

Student Placement and Reporting

-POLICY-

The Board of Education believes that the vast majority of students will progress through their thirteen years of schooling (K - 12) with their chronological peer group, but the placement of each student will be based on what is best for him/her with respect to academic, social, physical and emotional growth.

The Board of Education policy for reporting student progress is based upon regulations authorized under the School Act, Ministerial Orders and District directives.

Parents or 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.

-REGULATION-

1. Guidelines

- a) Principals are responsible for establishing school reporting and placement practices in accordance with Ministry and District policies, and, in consultation with staff and parents.
- b) 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.
- c) Each school shall develop a written policy regarding evaluation and reporting procedures.
- d) 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.
- e) Report card formats and symbols shall be in accordance with Ministry, District and school policies.

2. Grade/Program Placement

a) Elementary

academic, social, physical, and emotional development. All such decisions shall consider course requirements and be made in the best interest of the student in consultation with t

b) 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 on a specific subject to a higher level if his/her skills and understanding warrant advance placement.