

POLICIES, GUIDELINES AND PROCEDURES

SUBJECT	N.E.P.N. CODE
ACADEMIC ACHIEVEMENT: REPORTING OF STUDENT LEARNING	IKAB

I. POLICY

The Louis Riel School Division recognizes that communication and reporting about student learning has a profound potential to affect:

- a student’s belief about their capacity for future goal setting and learning;
- parents/guardians’ beliefs in their capacity to assist their children’s future goal setting for learning;
- decisions of other authorized professionals that arise from their review of students’ individual progress reports.

Therefore, the Division believes that ongoing communication and reporting about student learning is a core responsibility of all teaching staff. Staff must ensure that information gained through assessment and evaluation activity guides further planning for students, teachers and parents/guardians. (See [Policy IK](#))

Accordingly, the Division endorses principles and practices for communicating and reporting about student learning that respect [Manitoba Education](#) requirements.

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, learning behaviours 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;

Adopted:	June 26, 2007, June 4, 2012,	Legal References: Freedom of Information and Protection of Privacy Act and Public Schools Act
Revised:	February 5, 2019; September 5, 2023	

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 educational institutions.

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

1. Respect for the stipulations of [Manitoba Education](#) and Divisional [Policy IK](#).
2. Use of criterion-referenced information to avoid norm-referenced comparisons of one student's learning to that of other students.
3. Where applicable use of assessment instruments that reflect the continuum on which learning occurs and integration of the continuum with prescribed curricular outcomes. E.g. [reading continuum](#)
4. Written comments and/or indicators to
 - a) describe students' social-emotional development, learning behaviours, 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. Use of formats such as Opening Day Conferences or Student Advocate Meetings at the beginning of each school year to guide planning and build relationships for the new school year by students, teachers and parents/guardians.
2. Adherence to divisional timelines for student progress conferences and distribution of report cards as stated in the **PROCEDURES**.
3. Reference to work samples 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.
4. Timely communication by teachers to students and parents/guardians regarding but not limited to; learning behaviours and academic performance as needed:
 - a) oral information, which may include a telephone call and/or a student progress conference
 - b) written information, which may include emails, interim reports, and assessments sent home.
5. Use of electronically formatted [Provincial Report Card](#) to report student progress and achievement, to adhere to Manitoba Education reporting requirements, as authorized by the Superintendent of Schools or designate(s).

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6. Students with programs guided by Student Specific Plans (SSPs) receiving progress reports that conform to the appropriate grade-level provincial report cards, as deemed feasible and appropriate during the SSP development process. See [Student Specific Planning Protocol](#)
7. Respect for the [Freedom of Information and Protection of Privacy Act](#) and [Public Schools Act](#) as well as Divisional [Policy JRA](#) – Pupil Files to guide access to, and transfer of, assessment information.

III. PROCEDURES

- A. The Superintendent of Schools or designate shall prepare a divisional schedule for reporting to guide the dates of all student progress conferences and report card distributions.
 - I. Elementary Schools will send all written report cards on provincial report cards scheduled as follows to provide information appropriate to the stages of the yearly reporting cycle:
 - I. **During the last ten school days of November:** All students will receive a provincial report card that focuses on learning behaviours, and general capacity of the student to manage the expectations of their program; including adaptation to the environment and the grade level.
 - II. **During the first fifteen school days of March:** All students will receive a provincial report card appropriate to their grade levels.
 - III. **During the last week of June:** Students will receive a final report card to include a final percentage grade by subject for Grades 7 and 8 and final indicators to show progress and achievement related to learning goals and outcomes in Grades K-8.
 2. High Schools will send all written progress reports on the provincial report card scheduled as follows to provide information appropriate to the stages of the yearly reporting cycle:
 - I. **During the first 15 school days of November:** All students will receive a first semester progress report on the provincial report card appropriate to their grade levels; students in Grades 9-12 may have academic achievement reported in percentages.
 - II. **During the first 10 school days of February:** All students will receive a semester one final report on the provincial report card appropriate to their grade levels. Students in Grades 9-12 will have academic achievement reported in percentages if they have completed the course. This reporting is still a progress report for non-semestered courses.
 - III. **During the first 15 school days of April:** All students will receive a second semester progress report on the provincial report card appropriate to their grade levels; students in Grades 9-12 may have academic achievement reported in percentages.

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- IV. **During the last week of June:** All students will receive a full year final report on the provincial report card appropriate to their grade levels; students in Grades 9-12 must have academic achievement reported in percentages.
- B. Student progress conferences for students will occur twice in the school year, as follows:
- I. Elementary Schools:
 - i. during the ten school days following distribution of the November and March progress report
 2. High Schools:
 - i. during the second ten school days of November
 - ii. during the second ten school days in April
- C. School principals shall prepare school-based schedules that respect the divisional schedule, including school assessment dates where applicable, and
- submit them to the Superintendent of Schools or designate by September 30 of each school year
 - publicize them to their school communities
- D. School principals will determine procedures related to determining indicators and grades with teaching staff as guided by [Manitoba Education](#).
- E. Divisional personnel will collaborate with schools to develop procedures for addressing Academic Responsibility, Honesty and Promotion/Retention as per [Provincial Assessment Policy](#).

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