



**NANAIMO
LADYSMITH**
PUBLIC
SCHOOLS

2024



STUDENT K-7

REPORTING GUIDELINES

UPDATED NOVEMBER 2024

LEARNING SERVICES

395 WAKESIAH AVENUE, NANAIMO, BC V9R 3K6 • WWW.SD68.BC.CA



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Background and Purpose

COMMUNICATING STUDENT LEARNING

The objective of Communicating Student Learning (CSL) is to ensure that:

- Learners engage in meaningful discussions that foster a sense of responsibility for actively engaging learning and goal setting.
- Parents and guardians are adequately informed, engaged in discussions and decisions regarding their child's education, and understand ways to promote and enhance their child's learning.

KEY FEATURES OF THE NEW REPORTING POLICY

The CSL K-7 guidelines document is intended to support teachers and administrators in implementing the NEW K-12 Reporting Policy. This new framework is an opportunity for teachers to build capacity around suggested practices and strategies for gathering and evaluating evidence of learning. Parents have expressed a preference for clear and concise feedback that explains where their child is in their learning and alerts them to any areas for future growth.

After extensive community feedback and working with a team of teachers, school leaders and district leaders, the Ministry co-constructed the K-12 Student Reporting Policy, set to be implemented in September 2023. The policy outlines the guidelines for communicating student learning that aligns with the redesigned curriculum, unifies existing policy, and creates consistency across the province.

MEANINGFUL COMMUNICATION

Researchers stress the importance of ongoing, comprehensive, and timely communication with parents and caregivers. Effective communication between home and school has a positive impact on student learning and engagement.

FOCUS ON PROFICIENCY

Assessment that is focused on student proficiency in relation to the established learning standards leads to improved reliability of assessment results and increased student engagement.

SELF-ASSESSMENT

Student self-assessment leads to an increase in student confidence in their abilities, greater responsibility for their own learning and greater student satisfaction.

Provincial Proficiency Scale

The proficiency scale is intended to reflect student achievement in relation to the widely held grade level standards **for the current point in the school year**. Assessment feedback should be in relation to the learning standards alone. Students come into learning environments with their own life experiences and background knowledge. Assessment practices should foster

holistic development of the whole person by honouring and incorporating student's self-identity and culture. Students do not necessarily begin at Emerging and/or Developing at the beginning of each school year, nor do students always reach Proficient at the end of the school year.

EVERY STUDENT HAS A PLACE ON THE SCALE AT ANY GIVEN TIME

THE FOLLOWING TABLE IS INTENDED TO SUPPORT TEACHERS IN DETERMINING STUDENTS' LEVEL OF COMPETENCY IN EACH AREA OF STUDY

EMERGING to acquire knowledge, skills, strategies and processes.	DEVELOPING the ability to apply knowledge, skills, strategies, and processes.	PROFICIENT knowledge, skills, strategies and processes.	EXTENDING knowledge, skills, strategies and processes creatively and strategically.
Student demonstrates an initial understanding of the concepts and competencies.	Student is working to improve their skills and understanding.	Student demonstrates a complete understanding of the concepts and competencies.	Student demonstrates a sophisticated understanding of the concepts and competencies.

**Please note that the students who are not yet demonstrating any learning in relation to the learning standards can be assessed as Emerging. If this is due to insufficient evidence of learning, the student can be assigned an IE.*

CONSIDERATIONS FOR INSUFFICIENT EVIDENCE OF LEARNING (IE)

The "IE" symbol is used to alert parents/caretakers when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the Learning Standards. This means that teachers do not have enough information (observations, conversations, and products) to adequately and accurately assess a student. The "IE" symbol may be used on any Written Learning Update.

Some examples of when an "IE" symbol might be required due to insufficient learning evidence:

- When a student has recently moved to a new school or district (e.g., arriving a few weeks before the end of a term/semester).
- When a student has been ill or away from school for a significant period of time (e.g., prolonged student illness, travelling for several weeks, absent for the majority of a given term/semester, etc.).
- When a student has not demonstrated significant learning evidence (observations, conversations, and products) for the teacher to provide an accurate assessment.

Provincial Proficiency Scale

CONSIDERATIONS FOR INSUFFICIENT EVIDENCE OF LEARNING (IE) CONT.

