

ACADEMIC ACHIEVEMENT

6180.1.

The Superintendent, upon the advice of staff and with the approval of the Board, shall designate standards for admission to the various schools and programs, for promotion, and for graduation. No standard of scholarship shall be raised or lowered after the beginning of a school year so as to affect the standing or promotion of any pupil in that school year. All matters of promotion, class assignments and graduation shall be decided by the principals upon the advice of the pupils' teachers and in accordance with approved standards.

Cross Reference:

Policy 5123 (Promotion and Retention, K-8)

Policy 5124 (Promotion and Retention, 9-12)

Policy 6146 (Graduation Requirements)

Examinations

6180.11.

Teachers are encouraged to develop original and thorough examinations for the evaluation of the achievement of their students. Examinations should, where possible, include essay as well as objective questions.

Cross Reference:

Policy 6146.2 (Testing Programs)

6180.11 (R).

I. GOALS

1. To measure the extent to which a student has met the minimum requirements for the course.
2. To expose students who are going to further their education to examination situations.

II. OBJECTIVES

1. To measure the long-term retention of course content as it reflects the course objectives.
2. To organize what is most important from scattered materials into a meaningful whole, stressing relationships and giving perspective concerning what has been accomplished.
3. To back up generalizations with details and/or develop generalizations from factual data.

III. PROCEDURES

A. The relationship between exams and course learner objectives.

1. The exam should reflect the course learner objectives.

B. The value in terms of grade weight to be given to exams.

1. The weight of final exams should generally be between 10-20% of the cumulative final grade, depending on whether the subject is academic or non-academic.
2. A special location on the report card should be reserved to this grade, and this will be done on a trial basis for one year, and will be reviewed by administration.

C. Formats permissible for exams (other than paper and pencil tests).

1. Lab practicals
2. Oral (must be structured)
3. Projects
4. Suitable demonstrations

D. Departmental teacher discretion in administering or not administering exams.

1. All teachers must give a final exam to students during the time scheduled.
2. Teachers may choose to utilize alternate forms of evaluation such as projects and speeches.
3. If specific circumstances dictate that an exam not be given, this decision must be approved by the principal.

E. The process to be used in the development, review and approval of the exams.

1. Development - Teacher's exam to reflect goals and objectives of the course.
2. Review and Approval - The department chairperson will review and approve one week before exam date.
3. An examination may not be given without prior department chairperson approval. Only the exam as approved by the department chairperson is to be administered.

F. That the mid-term exam schedule operate within the regular class time.

1. Exams to take place during the regular period schedule and be cumulative for the terms one

and two, at the discretion of the teacher.

G. These procedures to be reviewed and modified as required.

H. Tests and other vital instructional activities during the high Jewish holidays should be avoided.

Progress Reports

6180.12.

Progress Reports

6180.12

The issuance of grades or progress reports shall be made on a regular basis to promote a process of continuous evaluation of student performance and to provide a basis for bringing about change in student performance if such change is necessary.

Approved April 28, 1981

Reviewed and no changes made: December 6, 2016

Previous Policy Number: HK2

6180.12 (R).

Kindergarten Level

Kindergarten report cards are to be issued twice yearly, at the mid-year point and again at the end of the year. The kindergarten report card is intended to provide parents with information regarding the academic, social and developmental growth of their youngsters.

In addition, released time is to be provided in the fall for kindergarten teachers to conference with parents. The conferencing provides an opportunity for the teacher to review the students' adjustment to kindergarten and other relevant issues.

Grades One through Five

Reporting procedures for grades one-five are detailed in the Elementary Reporting Procedures Manual. Parent reporting at these grade levels is carried on through the issuance of a report card as well as parent conferencing in the fall and spring.

Grades Six through Eight

Report cards at these grade levels are issued four times yearly. Students are to be graded in all academic subject areas as well as with regard to their effort.

