

ACTION ITEM

Date: May 21, 2018

To: Raymond Lechner, Ph. D.

From: Heather Glowacki, Ed. D., Administrator for Human Resources

Subject: First Reading of Revised Board of Education Policies 6:280 *Grading and Promotion*; 6:290 *Homework*; 6:340 *Student Testing and Assessment Program*; 6:341 *Research*; 6:342 *Equal Educational Opportunities*

PROPOSED ACTION BY THE BOARD OF EDUCATION

Motion to approve as first reading revised Board of Education Policies 6:280 *Grading and Promotion*; 6:290 *Homework*; 6:340 *Student Testing and Assessment Program*; 6:341 *Research*; 6:342 *Equal Educational Opportunities*

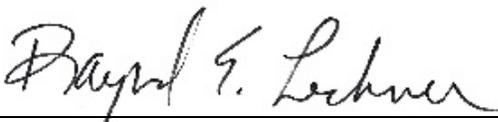
BACKGROUND

The policies have been revised and updated based on current legal requirements and District practices.

It is recommended that Policy 6:341 *Research* and 6:342 *Equal Educational Opportunity* be deleted as the content of these policies are included in 7:15 *Student and Family Privacy Rights* and 7:10 *Equal Educational Opportunities*, respectively.

HG/hg

Recommended for approval by the Board of Education



Dr. Raymond Lechner, Superintendent

Instruction

Grading and Promotion

The Superintendent or designee ~~administration and professional~~ staff shall establish a system of grading and reporting academic achievement to parent(s)/guardian(s) and students, as well as determine when promotion requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, and performance on state 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.

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

Adopted: June 8, 1998

Revised:

Instruction

Homework

The Board of Education directs the Superintendent and his/her designees to develop guidelines for homework which are consistent with the approved philosophy and objectives of education of ~~School~~ School in District 39.

Homework is defined as academically related work assignments given to students by classroom teachers that will require time outside of the regular classroom to be completed. Regardless of the form it takes, homework is an important part of the instructional program, which requires good understanding between home and school.

Philosophy

Homework is an integral part of the learning process in schools of District 39. It should have relevance to the curriculum and should be a process which facilitates learning. Homework reinforces classroom learning and gives teachers another perspective about their students. Considering this, it seems apparent that student effort outside the classroom is necessary for satisfactory advancement.

Parent interest in the ~~student~~ youngster's school work also provides encouragement and positive reinforcement to the child. With high expectations and appropriate assignments, students can be more successful.

Policy

Homework assignments should be appropriate for all students at all grade levels. The stress should be on quality rather than quantity. Homework should be given on a regular basis, but never as "work for work's sake." It should be reasonable in length and ~~intelligently~~ systematically planned in order to serve a ~~real~~ learning purpose.

Homework ~~study~~ should be individualized whenever possible. This allows for additional practice in skill areas where needed and enables students to pursue study in areas of personal interest. Assignments should be given as a continuation and reinforcement of classroom work. The right combination of class work and homework ~~study~~ can develop broader knowledge, good work habits, and a sense of responsibility, which will benefit students throughout their entire lives.

Adopted: November 10, 1997

Revised:

Instruction

Student Testing and Assessment Program

The District student assessment program provides information for determining individual student achievement and guidance needs, curriculum and instruction effectiveness, as well as school performance measured against District student learning objectives and state-wide norms.

The Superintendent or designee shall manage the student assessment program that, at a minimum:

1. administers the state assessment system to all students and/or any other appropriate assessment methods and instruments, including norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests;
2. informs students of the timelines and procedures applicable to their participation in every state assessment;
3. provides each student's parent(s)/guardian(s) with the results or scores of each state assessment and an evaluation of the student's progress; and
4. utilizes professional testing practices.

Student assessment data will be used by administrators and staff to inform their review and development of a high quality curriculum.

In addition, student assessment data on assessments required by state law will be aggregated by the District and reported, along with other information, on the District's annual report card. All reliable assessments administered by the District and scored by entities outside of the District must be (1) reported to ISBE on its form by the 30th day of each school year, and (2) made publicly available to parents and guardians of students. Board policy 7:340, *Student Records*, and its implementing procedures govern recordkeeping and access regarding student assessment results.

~~The program will lend itself to:~~

- ~~5. An assessment of the educational goals and programs of the District for purposes of reporting the overall status of the District and charting the growth of pupils.~~
- ~~6. Appropriate reports to the Board and parent(s)/guardian(s).~~
- ~~7. Interpretation and use by the teachers and administrators so that the test findings will influence the development of a high quality curriculum.~~

~~The program will reflect the academic growth of pupils according to their own mental capacities and to local and national norms; minimize the workload of school personnel in terms of test administration, scoring, interpretation and use; be adequate and financially~~

~~feasible; require reasonable training for involved school personnel; and assess the growth of pupils in skills and subjects in the elementary, middle and junior high schools.~~

~~Test results shall be recorded in the student's temporary school record and are available only to the student, the student's parent(s)/ guardian(s), and school personnel directly involved with the student's educational program. The administration will report school and District student assessment results as required by State and Federal law. The public reporting of aggregated and disaggregated data will be in such a manner as to protect the identification of individual students.~~

~~The District shall retain District and school assessment results of required State and Federal testing and of the District's assessment program for a period of at least ten years or longer if so mandated by State or Federal statute. All data shall be stored in an electronic format that will enable District personnel to conduct meaningful longitudinal analysis of test results.~~

Adopted: June 8, 1998

Revised: August 26, 2002,

Instruction

Research

~~All requests for conducting research studies within School District 39 by private individuals pursuing graduate research, outside agencies or school employees must be submitted in writing to the Superintendent of Schools. Consideration for permitting these studies will be based upon appropriateness of the research and value to the District. Only those requests will be considered where there will be no identification of any individual child and anonymity is assured in writing. Where individual children are active participants in research, informed consent of the parent(s)/guardian(s) will be secured in writing. With the Superintendent's approval, schools may be identified in research projects.~~

~~Adopted: November 10, 1997~~

Instruction

Equal Educational Opportunities

~~The Board of Education is committed to providing educational programs and services designed to meet each student's needs and abilities. The District's educational environment will not discriminate against any individual for reasons of race, religion, color, sex, national origin, economic status or disability.~~

~~Adopted: November 10, 1997~~