



Fort La Bosse Student Assessment and Evaluation Manual

2016

(Updated from 2011)

FORT LA BOSSE STUDENT ASSESSMENT AND EVALUATION COMMITTEE:

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"Assessment is a human process, conducted by and with human beings, and subject inevitably to the frailties of human judgement. However crisp and objective we might try to make it, and however neatly quantifiable may be our results, assessment is closer to an art than a science. It is, after all, an exercise in human communication."

Ruth Sutton, 1991

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A. Rationale:

The primary purpose of assessment is to improve student learning. Thus, this document is updated in order to better meet the expectations of Manitoba Education as well as current best practice in student assessment. This document references the current Manitoba Education publications, as well as Fort La Bosse policy IKA. This document will be updated periodically, but is referenced by our divisional policy as the acting procedures in Fort La Bosse.

It is the expectation that all teachers in the Fort La Bosse School Division will adhere to the assessment practices indicated in the following Manitoba Education documents:

Rethinking Classroom Assessment With Purpose in Mind, Assessment For Learning, Assessment As Learning, Assessment Of Learning, 2006

Communicating Student Learning-Guidelines for Schools, 2008

Manitoba Provincial Report Card Policy and Guidelines-Partners for Learning Grades 1-12, 2014

**Further, this policy document is consistent with the Manitoba Education policy:
Provincial Assessment Policy, Kindergarten to Grade 12: Academic Responsibility, Honesty, and Promotion/Retention, 2011 (revised 2015)**

B. Guiding Principles of Assessment :

1. The primary purpose of assessment is to support learning and to inform instruction.
2. Assessment requires a critical professional skill to plan for assessment, observe student learning, interpret the evidence of learning, and then provide feedback to the learners. Professional development and collaboration should support assessment.
3. All members of the learning community, students, educators and parents must be actively engaged in assessment, in order to develop a common understanding of the classroom assessment and evaluation process.
4. Teachers should use assessment information to revise and guide their teaching in order to improve student learning.
5. Assessment practices should recognize all educational achievement, learning styles, and intelligences that involve students in the process, enabling all learners to achieve their best in all learning activities. This includes self-assessment and self-reflection, which assists students in determining the next steps in their learning.
6. Student learning outcomes are stated in Manitoba Education curricula and they should be used to facilitate goal setting. Assessment promotes the understanding of goal setting where learners understand what it is they

are trying to achieve, and have a role in deciding the learning goals and the criteria for assessing their progress.

7. Feedback to students should be descriptive and clear, identifying both areas of strength and improvement, be fair and appropriate to the developmental needs of the learner, and be frequent and timely. Numerous and various opportunities should be provided to students to improve upon their learning.

8. Assessment should foster motivation by building on student success and self-confidence, with its focus on achievement and progress rather than on failure. Assessment strategies enhance motivation by providing choice, descriptive feedback, and opportunities for student direction as well as learning from each other.

9. Assessment practices should reflect a broad range of strategies, and be flexible in response to information gathered from observations and discussions about student learning.

10. Assessment must be sensitive and constructive, focusing on the *learning* - the “how” as well as the “what” - rather than the *learner*. Assessment should be ongoing and fluid, involving the teacher and the learner in reflection, dialogue, and decision-making which is central to everyday classroom practice.

Reference: Mountain View School Division-Student Assessment Procedures, 2011

C. Evidence of Learning

Varied methods should be used to gather accurate evidence about student learning. There are three general sources of assessment evidence gathered in classrooms: **Observations** of learning, **products** students create and **conversations** – discussing learning with students. When evidence is collected from three different sources over time, trends and patterns become apparent. This process is called **triangulation**.

