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Secretary Initials _____

Policy Category	Curriculum and Instruction
Policy Name	Assessments and Examinations
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Board Approval Date	05-07-2015
District Required	Yes___ No___
Committee Names	Kuric, Raskin

Assessments and Examinations

The purpose of examinations is to help students, parents/guardians and teachers identify each student's educational performance, growth and areas needing improvement in order to enhance teaching and learning. Examinations of student progress are based on numerous measures of student performance that provide a thorough evaluation and therefore, an extensive scope of the student's learning.

Examinations Required by the State and Federal Governments

The charter school students shall participate in all state and federal required examinations. Such examinations provide the charter school with information for evaluation and future planning. State and federal examinations also indicate the charter school's effectiveness in carrying out its educational mission.

Whenever examinations required by law are administered, the School Director, or their designee, of the charter school or his/her designee shall provide parents/guardians written notice of the date of the examination, the uses and importance of the examination, and the student's test results. All examinations required by the state or federal law will be administered according to law on the dates required by law.

Special Education students shall participate in state and federal examinations according to their Individualized Education Program.

Parents/guardians may obtain for their student an exemption from the state and federal examinations only by written request sent to the School Director, or their designee, of the charter school or his/her designee.

Academic and Citizenship Grading

Student progress evaluation provides information on student learning and where the student needs improvement. Parents/guardians are integral to student educational accomplishments. Therefore, student Individual Learning Plan conferences will be conducted in the first quarter. Student Led Conferences will be held in the third quarter. Parents/guardians will receive report cards indicating their student's educational and social/emotional progress at the conclusion of each semester. Parents/guardians will be notified of deficiencies in their student's educational program.

At the beginning of the year, parents/guardians will be informed as to the goals and objectives of the class, grading procedures for academic and social/emotional grades, classroom practices and procedures, and parent/guardian responsibilities.

Teachers are responsible for setting objective standards for grading academics and social/emotional growth and shall make these standards known to the parents/guardians. Teachers are responsible for assigning grades to the students in their classes. In the absence of fraud, mistake, bad faith or incompetency, the grade shall be final. A grade change may not be made as the result of coercion by any person(s).

If a student or parent/guardian believes a grade is unfair or inappropriate, the student or parent/guardian may meet with the teacher of the class to discuss it. If the issue cannot be resolved with the teacher, the student or parent/guardian may request a meeting with a school administrator. Any meeting with the School Administrator and student or parent/guardian shall include the teacher who assigned the grade in dispute.

If the matter is still unresolved, the student or parent/guardian shall appeal in writing to the Board. The appeal shall allege specifically how the teacher's grading system reflects fraud, mistake, bad faith or incompetency.

Students' grades will not be changed by the Board or the School Administrator without the input of the teacher who assigned the grade.

The decision of the Board shall be final and binding.

Only in cases of illness or lack of transfer grades for new students will a grade not be assigned. In such cases, the student shall receive an "incomplete" unless the work required to complete the class is not completed within a specified reasonable period of time given by the teacher, in which case the student shall receive a grade reflective of the incomplete progress.

Social/emotional grades shall not be reflected in academic progress reports or final course grades.

Adopted:

Amended:

