

# SECTION 1.b



DIVISION SCOLAIRE  
**LOUIS RIEL**  
SCHOOL DIVISION

## POLICIES, GUIDELINES AND PROCEDURES

SUBJECT	N.E.P.N. CODE
<b>COMMUNICATION ABOUT STUDENT LEARNING: SECONDARY SCHOOLS</b>	<b>IKAB-2</b>

### I. POLICY

The Board of Trustees of the Louis Riel School Division recognizes that communication about student learning, whether it occurs in oral or written form, has a profound potential to affect

- a student's belief about his/her capacity for future goal setting and learning;
- parents/guardians' beliefs in their capacity to assist their children's future goal setting for learning;
- decisions arising from other authorized professionals' review of students' individual progress reports, as outlined in GUIDELINE 3.

Therefore, the Board believes that ongoing communication and reporting about student learning is a core responsibility of all teaching staff, to ensure that information gained through assessment and evaluation activity guides further planning for students, teachers and parents/guardians. Accordingly, the Board of Trustees endorses principles and practices for communication about student learning that respect

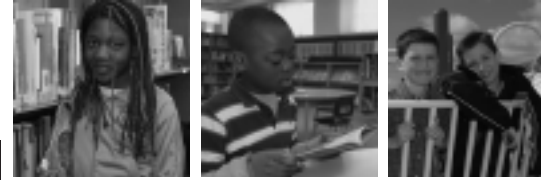
- individual student needs and abilities, ethical standards, and current research; and
- pertinent legislation and related Board policies

### II. GUIDELINES

#### A. Objectives for communication about student learning include:

1. Provision of
  - a) accurate and clear descriptions of the student's learning of knowledge and skills defined within the curricula that apply to the student's learning program;
  - b) constructive suggestions for further growth and goal setting, for all students, irrespective of their level of progress and achievement
  - c) information about students' social development, work habits and time management, and attendance profile, using methods that are appropriate to the information's purpose and that distinguish it from academic progress and achievement
2. Assessment of individual student progress and achievement in relation to the learning goals or outcomes for the specified reporting period;

<b>Adopted:</b> June 26 '07	<b>Legal References:</b>
<b>Revised:</b>	



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3. Guiding interventions to assist student learning and future program planning by informing appropriate professional audiences; including, but not limited to: clinicians, student service teachers, administrators and other receiving educational institutions, as authorized by Board policy and other legislation.

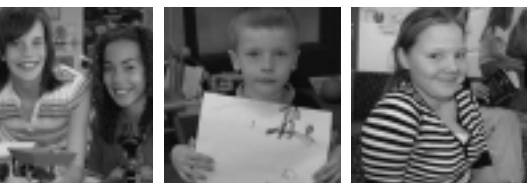
**B. Assessment to inform communication about student learning respects the following principles:**

1. Respect for the stipulations of provincial and divisional policy:
  - a) Manitoba Education, Citizenship and Youth policy, including the documents
    - Canada Statement of Fair Assessment Practices
    - *Reporting on Student Progress and Achievement : A Policy Handbook for Teachers, Administrators and Parents, 1997*
    - *Rethinking Classroom Assessment with Purpose in Mind: assessment for learning, assessment, as learning, assessment of learning, 2006*
  - b) Divisional policies IK – Student Achievement and IHBA – Development of Individual Education Plans
2. Use of criterion-referenced information to avoid norm-referenced comparisons of one student's learning to that of other students (See **Appendix C – Guidelines for Assessment, Evaluation and Reporting to Support Learning and to Encourage Student Achievement – Grades 9 to 12**)
3. Use of various assessment strategies and tools to prepare student progress reports, as described below:
  - a) **Classroom-based strategies**, may include but are not limited to:
    - daily work samples, learning logs and journals, progress portfolios, observations,
    - conferences with the teacher, self-assessments, peer assessments
  - b) **Progress and achievement assessments**, as measured against established standards for curricular outcomes, including but not limited to:
    - individual projects, including essays, research papers, oral presentations, lab reports;
    - group projects, for example: seminars, science/art displays, plays;
    - samples of student work that reflect student growth in key competencies, including
      - o knowledge, facts, concepts and principles,
      - o skills, processes and strategies; and
  - c) **Inquiry activities**, including debates, experiments, investigations, survey projects
  - d) **Tests, including**
    - Provincial Standards Tests and Assessments, where applicable;
    - School examinations
    - Classroom tests and identified standardized assessment tools

