

 <b>Tucson, Arizona</b>  <b>GOVERNING BOARD POLICY</b>	<b>POLICY TITLE:</b> Report Cards / Progress Reports
	<b>POLICY CODE:</b> IKAB

### **School Report Cards**

Each school must distribute copies of an annual report card, on the standard form provided by the State Department of Education, containing the descriptions and information required by statute.

The annual report cards will be distributed to parents of pupils enrolled in the school no later than the last day of school of each fiscal year, and a summary of the contents shall be presented at an annual public meeting held at the school. Notice shall be given at least two (2) weeks prior to the public meeting, clearly stating the purposes, time, and place.

### **Student Progress Reports**

It is essential that students' progress in school be fully communicated to their parents.

Each school will report students' progress to the students and to their parents or guardians as appropriate. The reports will be clear, concise, and accurate, and will provide a basis of understanding among teachers, parents, and students for the benefit of the individual students. The Superintendent will develop progress report forms or cards in accordance with this policy.

The following specific requirements are established:

- Parents will be informed regularly, and at least four (4) times a year, as to the progress their children are making in school.
- Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
- Insofar as possible, distinctions will be made between a student's attitude and academic performance.
- At comparable levels, the school will strive for consistency in grading and reporting except as this is inappropriate for certain classes or certain students.

- When grades are given, school staff members will take particular care to explain to parents the meaning of marks and symbols as they apply to student achievement.
- When no grades are given but evaluation is made informally in terms of the student's own progress, such evaluation will be a realistic appraisal of the skills developed by the student.
- Reports of progress for students qualified for services under the Individuals with Disabilities Education Act (I.D.E.A.) shall be based on their progress in the general curriculum and shall address whether the progress is sufficient to enable the student to achieve the goals stated in the student's individualized education program (IEP) by the end of the school year.

Adopted: August 16, 1960  
 Revision: January 19, 1971  
 Revision: January 15, 1974  
 Revision: March 17, 1981  
 Revision: June 21, 1983  
 Revision: September 9, 2008 (numeric to letter format only)  
 Revision: June 23, 2009

**LEGAL REF.:**

*A.R.S. §15-709 – Review of Students in Remedial Education Programs*  
*A.R.S. §15-746 – School Report Cards*  
*A.R.S. §15-767 – Annual Goals; Notification*

**CROSS REF.:**

**Replaces TUSD Policy # 5120**