Conversations could include such items as (but not inclusive):

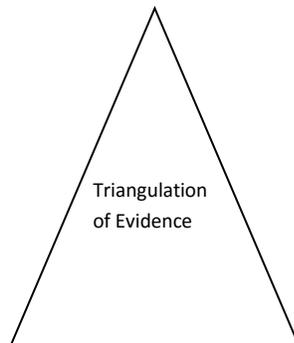
- self-assessments
- conferences
- notes
- journals

Observations:

- Checklists
- Notes
- Running records

Products:

- Assignments
- Test Scores
- Portfolios



Assessment AS Learning: is a process of developing and supporting metacognition for students. Assessment AS Learning focuses on the role of the student as the critical connector between assessment and learning. It requires that teachers help students develop, practice, and become comfortable with reflection, and with a critical analysis of their own learning. Note: Assessment AS Learning is frequently categorized under Assessment FOR Learning.

Assessment FOR Learning: is designed to provide feedback to students to help them advance their learning. It provides teachers with information to modify and differentiate teaching and learning activities. Teachers should also use this information to streamline and target instruction and resources. The instructional decisions that have the greatest impact on student learning are made day to day in the classroom by teachers who are skilled in Assessment FOR Learning practices.

Assessment OF Learning: is summative in nature and is used to confirm what students know and can do, to demonstrate whether they have achieved the curriculum outcomes, and, occasionally, to show how they are placed in relation to others. Teachers concentrate on ensuring that they have used assessment to provide accurate and sound statements of students' proficiency, so that the recipients of the information can use the information to make reasonable and defensible decisions.

D. Differentiated Instruction, Adaptation and Modification:

Differentiated Instruction

Differentiated instruction (DI) is instruction that acknowledges and responds to the differences among learners. When planning and providing daily instruction, educators use a wide range of intentional strategies and techniques, as well as ongoing formative assessment, to support student learning and to help the broadest student population achieve the expected curricular learning outcomes. Differentiated instruction recognizes that there are many avenues for reaching the expected learning outcomes and that each student requires a complex and unique mix of basic instruction and practice to reach his or her potential. Educators differentiate instruction to offer students options at various stages of the learning process.

From Student Specific Planning: A Handbook for Developing and Implementing Individual Education Plans; 1999.

For further information: Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools (Manitoba Education and Training).

Classroom teachers are expected to use differentiated instruction and adaptations to help students meet expected learning outcomes (*Appropriate Educational Programming Regulation 155/2005*).

Individual Education Plans

Individual education plans (IEPs) document the student-specific planning process. IEPs are not legal documents; they function as planning, record-keeping, and communication tools. While school divisions may

use different terms and acronyms to describe student-specific planning processes and written plans, in this document *IEP* is a global term referring to a written document developed and implemented by a team, outlining a plan to address the unique learning needs of students.

Because a wide range of students with very different strengths and needs can be served through student-specific planning, each resulting IEP is specific to the student for whom it is designed. The format, length, and content of the IEP will reflect the needs of the student. IEPs for students who require adaptations within regular programming can often be completed in one or two pages. A smaller number of students with more involved needs will require more detailed and comprehensive IEPs.

Students with carefully developed and implemented IEPs are more likely to attain their educational outcomes and reach their potential as learners.

Adaptation:

Adaptation means a change made in the teaching process, resources, assignments, or pupil products to help a pupil achieve the expected learning outcomes. Adaptation addresses identified student-specific needs. For example, a student with a print disability may require information and directions to be presented verbally as well as in writing, and may need to demonstrate his or her learning in the same ways. A student with an attention disorder may require that instructions and assignments be broken into “chunks,” and may require a checklist to monitor task completion.

From Student Specific Planning: A Handbook for Developing and Implementing Individual Education Plans; 1999.

All students are to be evaluated and graded based on their demonstrated achievement of expected learning outcomes. Students whose program is adapted are assessed and evaluated on their achievement of the same outcomes as their peers. However, the manner in which they demonstrate their learning may differ and will reflect the adaptations used to support their learning.

Adaptations to programming provided are recorded for each student using the Fort la Bosse AEP or IEP document and are shared with students and parents as early as possible each school year. Students may provide information about which adaptations contribute to their learning success. A note that adaptations have been provided to ensure student success is included on the student report card.

Modification:

Modification is appropriate for students who have a significant cognitive disability and refers to altering the number, essence, and content of the curricular learning outcomes that the student is expected to meet. In high school, students with significant cognitive disabilities can register for Modified (M) courses. M-designated courses are intended for students who will benefit from department-developed or -approved curricula, providing they have been modified significantly to meet the student’s unique learning

requirements. Students receiving modified courses will have an IEP that details the curriculum modifications and an implementation plan.

From Student Specific Planning: A Handbook for Developing and Implementing Individual Education Plans; 1999.

For further information, see

Towards Inclusion: A Handbook for Modified Course Designation, Senior 1–4 (Manitoba Education, Training and Youth), available online at www.edu.gov.mb.ca/k12/specedu/modified/index.html.

A practical example: if a grade 9 student has a significant cognitive delay but can benefit from curriculum they would be registered in Grade 9 ELA with their peers as appropriate. The teacher would address all the GO's in the course; however the SO's may be altered to better match the student's current level of performance as noted on the IEP. The student may use different resources and texts, and it may not be appropriate to ask the student to read independently. The same student may be registered in Physical Education, Music or additional Grade 9 classes without modification to programming being necessary to support their learning.

Modifications to programming provided are recorded for each student using the Fort la Bosse IEP document and are shared with students and parents as early as possible each school year. Prior to modifying programs, parental permission is required and a signature page is maintained for each course that is modified on an annual basis, using the Fort la Bosse permission form. It is expected that students contribute to their respective learning outcomes and assessment tools.

Senior Years transcripts will indicate a Modified course designation using the letter 'M'. When modifications are provided to support students learning prior to Grade 9, a note that modifications have been provided to ensure student success is included on the student report card and a signed IEP is required.

NOTE: Adaptations, modifications and individual programs are not a continuum.

Individualized Programming

Individualized programming is intended for students whose cognitive disabilities are so significant that they do not benefit from participating in curricula developed or approved by Manitoba Education. Individualized programming identifies highly individualized learning experiences that are functionally appropriate. Students receiving individualized programming will have an IEP that details their student-specific outcomes and implementation plan.

From Student Specific Planning: A Handbook for Developing and Implementing Individual Education Plans; 1999.

For further information, see

Towards Inclusion: A Handbook for Individualized Programming Designation, Senior Years (Manitoba Education, Training and Youth)

Each student who has an Individual Program will receive a provincial report card. Their achievement will be reported using an IEP-R and any course designation on transcripts that may be generated will contain the letter I to indicate Individual Programming.

E. Academic Responsibility, Honesty, and Promotion/Retention:
Academic Responsibility:

The expectation in Fort La Bosse is that students complete and hand in all assignments in a timely manner, encouraging students to accept responsibility for their own actions.

Clear communication will be in place indicating when assignments are due in accordance with the provincial policy (listed below)The expectation will be that students complete and hand in all assignments in a timely manner, encouraging students to accept responsibility for their own actions.

Students initiating discussion with the teacher prior to due dates to make alternate arrangements when they foresee difficulty in completing an assignment on time is considered taking.

It is the expectation that staff will access a variety of strategies to help support students in this process. the following strategies to help in the timely completion of assignments:

When students do not complete an assignment(s) by the previously established due date(s), educators will access strategies listed in the provincial policy document to help support them. When a student has been remiss in meeting a deadline, an "I" will be recorded in Maplewood. This will clearly indicate that an assignment is incomplete, and will mathematically affect the grade with the equivalent of a zero when calculating the current overall mark. At this time in-school administration should be contacted, and steps to work with the student to ensure the assignment is complete are taken such as: Confer with the student, and where appropriate with the student's parents about the reasons for not completing the assignment, and consider the legitimacy of reasons. Develop an agreement with the student to complete the work. Require the student to complete missing work during school time or at lunch or after school within a supervised setting in accordance with school division policy. Provide appropriate support to students in the form of counseling or peer tutoring to address issues and barriers that may be preventing the student from completing assigned work. Provide additional

supports for students who are learning English or French as an additional language. Provide alternative assessment tasks that accommodate diverse learning needs. Finally, deduct marks for missing assignments when timelines to calculate final scores for reporting purposes are imminent. Reducing marks for late and missing assignments however, *will be applied only when necessary* and will not be instituted without having had a dialogue with the student, parent and in-school administrator.

