

## Student Reporting Policy K-12

### **PHIL & JENNIE GAGLARDI ACADEMY**

The K-12 Student Reporting Policy outlines the requirements for reporting student learning to Phil and Jennie Gaglardi Academy families. This Policy applies to all students, including students with disabilities and diverse abilities.

Consistent, timely and meaningful student reporting in clear and accessible language enables parents/guardians, students, teachers, and administrators to proactively work together to enhance student progress.

#### Rationale

The revision to the Student Reporting Policy is designed to:

- Encourage meaningful dialogue between student, home, and school ensuring stakeholders are well informed.
- Focus on conceptual learning (know-do-understand), with an emphasis on competencies and goal setting.
- Promote student engagement in their learning.
- Rely on authentic evidence of learning.

#### Policy Summary

- This policy incorporates the use of the learning standards (core, curricular and content competencies) of the Provincial curriculum in all areas of learning.
- The school uses the Provincial Proficiency Scale K-9, and the Provincial Mark Scale for grades 10-12.

- Parents/guardians will receive a minimum of four (4) **Learning Updates** and one (1) year end **Summary of Learning** per school year.
- In so far as possible, families will receive email notification three-weeks prior to any reporting period if their child has insufficient evidence of learning.
- Student self-reflection of Core Competencies and goal-setting grades K-12.
- Inclusion of the graduation status update grades 10-12 attached to the end-of-year report card.

#### Learning Updates (K-6)

Learning updates provide responsive and timely information to parents/guardians about student progress in the Learning Standards of the Provincial Curriculum. During the school year, parents/guardians are provided with a minimum of five (5) Learning Communications. The 5 communications will include 4 learning updates (2 written, 2 flexible format), and 1 written Summary of Learning at the end of the school year. Written communications follow the requirements below.

- Communication of progress in each subject area studied based on the chart below.
- Descriptive feedback is strength-based written comments that describe students strengths.
- Feedback on student attendance, areas of growth, behaviours that impact learning, and opportunities for further development.
- Significant adaptations to learning must be mentioned (i.e. Suzie has a scribe for all written work) and the adapted box ticked.
- Student written Self-Assessment of the Core Competencies of Communication, Thinking, and Personal & Social and goal setting.

In addition to the formal Learning Updates, a range of *informal* updates are used throughout the school year to report student progress.

- Connect Night – tour classroom and meet your child's teacher.
- Parent/Teacher interviews.
- Student-led conferences.
- Teacher/parent emails.
- Booked appointments to see the teacher.
- Projects home with assessment rubrics.

### Learning Updates (7-12)

During the school year, parents/guardians are provided with a minimum of five (5) learning communications. Four learning communications are written and one communication is flexible. The written communications will follow the requirements below.

- Communication of progress in each subject area studied based on the chart below.
- Descriptive feedback is strength-based written comments that describe students strengths.
- Feedback on student attendance, areas of growth, behaviours that impact learning, and opportunities for further development.
- Significant adaptations to learning must be mentioned (i.e. Suzie has a scribe for all written work) and the adapted box ticked.
- Student written Self-Assessment of the Core Competencies of Communication, Thinking, and Personal & Social and goal setting.

In addition to formal Learning Updates, a range of *informal* updates are used throughout the school year to report student progress.

- Connect Night – tour classroom and meet your child's teacher.

- Parent/Teacher interviews including in-person, telephone or virtual options.
- Teacher/parent emails.
- Projects home with assessment and/or written teacher summaries.
- Booked appointments to see the teacher

### Summary of Learning and Core Competencies

Formerly called the final report card, parents/guardians will be provided a written summary of learning in June relative to the Learning Standards of the Provincial Curriculum. The format used will be the same as Learning Updates and will include all subjects covered within the school year regardless of the term. The final Summary of Learning will include a students self-reflection on the Core Competencies and goal setting progress. The format of the student reflection can be written, electronic, video or other medium that students want to use to share their progress.

### Provincial Proficiency Scale K-9

The use of the Provincial Proficiency scale gives students and parents/guardians a clear understanding of both what students can already do and areas for future growth. The four categories of student performance are (Emerging, Developing, Proficient or Extending)

### Provincial Mark Scale 10-12

The Provincial Mark Scales uses percentage achievements converted to letter grades for each Area of Learning. Students are given a variety of ways to demonstrate their learning through observation, questioning,

collaboration, discussion, creative work, teamwork, projects, and quizzes and tests. These methods track the progress of each student.

