

POLICY 200.3-

LEARNER STUDENT PROGRESS REPORTING

School District 73 Business Company policy for reporting student progress is based upon regulations authorized by the BC Ministry of Education for Non-Resident Learners and School District No.73 District Business Company directives.

REGULATIONS

1. Guidelines

- 1.1. Reporting of student performance is the responsibility of the distributed learning teacher as approved by the Director. Reporting practices used by teachers shall be in accordance with Ministry regulations for Non-Resident Learners.
- 1.2. Report card formats and symbols shall be in accordance with Ministry policies for Non-Resident Learners.
- 1.3. Distributed Learning course outlines and requirements shall be in accordance with the BC Curriculum and shall be made available to students in Moodle and made available to the homeschool.

2. Guidelines for Learner Progress Reporting for the 2+1 Program

- 2.1. Parents and/or home school are provided a report card each term.
- 2.2. Students have access to the Moodle gradebook that indicates their current grade and assignment feedback and outstanding assignments that are required to be completed.
- 2.3. The Teacher Assistant and school administration have access to the student grade book in Moodle, that provides student progress and a list of outstanding assignments for each student.
- 2.4. Teachers are responsible to contact the student's school if there are any concerns regarding academic integrity of assignments.
- 2.5. Teachers provide regular student progress updates indicating percentage of the course completed and current grade authorized staff only.
- 2.6. Teachers are expected to meet with students weekly for synchronous sessions to reflect course direction.

- 2.7. Teachers provide educational program direction in writing to the students and school administration.
 - 2.8. Teachers communicate weekly with the student, by asynchronous and synchronous communications, email and text exchange and through feedback on assignments.
 - 2.9. Student learning and assessment activities clearly reflect teacher direction.
 - 2.10. Teachers communicate regularly with school administration on student progress.
 - 2.11. Teachers are responsible to contact the home school if there are any concerns regarding academic integrity of assignments or student progress.
 - 2.12. School District No.73 Business Company-Global Education does not award credit for distributed learning courses offered.
 - 2.13. All final grades for distributed learning courses may be awarded credit once students are enrolled in Kamloops Student International Program-School District No.73 Kamloops/Thompson.
 - 2.1. Students may be awarded credit for distributed learning courses by their BC home school, as per the Equivalence and Challenge Process.
<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/earning-credit-through-equivalency-challenge-external-credentials-post-secondary-credit-and-independent-directed-studies>
 - 2.2. The BC home school is responsible for awarding credit for distributed learning courses taken with School District No.73 Business Company, providing students successfully pass with a minimum of 50% as a final grade.
3. Guidelines for Learner Progress Reporting BC Offshore Schools
 - 3.1. Interim and final grades are reported to the BC Offshore schools. BC Offshore Schools are responsible to report all final grades to the BC Ministry of Education. Report cards are not issued by SD73 Business Company, unless requested by the home school.
 - 3.2. Teachers provide regular student progress updates indicating percentage of the course completed and current grade.
 - 3.3. Students have access to the Moodle grade book that indicates their current grade and assignment feedback and outstanding assignment that are required to be completed.

- 3.4. The school administration may have access to the student grade book in Moodle, that provides student progress and a list of outstanding assignments for each student.
 - 3.5. Teachers provide educational program direction in writing to the students and school administration through email.
 - 3.6. Teachers communicate weekly with the student, by asynchronous and synchronous communications, email and text exchange and through feedback on assignments.
 - 3.7. Student learning and assessment activities clearly reflect teacher direction
 - 3.8. Teachers communicate regularly with school administration on student progress.
 - 3.9. Teachers are responsible to contact the home school if there are any concerns regarding academic integrity of assignments or student progress.
 - 3.10. School District No.73 Business Company-Global Education does not award credit for distributed learning courses offered.
 - 3.11. Students may be awarded credit for distributed learning courses by their BC home school, as per the Equivalence and Challenge Process.
<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/earning-credit-through-equivalency-challenge-external-credentials-post-secondary-credit-and-independent-directed-studies>
 - 3.12. The BC home school is responsible for awarding credit for distributed learning courses taken with School District No.73 Business Company, providing students successfully pass with a minimum of 50% as a final grade.
4. Guidelines for Learner Progress Reporting for Single Students
 - 4.1. Students have access to the Moodle gradebook that indicates their current grade and assignment feedback and outstanding assignments that are required to be completed.
 - 4.2. Teachers are responsible to contact the student's school if there are any concerns regarding academic integrity of assignments and student progress.
 - 4.3. Teachers are expected to meet with students weekly for synchronous sessions.

- 4.4. Teachers communicate weekly with the student, by asynchronous and synchronous communications, email and text exchange and through feedback on assignments.
- 4.5. Student learning and assessment activities clearly reflect teacher direction.
- 4.6. Teachers are responsible to contact the home school if there are any concerns regarding academic integrity of assignments or student progress.
- 4.7. School District No.73 Business Company-Global Education does not award credit for distributed learning courses offered.
- 4.8. All final grades for distributed learning courses may be awarded credit once students are enrolled in Kamloops Student International Program-School District No.73 Kamloops/Thompson.
- 4.9. Students may be awarded credit for distributed learning courses by their BC home school, as per the Equivalence and Challenge Process.
<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/earning-credit-through-equivalency-challenge-external-credentials-post-secondary-credit-and-independent-directed-studies>
- 4.10. The BC home school is responsible for awarding credit for distributed learning courses taken with School District No.73 Business Company, providing students successfully pass with a minimum of 50% as a final grade.
- 4.11. All final grades are reported to the home school the student attends. The BC home school is responsible for reporting final grades to the BC Ministry of Education.
- 4.12. Teachers communicate regularly with the student, by synchronous sessions, email and text exchange and provide course direction.
- 4.13. Teachers provide educational program direction in writing to the students through email and through the distributed learning course.

