teacher from the grade level to which the child would be promoted, and the parents. Additional assistance may be sought from PPS team members, ROE Attendance Assistance personnel, and previous teachers, including Head Start and Bright Beginnings, if applicable. Community agency representatives who may be involved with the child may be included at the discretion of the parents.
5. **Review by District-level committee.** The purpose of this review is to ensure that all procedures have been followed and that all information has been thoroughly reviewed and considered. Members of this committee will include the following: one teacher each from early childhood, primary, intermediate, and middle school levels; the Director of Elementary Education and Staff Development; and the Assistant Superintendent for Instructional Programs. The teacher and principal recommending the retention will also attend the meeting, the purpose of which will be to (1) make a decision regarding retention; and (2) determine remedial assistance for the student.
6. **Disposition conference with parent/guardian.** The principal and teacher will meet with the parent/guardian to obtain permission for the retention. No child will be retained without parent permission.

The entire process should be completed no later than April 15 if at all possible, since retained students affect class sizes for the upcoming school year.

Regardless of whether or not the child is retained, a remedial assistance plan must be written and included with the child's permanent record. This plan must identify skill deficits, strengths, learning style, and recommendations for assistance which may include one or more of the following: Reading Recovery, tutorial assistance, extended school day, modified instructional materials, summer school, placement in a different learning setting, referral for case study evaluation, and/or any other accommodation designed to enable the child to achieve success in the curriculum.

Because the term "placed" is synonymous with social promotion, this term will be eliminated from the permanent academic record. The child will either be promoted or retained. The placement of a remedial assistance plan with the child's permanent record will alert the receiving principal and teacher to the need for implementation of special accommodations and assistance.

Retention Process [Grades 4-8]

Decisions to promote or retain students in any classes shall be based on successful completion of the curriculum, attendance, test performance, individual needs and parent communication. Students who do not qualify for promotion to the next higher grade level shall be provided remedial assistance, which may include an extended day program, a Saturday School program, tutorial sessions, increased or concentrated instructional time, modification to instructional materials, and/or retention in grade.

Consultation with the parent/guardian throughout the school year will be maintained and documented when educational progress is not satisfactory. Teachers will complete the TAT process or the Screening Intervention Summary for retention candidates. A retention matrix will also be completed for each student

who is being considered for retention. The building team and principal will review the matrix and intervention process. The final decision regarding the need for supplemental education outside the regular school day or school year and the student's promotion to the next grade shall be the responsibility of the Building Principal.

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