### Graduation Status Update: grades 10-12

For all grades 10-12 students, a Graduation Status Update will be included in the final Summary of Learning. The status report provides families and students with a snapshot of a student's progress towards obtaining the credits and graduation assessments needed for graduation. The status report will reflect the students elected graduation pathway (ie Dogwood, Evergreen, etc.)

### Areas of Learning K-6 (Subject Areas)

Areas of learning are the subjects that make up the provincially mandated curriculum.

<b>Areas of Learning</b>	<b>Reporting Frequency</b>
English Language Arts	2 updates, 1 summary
Mathematics	2 updates, 1 summary
Science	2 updates, 1 summary
Social Studies	2 updates, 1 summary
Bible Studies	2 updates, 1 summary
Physical & Health Educ.	2 updates, 1 summary
Arts Education	2 updates, 1 summary
Career Education	Summary of Learning K-6
ADST Education	Summary of Learning K-6

### Areas of Learning 7-12 (Subject Areas)

<b>Areas of Learning Grades 7-9</b>	<b>Areas of Learning Grades 10-12</b>	<b>Reporting Frequency</b>
English LA	English LA	3 formal updates, 1 Summary
Mathematics	Mathematics	3 formal updates, 1 Summary
Science	Science core subjects	3 formal updates, 1 Summary
Social Studies	Social Studies	3 formal updates, 1 Summary
Bible**	Bible	3 formal updates, 1 Summary
Physical & Health Education	PHE 10, all other grades optional	3 formal updates, 1 Summary
Arts Education*	MAE10, all other grades optional	3 formal updates, 1 Summary
ADST*	ADST 10, all other grades optional	3 formal updates, 1 Summary
Career Ed**	Career Ed CLE – 10 CLCA - 11 Capstone(CLCB)- 12	3 formal updates, 1 Summary

\* Term courses

\*\* Year-long courses

### Inclusive Education

This policy applies to all students including those with disabilities or diverse abilities, ELL students, or those students on a Individual Education Plan (IEP). Some students may require adapted tools or additional helps to achieve the Learning Standards. In these cases,

the Adapted Learning box is indicated on the report card beside each Area of Learning.

### Modified Curricula (K-9)

Students with special needs who are not working toward the Ministry learning standards but toward IEP goals or objectives, the most appropriate form of reporting for the student is determined by the student's School-Based Team.

### Insufficient Evidence of Learning (K-12)

The letter "IE" will be used to alert parents when students who, for a variety of reasons, have insufficient evidence of learning within the *current reporting period*. The "IE" may be used on formal or informal reporting reports. When "IE" is used, the report card comments must include the reasons for the deficiency.

Parents/guardians will be alerted by email three weeks prior to any reporting deadline with a remediation plan for that Area of Learning. The email should state clearly that the student is not passing or is missing significant assignments to demonstrate sufficient learning. Teachers are required to list the missing assignments with a due date for completion. Teachers are required to cc parent communication to the Principal and Learning Support team.

The letter "IE" will be assigned when

- there is insufficient assessment data to assess student learning.
- the student, in grades 6-12, has missed assignments or essential course material to demonstrate competency in an Area of Learning.

- Teachers are required to outline a student remediation plan before the Summary of Learning to give students time to remedy the insufficiency of their learning.
- A student in grades 10-12 is below 50% or the minimally accepted benchmark to demonstrate sufficiency in an Area of Learning. In the Summary of Learning reporting period, the letter "IE" will be converted to an "F".

#### Use of the Letter "F" – Gr 10-12

The letter "F" is used only *at the end of a course* when there is no demonstration of minimally acceptable performance in relation to learning outcomes.

#### Use of the Letters "SG" – Gr 10-12

References Standing Granted where a student has an acceptable level of performance although normal requirements are not completed.

#### Executive Function ( EF) Reporting

Executive function skills are mental and cognitive processes that help us regulate behavior, make decisions, set and achieve goals, organize, plan and prioritize. These skills help us with self-control, flexibility, listening ability, focus and task initiation.

At Gaglardi Academy descriptors are used to identify key EF skills that should be in place by each grade level. Assessing EF skills provides opportunities to identify deficits and work towards these important life skills. The proficiency scale ( ie EM, D, P, EX ) is used K-9.



For more information on how you can help at home, please refer to the Parent Portal at [www.pjgaglardiacademy.ca](http://www.pjgaglardiacademy.ca) and read the document entitled “A Parents’ Guide to Supporting Your Child’s Executive Function Skills”.

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