Teachers and families work together when a potential assessment issue arises related to insufficient evidence of learning. When an “IE” reporting symbol has been assigned, teachers, students, and parents/caretakers work together to discuss the situation, including the subject areas when evidence of learning is unavailable, the potential needs of the student and possible solutions and supports. Where applicable, teachers should provide a clear timeline for resolution, student needs, and a specific plan of action to arrive at a possible solution.

At times, there may be insufficient evidence of learning at the end of the school year. K-9 students with insufficient evidence at the end of the school year can be provided an “IE” in the applicable subject areas on their Written Learning Update with a comment explaining the circumstances for insufficient evidence. Teacher(s), principal/vice-principal(s), and School-Based Teams work together to determine the best course of action.

COMMUNICATING LEARNING HABITS AND BEHAVIOUR

Learning habits and engagement should be communicated separately. Behaviour that impacts student learning is best reported to parents and caregivers informally when it occurs as opposed to waiting for traditional reporting communication. Factors such as behaviour are important and should be communicated through conversations and written descriptive comments on the report card. However, these factors should not be used to determine students’ achievement in relation to the widely held grade level expectations.

THE ANALOGY: LEARNING TO DRIVE

Learning to drive is an analogy that can be used to explain the proficiency scale to families. Keep in mind that supports can be used in all levels of proficiency. For example, proficient driver may need glasses to see the road. Guidance may still be required (In Proficient).



Emerging	Developing	Proficient	Extending
			
<p>When we are a new driver, before we get behind the wheel, we need to learn the basic rules of the road requiring significant support and supervision.</p>	<p>As a newly licensed driver, we can drive independently and more competently, but with some restriction and further practice. Support can still be helpful.</p>	<p>Drivers demonstrate proficiency by showing an accumulation of skills allowing them to drive with ease and confidence in a variety of contexts. Sometimes asking for guidance.</p>	<p>Some drivers use skills in more complex contexts, with more independence and responsibility. These contexts may require consultation.</p>

Overview

Students in grades from K-7 will receive five (5) communications of student learning throughout the school year.

LEARNING UPDATES

- **TWO Informal Learning Updates (See page 7)**
- **TWO Written Learning Updates through the ERC (See page 8)**

SUMMARY OF LEARNING

- **ONE report at the end of the school year (See page 10)**

It is important that parents and caregivers know what to expect, and when to expect, Learning Updates.

At the beginning of the year, it will be important for schools and/or teachers to communicate when parents/caregivers can expect Learning Updates.



DISTRICT REPORTING TIMELINE FOR GRADES K-7

October 21st -24th	<p style="text-align: center;">INFORMAL LEARNING UPDATE - FORMATIVE ASSESSMENT CONFERENCE</p> <ul style="list-style-type: none"> • Formative Assessment Conferences should be in person. • If families are unable to connect in person, alternate forms of communication must take place (virtual meetings, phone calls, e-mails, and/or written communication). • Focus should be on Literacy, Numeracy, Social/Emotional Development, Behaviours for Success. • Formative Assessment Conferences are an opportunity to build relationships with caregivers.
November 27th	<p style="text-align: center;">WRITTEN LEARNING UPDATE (PROGRESS REPORT)</p> <ul style="list-style-type: none"> • Identify progress in all areas of learning (subjects) currently being taught using descriptive feedback and proficiency scales. • To be completed in ERC and emailed to families on WEDNESDAY, NOVEMBER 27th, 2024. • A student self-reflection on the Core Competencies and goal setting (student generated content) should be provided separately.
March 12th	<p style="text-align: center;">WRITTEN LEARNING UPDATE (PROGRESS REPORT)</p> <ul style="list-style-type: none"> • Identify progress in all areas of learning (subjects) currently being taught using descriptive feedback and proficiency scales. • To be completed in ERC and emailed to families on WEDNESDAY, MARCH 12th, 2025. • A student self-reflection on the Core Competencies and goal setting (student generated content) should be provided separately.
By End of May	<p style="text-align: center;">INFORMAL LEARNING UPDATE</p> <ul style="list-style-type: none"> • Could be via conferences, virtual discussions, phone calls, e-mails, portfolio sharing, and/or written summaries (at the discretion of teachers and schools).
June 26th	<p style="text-align: center;">SUMMARY OF LEARNING (SUMMATIVE REPORT)</p> <ul style="list-style-type: none"> • Provide a summary of overall student proficiency in each area of learning in which the student has studied during the school year. • To be completed in ERC and emailed to families on THURSDAY, JUNE 26th, 2025. • A student self-reflection on the Core Competencies and goal setting (student generated content) should be provided separately