Honesty:

Students must understand that the tests/exams they complete and the assignments they submit as evidence of learning must be their own work and that cheating and plagiarism will not be tolerated.

Schools will communicate clearly and reinforce expectations of academic honesty with students. A range of strategies may be applied to deal with academic dishonesty based on the age of the student and the severity of the dishonesty. This list may include such strategies as the following: contact parents, document the incident in the student's file, report this behavior on the report card, enforce loss of privileges for the student at the school, enforce other disciplinary measures such as detention, and/or suspension, have the student redo the work honestly, and/or deduct/loss of marks. In all cases of academic dishonesty, communication must occur between the student, parent and principal.

Promotion/Retention:

Students from Kindergarten to Grade Eight should rarely be required to repeat a grade.

Similarly, only under exceptional circumstances, should a student be accelerated. When these special circumstances exist, the school, in consultation with the parents/guardians, and Divisional personnel (Superintendent/Student Services Coordinator/Student Assessment Coordinator) may determine that retention or acceleration is in the student's best interest. In cases where such consideration is given, all educational stakeholders and parents/guardians must address the educational, emotional, and social effects of retention or acceleration on the student. The school

must consider what alternative materials and instructional strategies will be necessary for the student's success if such a decision is made. In cases of potential retention, the following timelines must be met:

- I. Initial consultations between school and parent/guardian regarding those at risk students must be clearly communicated by November reporting period indicating both challenges and next steps for the current school year.
- II. February-face-to-face meeting including stakeholder team. Will re-look at actions indicated in November consultations and firmer decisions will be established re: successes and/or "potential" candidate for retention must be indicated at this time.
- III. March/April reporting period-further discussion regarding successes/next steps for learning supports.
- IV. May 15th- Final decision regarding the student placement is established. Planning continues for following school year. Formal notification to Division Office.

The final decision will be that of the principal. All documentation, including signed parental acknowledgement indicating any parental decision that was contrary to the recommendation of the division be placed in the student file.

If parents choose promotion to the next grade level, which is a decision that is contrary to the school's recommendation, the child shall move on. Documentation including signed parental acknowledgement must be placed in the child's cumulative file indicating that the promotion was a parental decision only and was contrary to the recommendation of the school. (See Appendix C)

For students in Grades 9-12, the final decision on whether to grant credits rests with the Principal who consults with teachers, parent/guardian(s), Student Services Coordinator, Assessment Coordinator and other specialists as appropriate. Granting credits and diplomas must be based on clear evidence of achievement of the learning outcomes set out in provincial curricula or modified curricula (as set out in an individual education plan), as appropriate. If a student does not submit the necessary evidence of learning to be granted a credit in a course, then the student may be assigned a failing grade or be assigned a Work in Progress.

F. Guidelines for Grading which Support Learning and Student Success

The following guidelines are designed for learning and success. These guidelines are important and fit together to make a consistent whole. They are intended to provide a framework which not only gives flexibility to individual teachers, but also provides the opportunity for all those involved (teachers, students, parents, etc.,) to see that there is a consistent philosophy being applied in the grading practices used in a school and in the division.

