

## GRADING SYSTEMS

The Peru Central School District Board of Education recognizes that the primary purpose of grades is to communicate demonstrated student achievement, relative to district curriculum and performance standards. Grading is perhaps best understood as a shorthand method of communicating complicated information about student learning and progress.

The Board of Education recognizes that classroom teachers have the primary responsibility to evaluate students and to determine student grades. This policy is intended to provide guidance to teachers, counselors and administrators, in regard to professional practice associated with grading of student work.

The professional judgment of the teacher shall be respected. Therefore, once a grade is assigned to a student by a teacher, the grade may only be changed by a Principal or Director after consultation with the teacher regarding such a change, and after notifying the teacher that such a change is being made by the Principal or Director. Should a Principal or Director enforce a grade change, that administrator will promptly provide a written report of the matter to the Superintendent of Schools within twenty four hours of taking such action.

Classroom teachers shall evaluate students and assign grades according to the established system. Parents shall be provided a written report card at least once each ten-week marking quarter regarding their child's achievement. Report cards are not intended to exclude other means of teachers can employ for reporting of progress, such as phone conversations, parent-teacher conferences, five-week interim reports and brief teacher notes and/or counselor notes to parents at any point during a marking quarter. Principals, counselors and teachers are to be available on an appointment basis during the school day to confer with parents regarding the progress of a student.

The grading system is to be consistent with the quarterly report card system collaboratively developed and updated from time to time among teachers, parents and program administrators.

Cross-ref: 5100, Attendance

Ref. Education Law §§3202; 3205 et seq.  
*Matter of Nathaniel D.*, 32 EDR 67 (1992)  
*Matter of Hegarty*, 31 EDR 232 (1992)  
*Matter of Shepard*, 31 EDR 315 (1992)  
*Matter of Handicapped Child*, 32 EDR 83 (1992)  
*Matter of Ackert*, 30 EDR 31 (1990)  
*Matter of Augustine*, 30 EDR 13 (1990)  
*Matter of Boylan*, 24 EDR 421 (1985)  
*Matter of Burns*, 29 EDR 103 (1989)  
*Matter of Chipman*, 10 EDR 224 (1971)  
*Matter of Dickershaid*, 26 EDR 112 (1986)  
*Matter of Fitchett-Delk*, 25 EDR 178 (1985)  
*Matter of Gibbons*, 22 EDR 134 (1982)  
*Matter of LaViolette*, 24 EDR 37 (1984)  
*Matter of MacWhinnie*, 20 EDR 145 (1980)  
*Matter of McClurkin*, 28 EDR 136 (1988)  
*Matter of Reid*, 65 Misc 2d 718 (1971)

*Matter of Rivers*, 27 EDR 73 (1987)  
*Matter of Shamon*, 22 EDR 428 (1983)

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