

INST7.1 - Academic Achievement: Grading/Progress Reports to Parents

I - Instruction

GRADING/PROGRESS REPORTS TO PARENTS

LOCAL

The District shall utilize a district-developed grading system. Teachers are required to maintain an accurate record of the grades assigned to students.

Written Reports:

- Teachers will issue written reports regarding student achievement every nine (9) weeks.
- Additional written reports will be provided when necessary to ensure clear communication with parents.
- Teachers are responsible for initiating conferences with parents when necessary to discuss academic progress, discipline, or other concerns regarding student conduct, scholarship, attendance, or excessive tardiness.

Special Education Students:

- Grades for special education students not enrolled in regular education classes will be based on their individual progress rather than in comparison to classmates.
- Permanent records will indicate enrollment in special education for such classes.
- Parents of special education students will be counseled on the grading system to avoid any misinterpretation of achievement grades.

SCHOOL REPORT CARDS:

- Each school must distribute copies of an annual report card, using the standard form provided by the Arizona Department of Education, as required by law.
- The annual report card must be distributed to parents of enrolled students no later than the last day of the school year.
- A summary of the report card will be presented at a public meeting held at the school.
- Notice of the public meeting will be given at least two (2) weeks prior, clearly stating the purpose, time, and location of the meeting.

STUDENT PROGRESS REPORTS:

Clear communication between schools and parents regarding student progress is essential. To ensure transparency and consistency, the following requirements apply:

A. Parents will be informed regularly, at least four (4) times a year, about their child's academic progress. B. Parents will be notified as soon as possible if a student's performance or attitude becomes unsatisfactory or deteriorates. C. Distinctions between a student's attitude and academic performance will be made when reporting progress. D. Schools will strive for consistency in grading and reporting across comparable levels, except when inappropriate for certain classes or students. E. Teachers will ensure that parents understand the meaning of grades and symbols as they relate to student achievement. F. When formal grades are not given, evaluations will realistically assess the student's individual progress. G. For students receiving services under the **Individuals with Disabilities Education Act (IDEA)**, progress reports will be based on the student's progress in achieving the goals set out in their **Individualized Education Program (IEP)**. Progress reports will be provided as directed in the IEP.

LEGAL REFERENCES:

- A.R.S. 15-203
- A.R.S. 15-521
- A.R.S. 15-709
- A.R.S. 15-746
- A.R.S. 15-767