

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

SECTION	TITLE	NO. 5131
STUDENTS	Communicating Student Learning <u>(Student Reporting)</u>	

DATE ADOPTED: October 26, 2016

DATE AMENDED: October 13, 2020

The Board of Education of School District 51 believes that communication 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. 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 this locally developed policy based on the flexibility of the Student Progress Order.

Regulations

A) Student Reporting Guidelines for Grades K-7:

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 inclusive of strengths, stretches and recommendations for improvement.
3. School reporting can shift from formal reporting, to being timely, responsive and ongoing throughout the year with Superintendent's approval. Teachers are still required to do a summative report that includes student progress in relation to learning outcomes under the Required Areas of Study Order (including ADST and Career Education) as well as a student self assessment of core competencies.
4. A proficiency scale will be provided on all grade 4-7 report cards. The proficiency scale is only required on summative reports for grades K-3.
5. If requested, teachers will provide letter grades to parents in a timely manner.

Grade 8-9

Report cards will contain letter grades ONLY and not percentages.

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 inclusive of strengths, stretches, and recommendations of improvement.
3. The report provided at end of school year will include a student self assessment on core competencies.

Grade 10-12

1. Student progress reports for students in grades 10 to 12 must, in relation to expected learning outcomes set out in the curriculum, contain (a) letter grades, and (b) where deemed to be appropriate by the teacher, principal, vice principal or director of instruction, written reporting comments.
2. Student progress reports for students to whom Ministerial Order 302/04 (the Graduation Program Order) applies, must in addition to the information required under subsection (1) contain the credits assigned toward meeting the general requirements for graduation as set out in these orders.

Students with Special Needs (all grades)

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 reviewed Sept 20, 2019
- Ministerial Order 191/94, the Student Progress Report Order reviewed Sept 20, 2019
- Ministerial Order 190/91, the Permanent Student Record Order reviewed Sept 20, 2019
- Ministerial Order 295/95, the Required Areas of Study Order reviewed Sept 20, 2019
- Regulation 265/89, the School Regulation