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4. Written comments and/or indicators to
  - a) describe students' social-emotional development, work habits, attendance profile, and dispositions/attitudes, other than those described in curriculum documents
  - b) distinguish those aspects from academic learning achievement

**C. Communication about student learning includes the following elements:**

1. Adherence to divisional timelines for student progress conferences and distribution of progress reports
2. Reference to student work in student progress conferences that may include the student, the parent and the teacher, with opportunities for parents and teachers to discuss concerns as needed, and independently of, the conference
3. Timely communication by teachers to students and parents/guardians as needed:
  - a) oral information, which may include a telephone call and/or a student progress conference
  - b) written information, which may include notes, interim reports, and assessments sent for parents/guardians to sign.
4. Use of electronically formatted divisional templates to report student progress and achievement, to adhere to Manitoba Education, Citizenship and Youth reporting requirements, as authorized by the Superintendent of Schools & CEO or designate(s).
5. Students with programs guided by Individual Education Plans (IEPs) receiving progress reports that conform to the appropriate grade-level divisional templates, as deemed feasible and appropriate during the IEP development process (See **Policy IHBA – Development of Individual Education Plans**)
6. Respect for the Freedom of Information and Protection of Privacy Act and Public Schools Act as they guide access to, and transfer of, assessment information.



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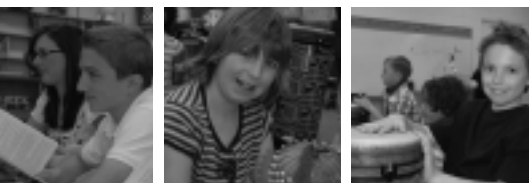
### III. PROCEDURES

- A. The Superintendent of Schools & CEO or designate shall prepare a divisional schedule for assessment, evaluation and reporting to guide the dates of all student progress conferences and progress report distributions, per **Procedures C** and **D**.
- B. School principals shall prepare school-based schedules that respect the divisional schedule, including school examination dates where applicable, and
  - submit them to the Superintendent of Schools & CEO or designate by June 30 of the preceding school year
  - publicize them to their school communities
- C. Semestered schools will send all written progress reports on divisional templates scheduled as follows to provide information appropriate to the stages of the yearly reporting cycle:
  1. **During the first 15 school days of November:** All students will receive a progress report on the divisional templates appropriate to their grade levels; students in Grades 9-12 will have academic achievement reported in percentages.
  1. **During the first 10 school days of February:** All students will receive a progress report on the divisional templates appropriate to their grade levels; students in Grades 9-12 will have academic achievement reported in percentages.
  2. **During the first 15 school days in April:** All students will receive a progress report on the divisional templates appropriate to their grade levels; students in Grades 9-12 will have academic achievement reported in percentages.
  3. **On or before the last day of school in June:** All students will receive a progress report on the divisional templates appropriate to their grade levels; students in Grades 9-12 will have academic achievement reported in percentages.
- D. In semestered schools, student progress conferences for students will occur twice in the school year, as follows:
  1. during the second ten school days of November
  2. during the second ten school days in April
- E. Non-semestered schools will send all written progress reports on divisional templates scheduled as follows to provide information appropriate to the stages of the yearly reporting cycle:
  1. **During the first 10 school days of November:** All students will receive progress reports on the divisional templates appropriate to their grade levels; students in Grades 9-12 will have academic achievement reported in percentages.
  2. **During the last 10 school days of February:** All students will receive progress reports on the divisional templates appropriate to their grade levels; students in Grades 9-12 will have academic achievement reported in percentages.

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- 3. **On or before the last day of school in June:** All students will receive a progress report on the divisional templates appropriate to their grade levels; students in Grades 9-12 will have academic achievement reported in percentages.
- F. In non-semestered schools, student progress conferences for students will occur twice in the school year, as follows:
  - 1. during the second ten school days of November
  - 2. during the first ten school days in March
- G. Schools will establish and publish communication protocols that ensure on-going and timely communication by teachers to students and parents/guardians as needed.
- H. Procedures related to determining grades appear in **Appendix C – Guidelines for Assessment, Evaluation and Reporting to Support Learning and to Encourage Student Achievement – Grades 9 to 12.**
- I. Divisional personnel will collaborate with schools to develop procedures for addressing late/incomplete assignments.



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