

EASTERN SCHOOL DISTRICT
ADMINISTRATIVE REGULATION

SUBJECT: **Assessment/Reporting/Documentation**

EFFECTIVE DATE: **March 14, 2002**

SUPERSEDES:

CROSS REFERENCE:

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The Eastern School District supports consistent practices of assessment, reporting, promotion, placement and retention for all students enrolled in the Eastern School District.

The District supports effective programs and instructional interventions to ensure success and to build a positive sense of achievement in students. The District supports students' progression through the system with their age appropriate peers. Eastern School District staff will attempt to meet the needs of a wide range of abilities in students through curricular and instructional modification and adaptation.

The District recognizes that current research indicates grade retention is not in the best interest of students. Parental involvement is essential in any decisions regarding retention.

The District staff and board support the use of alternative forms of assessment in addition to formal testing as a measure of student achievement.

REGULATIONS:

A. Assessment

1. Alternatives to formal testing are strongly supported and a variety of assessment procedures are encouraged in all areas of curriculum.
2. Formal examinations will not be held for students in grades 1-8. Any exceptions must be approved by Superintendent.
3. Formal examinations when utilized will determine no more than 40% of the final grade in grades 9-12.
4. Minimum requirements, unless otherwise modified will be 50% in each subject and an average of 60% at grades 7-9.

Graduation/Closing

1. The concept of “graduation” and accompanying activities be confined to grade 12. However, we recognize the uniqueness of schools and recognize that schools do have a variety of closing ceremonies/celebrations/recognition appropriate to the grade level.
2. Grade 12 students at graduation ceremonies be presented in alphabetical order and be recognized for their achievements.

B. Reporting

1. A minimum of two scheduled parent-teacher conferences will be offered during each school year.
2. Use of report cards consistent with models developed by the Department of Education is expected practice.
3. A copy of the current year-end report card should be kept in student’s cumulative record.
4. Parents of a child will be consulted regarding any modification of the provincial curriculum. Documentation of a program modification and adaptation must be signed by parent (s) and included in the student’s cumulative record card.
5. Schools will include District definitions of modification and adaptation in student handbooks and/or report cards.
6. Individual Educational Plans, as per format in Eastern School District Student Services Handbook, will be developed for students whose programs vary significantly from the provincial curriculum. A current copy signed by parents will be kept in student’s cumulative record.
7. For a student receiving any teacher assistant support, a current IEP must be submitted to District Student Services by January of each school year.
8. Appropriate documentation on interventions which address special needs of indicated students should be included in cumulative record using the Eastern School District Student Services Tracking Form. Interventions might include: program adaptations, resource support, tutoring, counselling, peer mentors, Reading Recovery, assessments, etc. (actual documents will be kept in student’s supplementary file as per Student Record Policy JRA-R).
9. When a student is receiving support from a resource/special education teacher, indication of this support will be recorded on the student’s report card and in student’s cumulative record.

C. Promotion Placement and Retention

1. All students should be educated with their age appropriate peers and any exceptions should be determined by administration, teachers, school student services teams, and parents.
2. Administration and teachers will meet to review recommendations on promotion, placement or retention of students. Parents' involvement in decision making is essential.
3. When a student is placed or retained, written documentation supporting the decision with intended intervention for next year must be included in the student's cumulative record file.
4. A student placed or retained must be closely monitored by the school student services team and additional resources provided if required.
5. Schools must ensure that clear definitions of promotion, placement and retention are available for parents in handbooks or in report cards.

D. Administration

1. Schools will prepare and submit to the school board annual profiles of students with special needs. (Minister's Directive on Special Education MD-01-08)
2. Schools will implement the transition planning process for students with special needs as outlined in the Eastern School District Student Services Handbook (MAPS Planning).
3. Cumulative records should be reviewed and updated at beginning and end of each school year to ensure the removal and secure destruction of any material that is no longer considered conducive to the improvement of the welfare or instruction of the student (*Administrative Regulation - Student Records JRA-R.*)

DEFINITIONS:

Promoted -

Student will move to next grade having met requirements for present grade level.

Placed -

Student will be moved into the next grade level although he/she has not yet met completely the requirements for present grade level.

Retained -

Student will be held in the same grade having not met the requirements for that grade level.

Adaptation -

A documented process that allows a student with special needs to participate in a prescribed curriculum (course) with changes in format, instruction strategies and/or assessment procedures that retain the learning outcomes of the curriculum. This adaptation may include alternate formats, instructional strategies and/or assessment procedures. Full credit will be granted for such courses but adaptations used will be documented and kept on file.

Modification -

A process which changes the prescribed curriculum to meet a student's special needs. Modified courses do not provide the same credit as a prescribed course. Details of the modified course must be included in the student's file and the transcript should indicate that the course has been modified.

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