Teachers should:

- ◆ **discuss assessment and grading with students at the beginning of instruction.** For students to have the best opportunities to be successful in their learning, they must know how assessment and evaluation will be used, and they should be involved in decisions about assessment and evaluation. This does not mean that every detail has to be presented to students, but students should be involved in developing some of the assessment methods that will occur in a course. Students should receive, in writing, clear, concise information on how grades will be arrived at in each course, preferably in the first few days in each course. Further, input from students as well as other staff to coordinate timing of major assignment deadlines is expected. Other strategies you may include:
 - *utilize sharing the assignment timelines and reminders through many means, including classroom web pages, email, group texts, and course outlines etc.
 - *monitor student progress at each stage of a complex assignment helps to ensure they remain on track.
 - *anticipate when students may require additional supports to complete assigned tasks, and monitor those students more closely.
 - * choose when appropriate to extend time for completing assignments, especially for students who communicate in advance of the due date.
 - *contact parents to discuss strategies for keeping students on track when they are falling behind, or not taking responsibility for their work is an expectation.
- ◆ **limit the evaluated components included in grades to individual learning achievement**
("Learning achievement" is defined as the demonstration(s) by the individual of the knowledge, skill, and value outcomes that are stated for the course or unit of instruction.") Ken O'Connor
 - **Grades should be based on learning achievement.** If grades are to have a clear meaning, they must be relatively pure measures of achievement. There is a great deal of professional judgment involved in the development of an evaluation plan, in the choice or development of assessment instruments, and in the marking of assessment products. Grades should reflect this academic process.
 - **Non-academic values should not be included in grades. Unless they are explicitly stated in learning outcomes, effort, participation, attitude and**

other behaviours should be reported regularly but not included in grades. This does not mean that these attributes are not valued - strong effort, participation, attitude, regular attendance, and submitting work on time are very important, but they should be reported separately. Grades should not be used as punishment for poor effort or misbehaviour. These are discipline problems and should be dealt with as such.

- **Grades should be based on individual achievement.** Grades should not unfairly reward or punish a student for another student's performance. Grades should not include generalized group marks; what goes into the grade should reflect the contribution of each individual in any cooperative learning situation. Grades may be similar because the individual achievement was similar, or grades may be different because the individual achievement was different.

- ◆ **sample student performance - do not mark everything and do not necessarily include all marks in grades.**

This guideline supports learning by dealing with two serious problems - the "does this count" syndrome exhibited by students and the "I have too much marking" syndrome exhibited by teachers.

- **Provide feedback on "formative" performance.** Many assignments are designed to provide feedback so that students can improve performance and teachers can adjust instruction. As in band or basketball, the purpose of practice is to help students learn, not to produce marks for final grades. Students benefit from "taking risks" to improve their achievement. Teachers also benefit from reduced marking, as they do not need to mark everything students do.

- **Include only "summative" performance in grades.**

Tests, exams, assignments, performances (debates, seminars, presentations) at the **end** of a unit or grading period should provide the information which is used to grade students. Teachers should have in their mark books a formative section to use for providing feedback and a summative section to use for grading decisions.

- ◆ **keep records so they can be updated easily.**

- **Use the most recent information.**

Students' limited ability or achievement at the beginning of a learning task should not be held against them as they improve. For the purposes of grading, what matters is what a student has actually achieved; not how little the student could do when he/she started. Therefore, grades should be entered in the grade book in such a method that prior information can easily be updated by the most recent summative information.

- **Provide several assessment opportunities which are representative of student learning and improvement.**

Teachers should provide more than one opportunity for students to perform at their best. This does not mean an endless set of opportunities. However, if students are willing to undertake the responsibility for relearning a task, then reassessment is certainly appropriate.

◆ **relate grading procedures to the intended learning outcomes (expectations, standards, etc.)**

In order for grading to be fair and to provide optimum opportunities for student success, teachers must have a clear understanding of what learning outcomes are expected and grading must be related to these learning outcomes. It is critical that teachers evaluate learning on clear, pre-established standards so the use of rubrics or scoring guides is essential.

◆ **use ‘criterion- referenced’ standards rather than “norm-referenced” standards to determine grades.** Glasser says, “No student grade should ever depend on what other students do.” Teachers must be careful that they do not have a “bell curve” half hidden in the back of their minds, and they must be prepared to celebrate, not question, when all students in a class achieve high grades. Students should challenge themselves against the standards rather than against each other.

