

BOARD POLICY

IHAB

INSTRUCTIONAL PROGRAM REPORTING TO PARENTS/GUARDIANS CARDS

MARCH 16, 2015

The superintendent or **his/her** designee shall have the authority to **determine** ~~classify and control~~ the promotion of students in accordance with the general school laws of the State of Michigan.

Reporting to parents is an integral part of the school program and is requisite to assuring a sharing of responsibility by parents and teachers for the learning and growth of the **student** child.

The progress of each **student** ~~pupil~~ shall be measured periodically, and reports of such progress shall be communicated to his/her parents or guardian. ~~at regular intervals~~. These reports, both oral and written, are intended to assist both the student and the parent and **to promote to stimulate their** cooperation in furthering the student's continued growth. **The responsibility of devising various reporting forms and practices shall be that of the superintendent or his/her designee.**

~~Reports shall at all times attempt to assess the pupil's performance in terms of both his/her capacity and actual achievement. The responsibility of devising various reporting forms and practices shall be that of the superintendent or designee and the staff.~~

ADMINISTRATIVE PROCEDURES IHAB

INSTRUCTIONAL PROGRAM REPORTING TO PARENTS/GUARDIANS CARDS—

May 7, 2012

A comprehensive reporting system is in place to communicate a student's progress on academic and behavioral standards.

Elementary Level

1. Reports to parents should be by means of both written report cards and by parent teacher conferences.
2. Parents should be informed about the progress their child is making on state standards and district behavioral standards both:
 - a. in comparison to other students at the same grade level and
 - b. in comparison to the individual's potential.
3. Communication about the student's progress should be a constant process. Conferences other than those scheduled may be requested at any time by the teacher or the parent.

Secondary Level

The course selection process in secondary schools is designed to place students in courses where they are most likely to succeed, based on their abilities. Placement is based on recommendations from prior teachers, guidance from counselors, and criteria developed by specific curricular areas, and student and parent interest.

The responsibility of the teacher is to assess prior learning and provide instruction to allow each student to grow in knowledge as much as possible during the time spent with the teacher. Both the student and the teacher share in the responsibility for success of the student.

Reporting Guidelines

The school district procedures are as follows: At the secondary level:

1. Teachers will should communicate to students and parents early in the semester school year, the criteria and grading scales methods used in determining grades, through a course syllabus.
2. Teachers will should develop a means to make sure students know their input classwork, assignments, and assessment grades standing at regular intervals. End-of-the-marking-period "surprises" should be minimized.
3. Teachers should communicate share with students and parents early in the semester course the standards needed to determine citizenship grades.
4. Teachers should factor in the student's progress relative to goals based on ability as well as measured against fixed standards for the course.
5. Teachers should grade based on the state standards, avoid assigning grades punitively. The emphasis should be on promoting achievement and growth.
6. Teachers should provide regular and frequent opportunities for students to contribute to

~~their grade standing through factors such as written and verbal testing, daily assignment grades, homework grades, special projects, and makeup work. A minimum of one entry per week must be recorded for each student in the class record book. The electronic record book must be updated on a weekly basis.~~

- ~~7. Teachers should use a marking period grade to reflect achievement during that one marking period only.~~

Final Grades

- ~~1. In general, a teacher's final evaluation of a student's progress should reflect the student's cumulative performance~~ on the identified standards and Common Summative Assessment. ~~assessed by some averaging of each card-marking period and the grade on the final examination.~~
- ~~2. No single assignment or project shall be the sole determiner of a credit for a course. without prior approval of the principal.~~
- ~~3. The teacher will list the factors involved in the determination of the final semester mark in the class record book for each class. Also, the teacher must include a statement including the weighting of grades in determining the final mark and the grading scale for each class showing how those final marks were determined.~~ The teacher will use the district determined gade book weights with ~~±~~ the marking periods must be weighted equally.

In instances where a student would otherwise fail a required Michigan Merit Curriculum course in which a district developed common assessment is *administered*, but earns a score of 80% or higher on the district common assessment, the student will receive credit for the course and a grade of "S" for satisfactory.

Incompletes

~~Incompletes may be indicated by marking an "I" in the academic marks column. Incompletes should be given only when the student is ill or has a legitimate reason for being behind in his/her work. The "I" is given only with the understanding that the work will be completed within a two week period of time. With the exception of special cases (approved by the principal), all incompletes will be removed from the records at the end of the two-week period beyond the end of a marking period. It is the teacher's responsibility to see that the incompletes are changed to a letter grade.~~

~~NO INCOMPLETES, HOWEVER, WILL BE ALLOWED TO BE ENTERED AT THE CLOSE OF THE SCHOOL YEAR WITHOUT PRIOR APPROVAL FROM THE SCHEDULING ASSISTANT PRINCIPAL.~~

Progress Letters

- ~~1. Progress letters may be used to report improvement, outstanding achievement or performance on the part of the student that is less than expected.~~
- ~~2. A progress letter should be generated for a student who is not doing as well as the teacher feels he or she could do or is failing or in danger of failing. This means a student who is functioning at a D or E level.~~

Parents have a right to know when their children are doing poorly in time to help prevent

failure. A teacher is expected to initiate a two way communication with the parent advising them of poor or missing work and seeking their assistance BEFORE issuing a D or an E on the report card. Record the date, with necessary notes, of home contacts to facilitate any later questions or contacts.