Provincial Letter Grades Order

The letter grades and their meaning in this Order are set out for use in student progress reports for grades 4 through 12 in accordance with Ministerial Order 191/94.

A. Term reports:

A = The student demonstrates excellent or outstanding performance in relation to expected curricular competencies for the course or subject and grade.

B = The student demonstrates very good performance in relation to expected curricular competencies for the course or subject and grade.

C+ = The student demonstrates good performance in relation to expected curricular competencies for the course or subject and grade.

C = The student demonstrates satisfactory performance in relation to expected curricular competencies for the course or subject and grade.

C- = The student demonstrates minimally acceptable performance in relation to expected curricular competencies for the course or subject and grade.

I = (In Progress or Incomplete) The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the expected curricular competencies. An "I" letter grade may only be assigned in accordance with section 3.

F = (Failing) The student has not demonstrated, or is not demonstrating, the minimally acceptable performance in relation to the expected curricular competencies for the course or subject and grade. The letter grade "F" may only be assigned if an "I" (In Progress) letter grade has been previously assigned for that course or subject and grade.

W = (Withdrawal) According to the policy of the board, and upon request of the parent of the student or, when appropriate, the student the director of instruction in charge of the program may grant permission to a student to withdraw from a course or subject.

Provincial Letter Grades Order

B. Final Reports

A = The student demonstrates excellent or outstanding performance in relation to expected curricular competencies for the course or subject and grade.

B = The student demonstrates very good performance in relation to expected curricular competencies for the course or subject and grade.

C+ = The student demonstrates good performance in relation to expected curricular competencies for the course or subject and grade.

C = The student demonstrates satisfactory performance in relation to expected curricular competencies for the course or subject and grade.

C- = The student demonstrates minimally acceptable performance in relation to expected curricular competencies for the course or subject and grade.

I = (In Progress or Incomplete) The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the expected curricular competencies. An "I" letter grade may only be assigned in accordance with section 3.

F = (Failed) The student has not demonstrated the minimally acceptable performance in relation to the expected curricular competencies for the course or subject and grade. F (Failed) may only be used as a final letter grade if an "I" (In Progress) letter grade has been previously assigned or the "F" is assigned as a result of failing a provincially examinable course.

W = (Withdrawal) According to the policy of the board, and upon request of the parent of the student or, when appropriate, the student or director of instruction in charge of may grant permission to a student to withdraw from a course or subject.

Provincial Letter Grades Order

RM = (Requirement Met) The student has met the learning outcomes set out in the applicable educational program guide for Graduation Transitions, listed in the Ministerial Order 333/00, the Educational Program Guide Order. Requirement Met may only be used for Graduation Transitions.

C. Percentage of Courses

Where the letter grades in Table 1 are used to indicate student performance in courses numbered 10, 11, or 12 for students to whom Ministerial Order 302/04, the Graduation Program Order, applies, percentages as set out opposite the letter grades in Table 1 must also be used in term and final student progress reports.

Letter grades are as follows for:

Table 1: Letter Grades

A	86-100
B	73-85
C+	67-72
C	60-66
C-	50-59
F	0-49

LEARNER STUDENT PROGRESS REPORTING

Guidelines for Learner Progress Reporting

The “I” Letter Grade for Secondary Students

1. The letter grade “I” is defined in Ministerial Orders as “In Progress or Incomplete”. It is used to alert parents that a student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the expected learning outcomes. The use of the symbol “I” is intended to address the individual needs of students by acknowledging what the student has achieved in a particular reporting period and what areas require further attention and support to reach minimal expectations.
2. The assignment of the “I” letter grade is intended to permit the student to continue working toward the expected learning outcomes for the course or subject. The teacher shall provide a written plan of action to the student and home school administration. The plan should cite the areas in which the student requires further attention, the time period for completion of the requirements; and, a date of review for an evaluation of the student’s performance.
3. While an “I” may be used on a final report, it shall not be used as the final letter grade for a course. An “F” may be assigned only after an “I” has been previously assigned for that course, subject or grade.
4. Guidelines governing the conversion of the “I” letter grade are as follows:
 - 4.1. When an “I” is assigned on the first term or semester report, the “I” must be converted to a term letter grade before the next formal report card is issued. This process must be followed in each subsequent reporting period. At the discretion of the Director, an “I” letter grade may be carried over in the next term or report.
 - 4.2. If an “I” is assigned on the year-end final report, the “I” must be converted to a final letter grade in a timely matter and no later than the first day of classes in the following September.
 - 4.3. The Director may determine a timeline for conversion of the “I” grade to a letter grade.