

Student Reporting and Placement

The Board of Education's policy for reporting student progress is based upon regulations authorized under the *School Act, Ministerial orders and District Directives*.

Parents or legal 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.

General Guidelines

Student reporting must:

- Communicate to the parents or guardians, students and teachers.
- Communicate if student is following an adapted or modified program in any area.
- Comply with the *School Act and Ministry of Education policy*.

Student reporting should:

- Personalize the uniqueness of individual students, indicate strengths and successes, and include comments about ways for students to improve and what the teacher, parent and student can do.
- Ensure information regarding how well student is doing relative to grade level expectations and prescribed learning outcomes based on a set of widely held assessment criteria.
- Provide accurate information on work habits.
- Build on conversations already held with parents.
- Minimize use of jargon – be precise and concise.

Student Reporting Guidelines

- Parents or guardians will be provided with a minimum of three formal written reports and two informal reports each school year.
- Formal written reports will be made on a form approved by the Board of Education.
- One of the formal written reports will be made at the end of the school year.
 - Grades 8 to 12 students will receive a formal written report card at the end of each of the formal reporting periods.
- Formal written reports and informal reports must describe to parents or guardians, student progress as related to the outcomes identified in the IRPs.
- Formal reports will include a description of student attitudes, work habits and effort.
 - For K-3, written comments about behaviour, attitude and effort must be included in every formal report.
 - For grades 4-7, symbols "NY, M, FM" must be used to describe attitude, effort and work habits for each subject. (A definition of those terms will be printed on parent signature cards.)
 - For grades 8-12, symbols G, S and N must be used to describe attitude, effort and work habits.
- Formal written reports must follow the specific requirements in the *Student Progress Report Order (Ministerial Order 191/94 [M191/94])*, and both formal and informal reports must be accordance with the *Ministry of Education Student Reporting Policy*.

- Parents (guardians) have the opportunity to meet with teachers for conferences at least twice each school year.
- A copy of formal reports and a record of informal reports (including information reports communicated orally) must be kept in the student file (see [Student Records Administrative Procedure #316](#)). For informal reports, the date of the report, type of report and topic(s) of discussion must be kept.
- At the end of each school year, a progress description must be entered on each student's Permanent Record Card.

Letter Grades

- Letter grades are not used in the primary grades K-3.
- Letter grades will be used in grades 4-12 in accordance with the *Provincial Letter Grades Order (Ministerial Order 192/94 [M192/94])* and the *Ministry of Education Student Reporting Policy*.
- Fine Arts will be reported as one letter grade – disciplines may be identified in the body of the written report.
- Language Arts will be reported as one letter grade, which will reflect achievement in various aspects of creating, understanding and responding to communications.
 - Grades 4 to 12 French Immersion students will receive both a French and an English Language Arts letter grade.

Adapted / Modified Programs

- K-7 students may be on an adapted / modified program when it is in their best interest as determined in consultation with the teacher, school based team and parents (guardians), and upon parental (guardian) approval, adaptations / modifications will be made to the student's subject(s) or course(s).
- Subjects or courses that are adapted / modified must be specified.

Placement Statements

Elementary

Decisions on promotions are a joint responsibility of the principal and teachers in consultation with the parents (guardians) and, where appropriate, the student. Final responsibility rests with the principal.

- Kindergarten to Grade 2 – *“Continuing in the Primary Program”*.
- Grade 3 – *“Continuing to the Intermediate Program”*.
- Grades 4 to 7 – *“Assigned to Grade ____”*.
- Grades 4 to 7 regular program without Letter Grades – *“At parent’s (guardian’s) request, letter grades have been communicated orally through a conference”*.
- Grades K to 7 Designated Special Needs – *“This student’s achievement is measured against goals established in the student’s Individual Education Plan (IEP)”, or “Letter grades based upon the provincially prescribed curriculum are assigned for the following subject(s):” (See Special Education Policy)*.
- Grades K to 7 students on an Adapted / Modified program a special comment must appear in bold at the beginning of the report card that says *“With the approval of the parent (guardian) this student’s program has been adapted / modified”*.

Secondary

Decisions on promotions are a joint responsibility of the principal and teachers in consultation with the parents (guardians) and, where appropriate, the student. Final responsibility rests with the principal.

- Grades 8 to 12 – *“Assigned to Grade ____”*.
- Grades 8 to 12 regular program without Letter Grades – *“At parent’s (guardian’s) request, letter grades have been communicated orally through a conference”*.
- Grades 8 to 12 Designated Special Needs – *“This student’s achievement is measured against goals established in the student’s Individual Education Plan (IEP)”, or “Letter grades based upon the provincially prescribed curriculum are assigned for the following subject(s):” (see Special Education Policy).*

Promotion and Retention

- Students generally take 13 years to graduate from secondary school.
 - In the primary years, students should not repeat a year. In grades 4-12, the decision to advance or repeat a grade or course will be made in the best interest of that student by the school principal in consultation with teachers and parents.
- Where a student is showing signs of not meeting expectations of a course or the grade level, intervention should take place.
- Students who are promoted without achieving expected learning outcomes in one or more areas must have an intervention strategy developed in consultation with the promoting teacher, receiving teacher, parent and school principal.
- Parents and students should be informed of the educational impact of adapted / modified programs on student’s ability to access post-secondary education or training.

Date Adopted: June 2001

Date Amended: November 2003

*Legal Reference: Ministry of Education Student Reporting Policy
Provincial Letter Grades Order (Ministerial Order 192/94 [M192/94])
Student Progress Report Order (Ministerial Order 191/94 [M191/94])*

*Cross Reference: [Assessment and Evaluation Administrative Procedure #201](#)
[Special Education Administrative Procedure #213](#)
[Student Records Administrative Procedure #316](#)*

*Resources: Addressing Student Differences: Next Steps (1997)
Ministry of British Columbia Integrated Resources Packages (IRP)
Ministry of British Columbia Performance Standards*