◆ **use care when “crunching” numbers**

- **The average does not have to be the “mean”: consider using the “median”.**

The median (middle score in a group of marks) may be a more encouraging way of calculating grades. The mean (averaging) tends to emphasize the lower marks.

- **Weight grades carefully to achieve intent in final grades.**

The way in which marks are combined frequently involves “weighting” scores to reflect the importance of the evaluation methods and/or outcomes. “For example, if a student achieved at a 90-percent level on most assessments and then scored abnormally low on a subsequent assessment of a similar body of knowledge and skills, the grade should be in the 90-percent range to be an accurate representation of achievement. The low score is considered an anomaly and is not used in the calculation. Statistically, the more appropriate measures of central tendency are the median (middle score when scores are listed from highest to lowest) or the mode (the most frequently occurring score).” (p. 32, MECY, 2008)

◆ **use quality assessment and properly record evidence of achievement.**

Grades are meaningful only if they are based on quality assessment instruments. Teachers should use their professional judgment to ensure that assessment instruments are professionally valid and reliable. These should not “water down” the quality of instruction. The methods should match the task and provide a representative sample of student work.

Based on “How to Grade for Learning”—Ken O’Connor

G. Fort La Bosse Specific---Consistency Across Schools:

It is the Fort La Bosse School Division's position that there must be consistency in student evaluation among all schools in the division. To facilitate this, the following expectations must be met:

- *Mid-term examinations will be replaced by a variety of consistent, authentic classroom-based assessments
- *Senior Years students will complete a final examination formatted appropriately for each subject area (ie: performance assessment, final project, interview etc.)
- *There will be no recommendations/exemptions at any level.
- *Grade 7 and 8 students will complete a final examination formatted appropriately for ELA and Math only (ie: performance assessments, final project, interview etc.)
- *Term work will count for 70% of the final grade, the final assessment 30% (unless pre-determined by Manitoba Education eg: Grade 12 Essentials)
- *Final examinations will not exceed three (3) hours at a sitting, but can be carried over a number of days
- *When a student is absent from final exams due to reasons other than illness/death etc., they are required to write the exams at the same time as students would be in the school setting. The family of the student is responsible for locating a suitable proctor, (ie: pastor, teacher, lawyer etc.) and make arrangements for the exam to be faxed/mailed to the proctor. A \$25 fee may be attached per exam to cover costs of the service to the school as well as reimbursing the proctor for their time commitment.

*Although grade book styles may vary from school to school and classroom to classroom based on the age of students and expectations of the school, it is the expectation in Fort La Bosse that all teachers will triangulate the assessment process and include Conversations, Observations and Products towards their summative scores. Further, there should be ample evidence of Assessment FOR and OF learning on the pathway to the summative score.

*Principals have a critical role in ensuring that there is a common understanding among all staff about the process for determining the final grade. They are consequently expected to exercise their leadership and work collaboratively with teachers to ensure common and equitable grading practices that follow departmental and divisional policies. (Provincial Assessment Policy Kindergarten to Grade 12: Academic Responsibility, Honesty, and Promotion/Retention, 2010)

Appeal Process:

Situations may arise where a student or parent believes an evaluation does not accurately reflect the student's achievement or growth. All appeals must be in writing and must be received within three (3) school days after the mark/grade or standing is received by the student. The steps in the appeal process are as follows:

1. Appeal to the teacher teaching the course. If not resolved,
2. Appeal to the principal of the school. If not resolved,
3. Appeal to the Superintendent and/or designate of Fort La Bosse S.D. If not resolved,
4. A final appeal to the Fort La Bosse Board of Trustees.
5. Appeals should be resolved within five (5) days after receipt of the appeal by the teacher.