Grades Nine through Twelve

Report cards are to be issued to high school students four times yearly. Students are to be graded in all course areas. Students may choose to be graded on a pass/fail basis in keeping with the procedures described in the Program of Studies Booklet.

Special Progress Reports (Grades 6-12)

Special Progress Reports are mailed to the parent at each mid-term. They may also be mailed at other times when a student's performance changes significantly. These reports are used to notify parents when students are in danger of failing the marking period. Parents are urged to contact the teacher or team when these reports are received.

Special Progress Reports are also used in some cases to notify a parent or guardian that their child is doing very well. A student doing an outstanding job might well receive a Special Progress Report to let the parent know how well he/she is doing.

Honor Rolls

6180.13.

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6180.13

The Board encourages the use of honor rolls at appropriate grade levels as recognition of academic achievement.

Students shall be named to honor rolls in accordance with standards and procedures set by the Superintendent and published in the Program of Studies.

Cross Reference:

Policy 5126 (Awards and Scholarships)

Approved April 28, 1981

Amended December 6, 2016

Previous Policy Number: HK4

Guidelines for Honor Rolls

6180.13 (R).

The purpose of an Honor Roll is to provide student recognition for academic achievement. Honor roll recognition will be given at the end of each marking period for students in grades six through twelve. Recognition may include the award of Honor Roll Certificates and Honor Rolls published in the local newspapers.

<u>Grade Information</u>		
A+, 97-100	A, 93-96	A-, 90-92
B+, 87-89	B, 83-86	B-, 80-82
C+, 77-79	C, 73-76	C-, 70-72
D+, 67-69	D, 63-66	D-, 60-62
F, < 60 / Fail	P, Pass	I, Incomplete

MIDDLE SCHOOL

Honor roll recognition will be based upon the achievement of the following criteria during each honor roll interval:

1. High Honors

1. the student has no grade less than the "B" range, 80-89, in any subject that meets on a daily basis;
2. the student has no more than one grade in the "B" range, 80-89, in any subject that meets on a daily basis;
3. the student has no grade less than the "B" range, 80-89, in subjects that meet on less than a daily basis; and
4. the student has no more than one grade in the "B" range, 80-89, in subjects that meet on less than a daily basis.

2. Honors

1. the student has no grade less than the "B" range, 80-89, in any subject that meets on a daily basis; and
2. the student has no grade less than the "B" range, 80-89, in subjects that meet on less than a daily basis.

HIGH SCHOOL

Honor roll recognition will be based upon the achievement of the following criteria during each honor roll interval:

1. Distinguished Honors:

1. the student has a grade point average (GPA) of 4.00 or greater;
2. the student has no grade less than the "C" range, 70-79, in any subject that meets on a daily basis;
3. the student has no more than one grade in the "C" range, 70-79, in any subject that meets on a daily basis;
4. the student has no grade less than the "C" range, 70-79 in subjects that meet on less than a daily basis;

5. pass/fail and independent study courses are not considered in computing grade point averages for honor roll purposes; and
6. no grade of incomplete
2. High Honors: Same as Distinguished Honors except GPA of 3.67-3.99
3. Honors: Same as Distinguished Honors except GPA of 3.00-3.66

The following quality point values are used in determining grade point averages (Classes 2010-2013):

<u>Grade</u>	<u>Honors Course</u>	<u>All Other Courses</u>
A	5.00	4.00
A-	4.67	3.67
B+	4.33	3.33
B	4.00	3.00
B-	3.67	2.67
C+	3.33	2.33
C	3.00	2.00
C-	2.67	1.67
D+	2.33	1.33
D	2.00	1.00
D-	1.67	0.67
F	0.00	0.00

The following quality point values are used in determining grade point averages (Class of 2014):

<u>Grade</u>	<u>AP/UCONN ECE</u>	<u>Accelerated / Honors Course</u>	<u>Academic / All Other Courses</u>
A+	5.33	4.83	4.33
A	5.00	4.50	4.00
A-	4.67	4.16	3.67
B+	4.33	3.83	3.33
B	4.00	3.50	3.00
B-	3.67	3.16	2.67
C+	3.33	2.83	2.33
C	3.00	2.50	2.00
C-	2.67	2.16	1.67
D+	2.33	1.83	1.33
D	2.00	1.50	1.00
D-	1.67	1.16	0.67
F	0.00	0.00	0.00

4. To compute a student's grade point average, the point value for each grade is multiplied by the number of times the subject meets per cycle. The total of these products is then divided by the sum of the times all subjects meet per cycle.

