

Student Placement and Reporting

-POLICY-

The Board of Education believes that the vast majority of students will progress through their thirteen years of schooling (K - 12) with their chronological peer group, but the placement of each student will be based on what is best for him/her with respect to academic, social, physical and emotional growth.

The Board of Education policy for reporting student progress is based upon regulations authorized under the School Act, Ministerial Orders and District directives.

Parents or guardians will be provided with regular written reports of student progress and will be offered the opportunity to meet directly with the teacher for an individual interview in order to discuss the contents of the student progress report.

-REGULATION-

1. Guidelines

- a) Principals are responsible for establishing school reporting and placement practices in accordance with Ministry and District policies, and, in consultation with staff and parents.
- b) Teachers are responsible for establishing criteria for a grading system based upon a clear statement of the important learning outcomes of each course and subject and for reporting final achievement status in terms of these important learning outcomes.
- c) Each school shall develop a written policy regarding evaluation and reporting procedures.
- d) Reporting of student performance is the responsibility of the classroom teacher as approved by the principal. Reporting practices used by teachers shall be in accordance with Ministry, District and school policies.
- e) Report card formats and symbols shall be in accordance with Ministry, District and school policies.

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- f) Elementary teachers will provide an overview of the student's educational program in each formal reporting period.
 - g) Secondary course outlines and requirements shall be in accordance with Integrated Resource packages and shall be made available to students, in writing, in advance of instruction and, on request, to parents.
 - h) Grades 4 to 12 students shall be informed of the methods by which their performance will be evaluated in accordance with the guiding principles and standards for fair student assessment.
 - i) Students with special needs in elementary and secondary school that are expected to achieve the learning outcomes set out in the provincial curriculum will receive regular letter grading and reporting procedures. The student's program will be adapted as required.

For students with special needs in elementary school, who are not capable of achieving the learning outcomes set out in a provincial curriculum and for who substantial course or program modification is required because of exceptional needs, structured written comments with effort grades and not letter grades shall be used to report student progress. Specific individual goals and objectives shall be established for the student in an Individual Education Plan (IEP). Structured written comments shall be used to report the level of the student's success in achieving the modified goals and objectives set out in the IEP for each subject area.

In secondary school, it is possible to report grades for students with special needs who are working toward their School Completion Certificate, who are on an IEP and/or enrolled in non-credit Locally Developed and/or Board Authorized and Approved courses. For these students, evaluation should be in relation to the learning outcomes for the course or their Individual Education Plan (IEP) goals based on the degree to which the outcomes are achieved.

- J) Students and parents have a right to appeal grades and placement assigned.

2. Grade/Program Placement

a) Elementary

The school principal determines student placement relative to the student's academic, social, physical, and emotional development. All such decisions shall consider course requirements and be made in the best interest of the student in consultation with the student's parents.

b) Secondary School

Placement is determined on a course/grade basis. Students may be required, at the discretion of the principal, to repeat a specific course, particularly if the skills required in the subsequent course are dependent on a better understanding of the essential skills. Principals may permit a student to accelerate on a specific subject to a higher level if his/her skills and understanding warrant advance placement.