

Instruction

Academic Achievement/Grading and Promotion

The Superintendent or designee shall establish a system of grading and reporting academic achievement to students and their parents/guardians. The system shall reflect the attainment of well-defined instructional goals and objectives. Promotion and graduation requirements will be determined by the student's Individualized Education Program (IEP) team and the district of residence.

The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, and performance on the standardized tests required by Ill. State Board of Education (ISBE) and/or other assessments. A student shall not be promoted based upon age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted.

Every teacher shall maintain an evaluation record for each student in the teacher's classroom. A District administrator cannot change the final grade assigned by the teacher without notifying the teacher. Reasons for changing a student's final grade include:

- A miscalculation of test scores,
- A technical error in assigning a particular grade or score,
- The teacher agrees to allow the student to do extra work that may impact the grade,
- An inappropriate grading system used to determine the grade, or
- An inappropriate grade based on an appropriate grading system.

Should a grade change be made, the administrator making the change must sign the changed record.

In accordance with the IEP, each implementer is responsible for:

1. Assisting each student in appraising his/her own progress through consistent feedback.
2. Making decisions concerning his/her future planning based on a relevant base of knowledge.
3. Informing parents of their child's academic progress at least quarterly.
4. Actively seeking parental input in formulating the IEP for their child.
5. Establishing a regular system of communication with parents to provide for ongoing review of their student's needs/progress.

Lack of student achievement shall be regarded as an indication that revisions are needed in educational programming, general strategy, staff resource utilization, change of placement, and/or other aspects of the learning program.

For those programs housed in local district buildings, the progress reports/grading system of the host district will be utilized as appropriate.

In SEDOL programs where a grading system is not appropriate, the IEP will be utilized to report progress.

LEGAL REF.: 105 ILCS 5/2-3.64a-5, 5/10-20.9a, 5/10-21.8, and 5/27-27.

CROSS REF.: 6:300 (Graduation Requirements), 6:340 (Student Testing and Assessment Program)

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