** Options for the written learning update can be found on page #8*

Reporting & Communicating Student Progress

INFORMAL LEARNING UPDATE

The intention of the informal learning update is to provide parents and caregivers with **responsive and timely** information about where their child is in their learning, heighten their awareness of their child's abilities and learn about ways in which they can support their child's progress.

Some examples of an Informal Learning Update Include:

- Conferences
- Virtual discussions
- Telephone calls
- Emails
- Spaces EDU
- Written summaries

Elementary Schools will host an Informal Learning Update in the form of a Conference in October. The second informal Learning Update will be determined by individual schools and will adhere to the Reporting Timeline.

CONFERENCES

Conferences are intended to strengthen relationships with families and support student learning and can be a time for an exchange of important information.

HELPFUL IDEAS FOR SETTING UP A CONFERENCE

Teachers may decide the conference style: Parent/Teacher or Student-Led.

Teachers may provide feedback on what families can do at home to support their child's learning. Parents can also provide valuable information about their child's interests, strengths, and challenges, which can help teachers tailor their teaching methods to better meet their child's needs.

The following links may be helpful during preparation: Conference [Template](#) or Template [Guide](#).

Before	During	After
<ul style="list-style-type: none">• Invite families• Set up conference to support conversation• Ask families for specific information they might want to discuss• Determine key area for discussion	<ul style="list-style-type: none">• Welcome families• Establish parameters and the goals of each participant• Avoid educational jargon• Illustrate what the student does or does not do by showing examples of classroom learning	<ul style="list-style-type: none">• Record specific information about needs raised by families and/or students, and actions discussed• Continue communication with follow up emails or conversations.

Written Reports

[TUTORIAL](#)

Key Components of the ERC

[TUTORIAL](#)

Emailing Written Reports

Written Reports are written by teachers and emailed to parents/caregivers using the [Electronic Report Card System](#) (ERC). For the 2024- 2025 school year the Reporting Cycle will be:

- First Written Learning Update report: to be distributed on **WEDNESDAY, NOVEMBER 27th, 2024.**
- Second Written Learning Update report: to be distributed on **WEDNESDAY, MARCH 12th, 2025.**
- Summary of Learning report: to be distributed on **THURSDAY, JUNE 26th, 2025.**

WRITTEN LEARNING UPDATES

Written Learning Updates provide families with responsive and timely information about their child. Written Learning Updates must include:

- communication of learning in each Area of Learning (Subjects) currently being studied in relation to the Learning Standards or IEP Goals, using the **Provincial Proficiency Scale**;
- descriptive written feedback on **Student Strengths** and **Areas for Future Growth** for each Area of Learning being studied;
- descriptive written feedback on **Ways to Support Learning** that apply globally to how the learner can be supported;
- information about **student attendance**; and
- student-generated content including **Student Self-Reflection of the Core Competencies** and **Student Goal Setting**. Student-generated content may be sent as a separate document to families.

If not reporting on an Area of Learning (Subject) for the current reporting term, please use the following comment:

“(Area of Learning / Subject) will be reported on in the next Written Learning Update.”

This comment should be rarely applied and may only be used once for an Area of Learning (Subject) during the school year.

English Language Arts and **Mathematics** are core Areas of Learning that must be reported on (proficiency scale and written comments) for all three Written Reports. This ensures that all students and parents/caregivers receive regular and structured feedback on their progress in these key Areas of Learning.

TEACHER OPTION FOR ONGOING REPORTING

Ongoing Reporting allows for timely and responsive updates to be communicated home on a more flexible timeline. This method of reporting is optional and at the discretion of the teacher.