There should be two separate divisional appeal forms - one for retention/acceleration and a second for mark/grade appeal. (Appendix C and Appendix A)

Assigning a WIP (Work In Progress)

The WIP designation allows students at Grade 9-12 to continue working toward the expected learning outcomes without failing a course. After consultation with student, parent/guardian, and school administrator, a teacher may assign a WIP when a student is making progress but requires additional time and assistance to complete the course of study.

If a teacher chooses to assign a WIP, he/she will outline a plan of assistance that includes the learning expectations for the student and a time frame for completion. The plan will identify areas that require further attention or development or specific requirements that must be fulfilled to meet expected learning outcomes.

When a WIP is assigned at the end of a semester, the student may be permitted to meet the expectations within a specified time period. Grade 12 students may be eligible for a WIP but it could have ramifications as to when they would graduate.

The teacher who assigns the WIP is responsible for assessing the student's completion of the course and converting the WIP designation to a grade. Teachers should establish timelines for WIP completion that consider teacher's availability, the school's timetable, course registration requirements and Manitoba Education regulations.

Fort La Bosse Honour Roll Criteria

All high school students in Fort La Bosse will be eligible for the yearly Fort La Bosse Honour Roll if they maintain a minimum of 80% average(mean-79.5 and above) at the completion of each school year and also must include the following courses:

Grade 9---Compulsory courses (Math, ELA, Science, Social Studies and Physical Education)-5 credits

Grade 10—Compulsory courses (Math, ELA, Science, Social Studies and Physical Education)-5 credits

Grade 11—Compulsory courses (Math, ELA and Canadian History) as well as 2 additional courses at the 30 or 40 level-5 credits

Grade 12 Graduating Honour Roll—Compulsory Courses (Math and ELA) from grade 12 as well as 3 additional courses at the 40 level—5 credits. These will be combined with the Grades 9-11 scores for a mean based on the total 20 credits.

Note: Although the delivery method may be in a number of formats such as Distance Education, Blackboard, Teacher Mediated, Face-to-Face etc., courses must be delivered by an educator recognized by Manitoba Education and Advanced Learning. Further, in cases where students have taken multiple sections of a subject area, the highest score will be used in the calculation.

For Grades 9-11, this Honour Roll will be recognized at a school awards day, and the Grade 12 Graduating Honour Roll will be done so at the school Graduation ceremony.

Fort La Bosse Gold Graduating Diploma

All graduating students in Fort La Bosse are eligible to attain the FLB Gold Diploma. In order to gain this status, students must have earned a minimum of 35 credits in their high school years. All credits qualify for this status and students will be acknowledged during their school graduation ceremonies.

H. Reporting:

Teachers of Kindergarten – Grade 8 will prepare a minimum of three (3) written (electronic) reports during the school year. The Grade 9-12 teachers will complete mid-term reports in November (Term 1) and April (Term 2) as well as a final written report at the end of each term/semester (January/June).

Mid-term reports for all grade levels may be accompanied by parent/teacher conferences. Students should be encouraged to attend all or a portion of these conferences. The Manitoba Provincial Report Cards will be utilized.

Fort la Bosse School Division

Application for Appeal Process

RE: Final Grade

I/We _____ the parent(s) guardian(s) of _____

acknowledge the school's recommendation that _____

final grade does not meet the minimum requirement to achieve credit in the following course:_____.

We therefore request a formal appeal process in which a Divisional team of educators will re-evaluate the semester's assignments that constituted this mark.

I/We also agree that it is our responsibility to provide all assignments for re-evaluation purposes. Further, we also agree and have enclosed a \$35.00 fee for this re-evaluation process, which is non-refundable if the mark in question does not increase by a minimum 5 per cent score.

This appeal process should be resolved within 5 days of this application.

Parent/Guardian Signature: _____

Date: _____

Superintendent's Signature: _____

Date: _____

Re-Read Request Form

Please complete the following steps:

1. Student completes the form and obtains the principal's signature.

2. School faxes all request forms and accompanying fees to the Fort La Bosse Division Office by the posted deadline.

The deadline for re-read applications is 10 days after the mark release date.

