

**SCHOOL DISTRICT NO. 51 (BOUNDARY)
P O L I C Y**

SECTION	TITLE	NO. 5131
STUDENTS	<u>Interim Policy - Student Reporting</u>	

DATE ADOPTED: October 26, 2016
DATE AMENDED:

The Board of Education of School District 51 believes that reporting of student school progress is an integral part of the learning process. The Board has an expectation of timely and responsive communication of student progress to parents. Teachers will provide parents with a minimum of 5 reports describing student progress per year.

As such, the Board requires that all schools will follow either:

- A) The Interim Student Reporting Guidelines for Grades K-9, or
- B) The Revised Student Reporting Policy for Grades K-9

Regulations

A) Interim Student Reporting Guidelines for Grades K-9 the following Regulations apply:

1. Parents will receive timely reports that meet the Provincial reporting requirements
2. Student reports will provide information about students' progress in relation to the learning standards of the curriculum
3. Student reporting will include a written summative report at the end of the school year or semester
4. Summative reports will use descriptive written comments that address the student's progress in relation to the learning standards of the curriculum
5. Reporting will move from formal and informal reports, to reporting being timely, responsive and ongoing throughout the year.
6. Parents will receive summative student reports on a template decided upon by the teachers and Principal of the school and approved by the Superintendent
7. Parents of Grade 4-9 students will receive letter grades on summative report cards
8. Teachers will provide letter grades to parents in a timely manner if requested
9. Summative reports will also include student self-assessment of core competencies, with teacher support
10. The summative report at the end of the semester/year will also include descriptions of progress in relation to the learning standards for:

- i. Applied Skills Design, Skills and Technologies
- ii. Career Education

B) Revised Student Reporting Policy for grades K-9 the following Regulations apply:

1. Schools must provide parents of students with a minimum of 5 reports describing student school progress. Three of the reports will be formal written reports, one of which must be a summative report at the end of the school year or semester
2. Schools and teachers will determine how they will informally communicate with parents, a minimum of 2 times. Samples of how this can be done include: Student-led conferences, parent-teacher conferences, telephone calls, emails, journals
3. Parents will receive formal student reports on a template decided upon by the teachers and Principal of the school and approved by the Superintendent
4. The summative report will include student self-assessment of the core competencies, with teacher support
5. The summative report at the end of the year in K-5 will also include descriptions of progress in relation to the learning standards for:
 - i. Applied Skills Design, Skills and Technologies
 - ii. Career Education
6. In K-3
 - a. the three formal reports will include a performance scale and descriptions of progress in relation to the learning standards set out in the curriculum
7. In 4-5
 - a. Schools may choose to provide letter grades to parents in a form other than a report card
8. In 6-9
 - a. Formal report cards will contain letter grades and written comments to indicate student level of performance in all curricular areas of learning including:
 - i. Applied Design, Skills and Technologies
 - ii. Career Education

Interim and revised Reporting Guidelines do not apply to Grades 10-12

1. Grade 10 -12 formal reports will include letter grades, percentages and written comments, indicating student level of performance in relation to the learning standards or outcomes set out in the curriculum of each course
2. The expectation of the Board is that reporting of student progress is timely and responsive throughout the school year for students in grades 10 through 12
3. All formal reports should contain a description of student behaviour, including information on attitudes, work habits, effort and social responsibility

Students with Special Needs (all grades)

Where students with special needs are expected to achieve or surpass the learning standards or learning outcomes of their learning program, regular reporting procedures will be used to indicate progress. Where it is determined that a student with special needs is not capable of achieving the learning standards or learning outcomes of provincial or Board Authority Authorized curriculum, and substantial course or program modification is necessary, specific individual goals and objectives will be established for the student in his or her Individual Education Plan (IEP). Reporting to parents will be in relation to these specific individual goals as they relate to each LD (locally developed non-credit) course in which the student may be enrolled. It may not be appropriate to provide letter grades to all students.

Students on Modified Curricula (all grades)

For students with special needs who are not working toward the learning standards or learning outcomes of the curriculum but rather toward individualized goals or objectives in an IEP, the most appropriate form of reporting for the student should be determined by the School Based Team.

If letter grades are used, it should be stated in the body of the student progress report that the grade is given in relation to the individualized goals and objectives and not in relation to provincial or Board Authority Authorized curriculum standards and core competencies.

Use of the Letter Grade “I”

The letter “I” will be used to alert parents when students, for a variety of reasons, are not demonstrating minimally acceptable performance in relation to the learning standards or expected learning outcomes. The “I” may be used at any time during the school year on information or formal reports. The underlying principle is that parents and students should be alerted to a problem as soon as teachers detect it.

When an “I” reporting symbol has been assigned:

- Students and parents must be informed, and must be provided with an opportunity to consult with teachers about the problems students are having and possible solutions; and
- Teachers must be prepared to identify what the problems are and specify plans of action to help students achieve the learning outcomes. An “I” may be communicated in a variety of ways, including: through a written plan, verbally by telephone, or in a direct meeting involving teacher, parents and students.

The “I” letter grade must be converted to another letter grade or percentage:

- before students’ records are transferred to another school, unless there is agreement between the principals of the two schools to defer conversion of the “I” reporting symbol;
- when letter grades are recorded on the permanent student record card; and,
- before submission of Grades, 10, 11 or 12 marks to the Ministry for inclusion on students’ transcripts of grades.

An “F” letter grade can only be assigned if an “I” reporting symbol was previously assigned, or as a result of failing a provincially examinable course.

Ministerial Orders and Regulations:

- Ministerial Order 192/94, the [Provincial Letter Grades Order](#)
- Ministerial Order 191/94, the [Student Progress Report Order](#)
- Ministerial Order 190/91, the [Permanent Student Record Order](#)
- Ministerial Order 295/95, the [Required Areas of Study Order](#)
- Regulation 265/89, the [School Regulation](#)