

<p>Curriculum & Instruction 8500</p> <hr/> <p>Progress Reports and Student Involved Conferences</p>	Administrative Application	
	Last Reviewed /Approved on:	September 3, 2019
	References:	The Education Act, 1995, Sec. 175(2)(l), 231(2)(g) Policy 12 – Role of the Director
	Status:	Operational

Preamble

The primary purpose of reporting is to inform students and their parents of the learner's progress in regards to the learning outcomes in the Saskatchewan curriculum and locally developed options of the school division. The reporting process facilitates meaningful communication between the home and school with the purpose of enhancing student learning. The reporting process should be a continuous process that includes diagnostic, formative, and summative assessments. The progress report is only one piece of a comprehensive reporting process with respect to student progress in terms of achievement and growth. In addition to the progress report, teachers and schools communicate with parents about student progress in a variety of ways on an ongoing basis throughout the school year. All reporting shall be consistent with *the Education Act*, Regina Catholic School Division (RCSD) Board policy, and this administrative application.

Application Progress Reports

1. The progress report provides an indication of student learning and progress towards learning outcomes at a specific point in time.
2. Progress reports serve as a communication tool supported by additional evidence of learning such as work samples, goal setting information, and learning portfolios that guide the discussion regarding a student's current and future learning.
3. Progress reports shall be provided a minimum of two (2) times in a school year at the elementary school level.
4. Progress reports shall be provided a minimum of two (2) times in a school year or one (1) time each semester at the high school level.
5. Teachers are encouraged to informally communicate student progress to students and/or parents on an on-going basis to provide updates/indication of student progress. This includes communication by way of e-mails, blogs, agenda books or phone calls.
6. Each school shall maintain a plan that includes:
 - a. A schedule for reporting student progress and the scheduling of student-involved conferences with parents/guardians that best meets the needs of the school community. Schools are encouraged to survey their community regularly and also collect attendance data.

- b. Informing parents/guardians as to the educational expectations related to student achievement and other aspects of student development.
7. Information about student work-study habits, personal growth, and social growth shall be reported separately from the academic grade and included within *Living Our Faith and Life Skills*.
8. Student involved conferences are encouraged as important opportunities to share information about the learner's progress and engage the student in the process regarding his/her learning.

Student Involved Conferences

- Student involved conference meetings are considered instructional time in the RCSD calendar. As such, student attendance at conferences is an expectation. Administrators and teachers are to advocate for the inclusion of students and plan accordingly for student involvement in the process.
- Each school must set a schedule for the student involved conferences that allow sufficient time for all students and families, while also providing a schedule that will enable a majority of parents/guardians to attend the conferences.
- The matter of time of day and structure of student involved conferences should be reviewed periodically so that the arrangements are in keeping with the needs of the students and the expectations of the parents.
- Two (2) days committed to student involved conferences are allocated within the school year calendar annually.
- In recognition of the varying issues related to the practise of early school dismissal and in an attempt to be responsive to the school community regarding student involved conferences, flexibility and alternative approaches may be used by schools to permit a variable start and end for teachers on that day.
- Principals are reminded to provide sufficient notice of early dismissal to parents, transportation companies, and the respective senior administrator.
- The arrangement of early dismissal time shall be at the discretion of the school principal in consultation with the teaching staff. It may take the form of one (1) full day of school cancellation; or, using other combinations thereof as may be warranted by the needs of the students, the circumstances of the school and the expectations of the parents.
- In primary classrooms, a "Celebration of Learning" format to review student learning and progress may also be utilized so students can demonstrate their learning skills to parents/guardians.
- Additional parent meetings may be scheduled with parents or guardians on days other than those set out in the school year calendar. Such meetings may be initiated by the teacher or the students, parents or guardians and may be held outside of regular school day. They shall be scheduled at a mutually agreed upon time.
- Schools must collect data concerning who attends student involved conferences. The data shall be compiled and submitted to the superintendent responsible for student involved conferences.