3. It is the responsibility of the school to inform the student:
 - ⇒ That the whole exam will be re-read.
 - ⇒ Of the application deadline (10 days after the mark release date).
 - ⇒ Of the cost (\$35.00/re-read).
 - ⇒ Of the accepted methods of payment (Cash or Cheque).
 - ⇒ That the mark allocated as a result of the re-read process will be the student's final mark whether the mark is raised, lowered, or remains the same.
 - ⇒ That the fee will be returned if the re-read mark is 5% (or more) higher than the original mark.

Grade 12 Provincial Standards Tests—Appendix B

Re-Read Request Form

Mathematics and English Language Arts:

Student Name: _____ Principal Name: _____

Home Address: _____ School Name: _____

_____ School Address: _____

Home Phone # _____ _____

Provincial Met # _____ School Phone # _____

Please check the examination for which you are requesting a re-read and indicate your Booklet Identification Number.

Examination	Term	Booklet ID #
__ Grade 12 Pre Calculus	1 st semester	_____
__ Grade 12 Applied Math	1 st semester	_____
__ Grade 12 Essentials Math	1 st semester	_____
__ Grade 12 E.L.A.	1 st semester	_____
__ Grade 12 Pre Calculus	2 nd semester	_____
__ Grade 12 Applied Math	2 nd semester	_____
__ Grade 12 Essentials Math	2 nd semester	_____
__ Grade 12 E.L.A.	2 nd semester	_____

(Signature of Parent/Guardian/Adult Student) (Signature of Principal)

Please enclose \$35 cash or cheque payable to Fort la Bosse School Division for each examination to be re-read.

Parental Appeal-Re: Retention

Appendix C

To Whom It May Concern:

I/We _____ the parent(s) / guardian(s) of

Parent / Guardian

_____ acknowledge the recommendation that

Name of Student

the above-named student be retained in Grade ____ for the _____ school year.

However, contrary to the recommendation of the school, we are requesting that my/our child be advanced to the next grade. I/We recognize that additional in-school support may not be available and that my/our request may create increased learning difficulties for my/our child.

I/We agree to provide support at home to augment the efforts of the school.

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date

School Administrator's Signature

Date

cc Student File

cc Superintendent

APPENDIX

Fort La Bosse School Division—Appendix D
Fort La Bosse School Division
Protocol for Consideration of Student Retention

Demographic Information:

Student Name: _____

Parent Name(s): _____

D.O.B.: _____ **Age:** _____
D/M/Year (in Sept of Year of retention is considered)

Teacher: _____ **Administrator:** _____

Grade Retention considered: _____

Has this student previously been retained? _____ If yes, what grade? _____

Members of Student Support Team (i.e. Teachers, Student Support Workers, O.T./P.T. S.L.P. Principal, etc.):

A. Provide a rationale for retention:

i) Outline strategies successfully used to scaffold learning in the current school year: (eg use of manipulatives beyond appropriate time frame, use of paragraph frames, etc.)

ii) What are learning needs that persist. Support the description of needs with assessment data & objective anecdotal reports.

B. What is the intended goal to be achieved by having the student retained:

C: An Individual Education Plan will be created by the classroom teacher prior to the commencement of the following school year indicating the current level of performance, expected outcomes, strategies, materials, and the evaluation process. You can seek support from the resource teacher, other classroom teachers, Curriculum Coordinator, Coordinator of Student Services or others. The IEP will be recorded using Clevr with updates as appropriate as well as regular communication with the student's parents including IEP meetings and use of the division report card.

Teacher

Date

Principal

Date

- Refer to steps necessary for consideration of student retention in Assessment & Evaluation Regulation.
- November - Discuss with parents the seriousness & level of learning needs/differences from expectations at November reporting. Provided details & Next Steps on the student's report.
- February – discuss the option of retention & include next steps at March reporting period.
- May – Student Support Team reviews case & provides recommendation to principal.
- June 15 – Principal communicates decision to stakeholders.