

Growing Success and Special Education

IEP Expectations	Progress Report	Report Card
Accommodations	No comment necessary for accommodations. Do not check the IEP box.	No comment necessary for accommodations. Do not check the IEP box.
Modifications	No comment necessary for modifications. Comment/update only on the progress of the modified subject/course expectations that have been covered thus far.	Check the IEP box on the Report Card. *****See various statements below that are placed on the report card, if subject/course is modified.
Alternative	Comment only on the progress of the first several alternative expectations on the IEP. Staple the IEP alternative expectation page(s) to the Progress Report before sending home.	It is not necessary to provide marks. On the IEP, homeroom/subject teachers work with SERT to evaluate the alternative expectations in detail. Staple IEP Alternative expectation page(s) to the Report Card before sending home.

The following statement would be used on a student's report card, who is working on expectations from a different grade level. (Example: the student is in grade 5, but is working on grade 3 Mathematics expectations).

This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations.

The following four statements would be used for a student whose expectations are from the same grade level and subject that they are currently in, but are varied in some manner. (Example: the student is in grade 8 and is working on grade 8 Geography, but expectations are varied in some manner (number or complexity or both)).

This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations and are a **decrease** in the **number** of the curriculum expectations.

This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations and are a **decrease** in the **complexity** of the curriculum expectations.

This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations and are a **decrease** in the **number and complexity** of the curriculum expectations.

The following modified statement would most often be used for Gifted/Advanced Learner students.

This (letter grade/percentage mark) is based on achievement of the IEP that vary from the Grade X expectations and are an **increase** in the **complexity** of the curriculum expectations.

Information subject to change pending the release of a new Special Education Document

Professional Judgement is judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction. (Growing Success pg. 152)

Subject	How Many Strands per term that must be reported on	Special Notes
Language – Letter/Grade/Percent	4	Media Literacy is now included
French – Letter/Grade/Percent	3 (old LA strands) for 2010/11 only)	Next year – they <u>may</u> change it to one overall strand.
Mathematics – Letter/Grade/Percent	4 out of 5	Each strand must be reported on at least once in the school year.
Science and Technology	Fill in the student's letter/grade/percent as appropriate.	In space provided for comments, indicate which are being reported in the given period.
Social Studies	Fill in the student's letter/grade/percent as appropriate.	In space provided for comments, indicate which are being reported in the given period.
History/ Geography (Grades 7 and 8)	Each subject at least once in the school year.	Parents are to be informed at the beginning of the term, which subject is being taught this term.
Health and Physical Education	Fill in the letter/grade/percent for Health and Physical Education.	Health now has its own box – separated from Physical Education
The Arts	3 out of 4 strands.	Each strand must be reported on at least once in the school year.

***For all subjects – When achievement in a strand is not reported for Report 1 or Report 2, it should be noted in the comments that instruction was not provided for that strand. Evaluation is based on achievement of the overall expectations in each subject.**

Determining a Report Card Grade

Determining a report card grade will involve teacher's professional judgement and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.

(Growing Success page 39)

Academic Integrity – RCCDSB Board Policy

A. Cheating & Plagiarism

Our school board views plagiarism as a very serious matter. Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

Plagiarism is defined as taking another person's word (written or spoken), ideas, theories, facts (that are not considered general knowledge), statistics, artwork, etc. and passing them off as your own. Simply changing the language of the information you are using also constitutes plagiarism if you do not acknowledge your source. (*University of Ottawa Faculty of Arts and Social Sciences*).

Students should take extra care to ensure that submitted work is their own and is properly referenced. Our goal is to prevent plagiarism by teaching students how to properly document the oral, written and electronic works of others, so students can expect teachers to communicate frequently on issues of referencing and plagiarism for test and assignment submissions. If students are still not sure what constitutes plagiarism, they should talk to their teachers or the teacher librarian.

Procedures

A student who cheats and or/plagiarizes work will not earn a mark on that assessment. In efforts to truly assess student achievement, however, students will still be held accountable to demonstrate their knowledge/understanding of the particular curricular expectation(s).

In addition to the academic implications, cheating and/or plagiarism may lead to behavioural consequences as well. In all cases, parents and administration will be notified. Other possible consequences may include one or more of the following measures:

- Conferring and/or counselling with the student
- Loss of "student in good standing" status
- Detention and/or suspension
- A letter in the student's OSR

Academic and behavioural consequences will take into account the following four factors: (1) the grade level of the student, (2) the maturity of the student, (3) the number and frequency of incidents, and (4) the individual circumstances of the incident.

B. Late & Missed Assignments

To be successful, students must demonstrate that they can meet the expectations for the course of study. Completing all assessments on time and with care is a key to achieving this goal. Students can expect that teachers will employ a variety of strategies to help prevent and/or address late and missed assignments, and ultimately, students will still be held accountable to demonstrate their knowledge/understanding of the particular curricular expectation(s). The professional judgement of the teacher, acting within the policies and guidelines established by the Ministry of Education and the board, is critical in determining the strategy that will most benefit student learning.

In addition to the academic implications, not completing assignments for evaluation, or submitting those assignments late, may lead to behavioural consequences as well. Possible consequences may include one or more of the following measures:

- Notification of parents
- Detention and/or suspension
- Referral to administration and/or the Student Success teacher
- Loss of "student in good standing" status
- The deduction of marks, up to and including the full value of the assignment.

Late and missed assignments will also be noted on the report card as part of the evaluations of a student's development of the learning skills and work habits.