The Ongoing Reporting approach allows for more flexibility in reporting, with updates being sent home as needed and attached to specific projects or areas of focus. This approach can be beneficial for teachers who prefer to have more flexibility in reporting and who prefer to provide updates more frequently. Consistent, timely, and meaningful communication supports the relationship between the student, parent, caregiver, teacher, administrator, and community.

TEACHER OPTION FOR ONGOING REPORTING (CONT.)

Once Learning Standards in an Area of Learning (e.g. Science, SS, ADST) have been communicated to parents by an Ongoing Report of Learning, teachers will not be required to provide further comment on the Written Learning Updates with respect to those assessed Learning Standards. However, should further Learning Standards be assessed and included in the determination of student proficiency (i.e. more than what was communicated in the Ongoing Report), teachers should provide additional comments on the Written Learning Update.

Teachers may use the following example for comments:

“Please refer to the “Ongoing Report of Learning” communicated home on <<Date>>. Additionally, STUDENT has demonstrated proficiency in ...”

STEPS FOR ONGOING REPORTING

1. Communicate with families a meaningful example of student learning that includes the following written descriptive feedback;
 - **Student Strengths**, and
 - **Areas for Future Growth.**

***PLEASE NOTE** The Written Learning Update will include “Ways to Support Learning” as a comment that applies globally to how the learner can be supported (located towards the end of the Written Report). There is no requirement to provide a comment on Ways to Support Learning on Ongoing Reports of Learning.*

2. Notify your administrator that an Ongoing Report of Learning has been sent home. Your administrator may request an example(s).
3. In the ERC, you may use the following comment in the applicable Learning Area (subject) within the upcoming written learning update:

“Please refer to the “Ongoing Report of Learning” communicated home on <<Date>>.”

STEPS FOR ONGOING REPORTING WITH SPACES EDU

Creating a post within SPACES EDU is a way to provide a visual and personalized view of student learning, and to assess Learning Standards that demonstrate growth and progress. [CLICK HERE](#) to learn how to create a post within SPACES EDU.

1. Create a post or activity that will include the following written descriptive feedback;
 - **Student Strengths**, and
 - **Areas for Future Growth.**
2. Notify your administrator that an Ongoing Report of Learning has been shared with families and caregivers. Invite your administrator to be a member of your SPACES EDU digital platform so that they will view a sample of the communication. [CLICK HERE](#) to learn how to invite a co-teacher to your classroom.
3. In the ERC, you may use the following comment within the applicable Area of Learning (Subject) for the upcoming Written Learning Update:

“Please refer to the “Ongoing Report of Learning” communicated home on <<Date>>.”

SUMMARY OF LEARNING

The Summary of Learning report will provide families with a description and summary of student learning and growth across the entire school year in clear and accessible language. A Summary of Learning must include:

- Communication of learning in all Areas of Learning (Subjects) studied during the school year in relation to the Learning Standards or IEP Goals, using the **Provincial Proficiency Scale**;
- Summary descriptive written feedback on **Student Strengths** and **Areas for Future Growth** for all Areas of Learning;
- Descriptive written feedback on **Ways to Support Learning** that apply globally to how the learner can be supported;
- Summary information about **student attendance**; and
- Student-generated content including **Student Self-Reflection of the Core Competencies** and **Student Goal Setting**. Student-generated content may be sent as a separate document to families.

The Summary of Learning must focus on the Learning Standards (Curricular Competencies and Content) within each Area of Learning (Subject). It is essential to assess where the student stands with respect to all Learning Standards, looking at all evidence of learning throughout the school year.

A teacher should use professional judgement to honour more recent evidence, while considering past evidence, to determine the overall growth of the learner. Evidence of learning should include Products, Conversations and Observations (Please see “Triangulation” on page 12).

PLEASE NOTE

- *Sliding the bar to indicate Levels of Proficiency for each learning area (subject) will represent a student’s overall learning for the year.*
- *Comments need to be descriptive and specific to the child’s progress, not a list or statement of the learning standards that were explored.*
- *Use students’ preferred pronouns.*



PERMANENT STUDENT RECORD (PSR)

A Permanent Student Record (PSR) documents the history of a student’s education program. PSRs are stored in MyEducation BC (MyEd) in order to adhere to ministry guidelines. The information from the Electronic Report Card system (ERC) can be summarized in the ERC history in preparation for finalizing in MyEd.

