

BURNABY
SCHOOL DISTRICT 41

POLICY STATEMENT

POLICY NUMBER:

6.20.00

*developed by the Board of School Trustees of School District 41 – Burnaby
in accordance with established procedures for policy development.*

POLICY TITLE: REPORTING TO PARENTS

Date Adopted: 1987-10

CROSS REFERENCE(S)

Date(s) Revised:

Statutory : S.A. 17; S.R. 4(1) (j); S.R. 4 (2) (a) (b), 5 (7) (e), 8
M.O. 8 / 89, 11 / 89

Other:

PREAMBLE

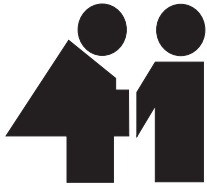
The Board believes that evaluation as an integral part of the teaching-learning process deserves careful consideration from educators. It also believes that students and their parents have a basic right to receive valid, reliable information about student progress and achievement in relation to course and/or program goals. Because the Board views parents and teachers as partners in the reporting process, it expects that schools will involve parents and parents' advisory councils in an effort to establish, in general, productive communications between home and school and, in particular, reporting procedures to parents.

POLICY

SCHOOL REPORTS TO PARENTS SHALL INCLUDE INFORMATION ON STUDENT ACHIEVEMENT, PROGRESS, EFFORT, AND, WHERE APPLICABLE, A PLAN TO IMPROVE STUDENT PROGRESS. THEY SHALL ACCESS INTELLECTUAL, HUMAN, SOCIAL, AND CAREER DEVELOPMENT. THEY SHALL EMPHASIZE FORMATIVE OR DIAGNOSTIC EVALUATION DURING THE SCHOOL YEAR AND SUMMATIVE EVALUATION AT THE END.

OBJECTIVE

To encourage accurate assessment of students and reliable and meaningful reporting of this data to parents.



ADMINISTRATIVE REGULATIONS & PROCEDURES

REFERENCE POLICY NUMBER:

6.20.01

BURNABY
SCHOOL DISTRICT 41

established and revised by the Superintendent of Schools in Burnaby to ensure district implementation of Burnaby School Board policies and directives.

REFERENCE POLICY TITLE: **REPORTING TO PARENTS**

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ADMINISTRATIVE REGULATIONS

1. Reporting to parents and students shall include assessment in terms of clear and specific course or program objectives.
2. Reporting must give a clear indication of
 - (a) achievement, the level of performance;
 - (b) progress, the portion of specified learning outcomes the student has completed for the reporting period; and
 - (c) development, intellectual, human, social, and career development.
3. Where necessary, report cards will be supplemented by anecdotal records and / or interviews.
4. Symbols used to measure achievement shall be clearly defined with a common meaning throughout the district.
5. Anecdotal comments or other symbols shall be used to report student progress, effort, and attitude.
6. Because parent/teacher conferences are an integral part of the reporting process, all schools shall provide opportunities for them to be held. Conferences shall be designed to assist the school, the parent, and the child in the formulation of a plan to improve student progress and development.

7. Reports shall describe student strengths and weaknesses. Proposed plans for appropriate enrichment or for remediation shall be clearly stated indicating what party or parties will implement the plan.
8. Opportunities for parents to respond to information contained in the report shall be part of the reporting system.
9. Except for the final or summative report in a course or program, all reports shall be regarded as being formative.
10. Schools shall develop appropriate reporting procedures for exceptional students enrolled in special education programs.
11. Timely statements of expected learning outcomes or objectives on which each report is based are to be furnished to both parents and students.
12. Reports to parents shall be made at least five times during the school year. There shall be at least three written reports, one of which shall be issued at the end of the school year, on the form developed in the district. There shall be at least two informal reports made by the most appropriate means.