Standards for Daily Attendance and Participation

6180.21.

Procedures outlined are intended to underscore the expectation of the Board and school administration that students be in attendance daily and participate in classroom activities. Regular, productive attendance is the cornerstone to education and key to student success in school and in life. Connecticut General Statutes 10-184 and 10-198 require that parents or guardians ensure school attendance for their children, and that school systems employ consistent and comprehensive procedures to monitor and reinforce attendance.

It is expected that parents will notify their child's school of absence related to:

illness

infectious disease

family emergency

medical appointments which *must* occur during school hours

severe weather conditions

religious observances.

A parent may choose to excuse student absence; however, such authorization may not be made in the child's best interest and may not be made legitimately as based on expectations noted above. Accordingly, the approval of the principal is also required to excuse student absence.

Guidelines

1. Teachers and office staff will record daily attendance and indicate whether an absence is excused or unexcused.
2. Parents are requested to notify the school by phone (by 8:00 a.m. - high school; 8:30 a.m. - middle school; 9:30 a.m. - elementary school) when a child is absent. They may request that school work be sent home.
3. The school will attempt to verify absence by phone if a call is not received.
4. Parents are to provide children with a written excuse for each absence within three (3) days of the child's return.
5. The first instance of unauthorized absence (truancy) will result in a school conference scheduled with the principal (or designee), the parent and the child.
6. All work missed due to absence must be completed by the student. A child absent without parent authorization will be required to make up time and work after school hours. (Does not apply to students in grades 9-12.)
7. Students displaying patterns of poor attendance (four or more instances of truancy) will be referred to the school's child study/at-risk team for case review, intervention and management. Students will be added to the caseload of the attendance counselor or outreach worker.
8. Subsequent absences will result in a home visit and conference with the parent to reinforce school attendance and to assist in overcoming barriers to regular school attendance.
9. Since poor school attendance can be associated with educationally handicapping conditions, students who evidence academic difficulty associated with the possible presence of a disability

will be referred to Planning and Placement Team for evaluation.

10. Continued absence will result in school initiation of a referral for truancy (4-10 unexcused absences) or habitual truancy (20 unexcused absences) to the Superior Court for Juvenile Matters. A referral to the Department of Children and Families will also be made on the grounds of educational neglect for children under age 11.

Tardiness

- Students who arrive to school tardy must report to the office in order to be admitted to class.
- School administration will validate excused tardiness. Students found to be willfully tardy in avoidance of school or class may be subject to sanctions outlined under guidelines for attendance.

Additional High School Guidelines

1. A valid absence is one for which the student has school or parent permission. A student will be considered truant if the school confirms that the student is absent without parent permission or knowledge.
2. Absence from class will be considered a class cut and truant behavior unless the student presents a valid excuse or pass to that teacher by the next school day.
3. Attendance will be taken every class period and absence noted to the office.
4. Students will not be permitted makeup opportunities for daily participation requirements unless there is an authorized excuse for the absence.
5. Course curricula and grading will reflect application of department standards for daily classwork, quizzes, tests and class participation. Work and participation missed as a result of truancy will be assigned zeros. No alternative assignments or extra credit/makeup work may be applied to negate the effect of zeros accumulated through truancy upon grade average.
6. Course standards will be printed and distributed to each student and reviewed at the beginning of each marking period.
7. Students may appeal decisions related to authorization of absence to the school administration. Matters not resolved at the building level will be referred to the Associate Superintendent for Instruction.