

STUDENT REPORTING AND PLACEMENT

Background

The District Administrative Procedure for reporting student progress is based upon regulations authorized under the School Act, Ministerial Orders and District directives.

Parents 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.

Course or Grade Placement is a matter of judging what is appropriate for the student with respect to course or grade requirements. The final responsibility rests with the Principal.

Procedures

1. Guidelines

- 1.1. Principals are responsible for establishing school reporting and placement practices in accordance with Ministry and District policies and procedures, and, in consultation with staff and parents.
- 1.2. 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.
- 1.3. Each Principal shall develop a written procedure regarding evaluation and reporting, in accordance with Administrative Procedure 360 Appendix – Assessment: Principles and Standards and inform parents accordingly.
- 1.4. 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 and procedures.
- 1.5. Report card formats and symbols shall be in accordance with Ministry, District and school policies and procedures.
- 1.6. Elementary teachers will provide an overview of the student's educational program in each formal reporting period.
- 1.7. Secondary course outlines and requirements shall be in accordance with Learning Standards of the B.C. Ministry of Education curriculum and shall be made available to students, in writing, in advance of instruction and, on request, to parents.
- 1.8. 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.
- 1.9. Students with special needs who are expected to achieve the learning outcomes set out in the provincial curriculum will follow regular reporting procedures. The student's program will be adapted as required.

1.9.1. 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 whom substantial course or program modification is required because of exceptional needs, structured written comments 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.

1.9.2. 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 are enrolled in non-credit Locally Developed and/or Board Authorized and Approved courses. For these students, evaluation is to 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.

1.10. Students and parents have a right to appeal grades and placement assigned. Such appeals shall be in accordance with Administrative Procedure 390 – Review of Final Grades and Board Policy 13 – Appeals Bylaw.

2. Grade/Program Placement

2.1. Elementary and Middle

The 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 interests of the student in consultation with the student's parents.

2.2. 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 in a specific subject to a higher level if his/her skills and understanding warrant advance placement.

3. The "I" Letter Grade in Schools

3.1. The letter grade "I" is defined in *Ministerial Orders* as "In Progress or Incomplete". It is used to alert parents that a student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the expected learning outcomes. The use of the symbol "I" is intended to address the individual needs of students by acknowledging what the student has achieved in a particular reporting period and what areas require further attention and support to reach minimal expectations.

3.2. The assignment of the "I" letter grade is intended to permit the student to continue working toward the expected learning outcomes for the course or subject. The teacher shall provide a written plan of action to the parent and student. The plan is to cite the areas in which the student requires further attention; the requirements that need to be met in relation to the expected learning outcomes; the time period for completion of the requirements; and, a date of review for an evaluation of the student's performance. Parents must be given an opportunity to consult with the teacher regarding the written plan.

- 3.3. While an “I” may be used on a final report, it shall not be used as the final letter grade for a course. An “F” may be assigned only after an “I” has been previously assigned for that course, subject or grade.
- 3.4. Guidelines governing the conversion of the “I” letter grade are as follows:
 - 3.4.1. When an “I” is assigned on the first term or semester report, the “I” must be converted to a term letter grade before the next formal report card is issued. This process must be followed in each subsequent reporting period. At the discretion of the Principal, an “I” letter grade may be carried over in the next term or report.
 - 3.4.2. If an “I” is assigned on the year-end final report, the “I” must be converted to a final letter grade in a timely matter and no later than the first day of classes in the following September.
 - 3.4.3. For Grade 10, 11 and 12 courses, an “I” letter grade must be converted to another letter grade before submission to the Ministry of Education for inclusion on a student’s transcript of grades.
 - 3.4.4. Principals may determine a timeline for conversion of the “I” grade to a letter grade.
 - 3.4.5. Any student who transfers to another school during the school year must have any “I” from the original school changed to a letter grade for the receiving school.

Reference: Sections 17, 20, 22, 65, 79, 85, School Act
School Regulation 265/89
Permanent Student Record Order MO82/09
Required Areas of Study Order MO 295/95
Student Learning Assessment Order M60/94
Student Progress Report Order MO191/94
K-12 Education Plan and Guidelines for Student Reporting

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