Prior to entering a student’s proficiency scale into MyEd, teachers should ensure that:

1. The school administrator has verified all Summary of Learning reports in the ERC.
2. The school administrator has provided a Class Summary from the ERC for data entry purposes.

When entering data into MyEd, teachers should follow the steps found in the [Teacher Instructions](#) document.

Descriptive Feedback

DESCRIPTIVE COMMENTS

Descriptive feedback includes simple, concise, strength-based, written comments or documented conversations that are aligned with the learning standards, describe student learning, and identify specific areas for future growth. If a student is not working within the widely held expectations for their grade, the comments should reference a Learning Plan (LP) or Individual Education Plan (IEP).

A **strength-based approach** recognizes that student learning is dynamic and holistic, and that students demonstrate their learning in different ways and at different rates. Feedback is focused on what the student **can do** and what they are **working toward**.

Separation of Learning Habits from Academic Reporting

Descriptive feedback for each of the areas of learning should be in relation to the learning standards alone.

In the student's overall comment, teachers may report on learning habits and engagement, including attitudes, work habits, effort, and/or social responsibility as it relates to their learning. Students should not be penalized via marks for missing classes or other behaviours demonstrated.

[Additional Considerations](#)

WAYS TO SUPPORT LEARNING

This category describes how the student will be supported to continue and grow their learning. These comments may describe individualized supports within the classroom and/or suggested ways to support student learning within the home environment.

Examples:

- In class, (Student) will have opportunities to
- Is encouraged to ask for help when
- Can practice
- Will benefit from
- Is encouraged to continue

PLAIN LANGUAGE SUGGESTIONS

INSTEAD OF	TRY USING
a majority of	most
a number of	many, several
assist, facilitate	help
communicate	talk, write, call
factor	reason
It will be necessary	I/we/you must/could
exhibits	shows

Descriptive Feedback Continued

THE FOLLOWING TABLE IS INTENDED TO SUPPORT TEACHERS IN WRITING DESCRIPTIVE COMMENTS. BELOW ARE EXAMPLE SENTENCE STARTERS THAT ARE ALIGNED WITH THE STUDENT'S LEVEL OF COMPETENCY.

EMERGING to acquire knowledge, skills, strategies and processes.	DEVELOPING the ability to apply knowledge, skills, strategies, and processes.	PROFICIENT knowledge, skills, strategies and processes.	EXTENDING knowledge, skills, strategies and processes creatively and strategically.
<ul style="list-style-type: none"> • Shows some understanding • Is beginning to • Requires support to 	<ul style="list-style-type: none"> • In familiar situations • With support, shows an understanding • Is working on • Needs reminders to 	<ul style="list-style-type: none"> • Is able to • Engages in • Consistently demonstrates 	<ul style="list-style-type: none"> • Creatively and insightfully applies • Is innovative when • Is strategic when • Confidently expands by

Assessment & Reporting

CRITERION REFERENCE EVALUATION

Criterion-referenced evaluation measures student learning against established criteria rather than the performance of other students.

When students and teachers collaborate to co-construct assessment criteria, students become more invested in the assessment process and sharing their voice in the learning process.

Reminder: The evaluation process is not always linear. The criteria or assessment tools may need to be re-evaluated in the middle of the learning experience. **Students may also need to repeat learning experiences or refine their evidence of learning.**

UPDATED LEARNING AT A GLANCE

In the spirit of ongoing communication, teachers are encouraged to send home student work that has been completed. This will inform parents of the topics and themes that are currently being explored. Consistent, timely, and meaningful communication supports the relationship between the student, parent, caregiver, teacher. Several examples of how to communicate what is happening within a classroom are:

- Weekly/Monthly newsletters
- Classroom Email Updates
- Spaces EDU posts
- Blog Posts
- Monthly Calendars

Assessment & Reporting Continued

REPORTING ON ARTS EDUCATION

When reporting on Arts Education (K-7), one competency scale encompasses all **four aspects of the ARTS: Drama, Dance, Music, Visual Arts**. By June, all four aspects must be taught and reported on using the proficiency scale.

FRENCH IMMERSION

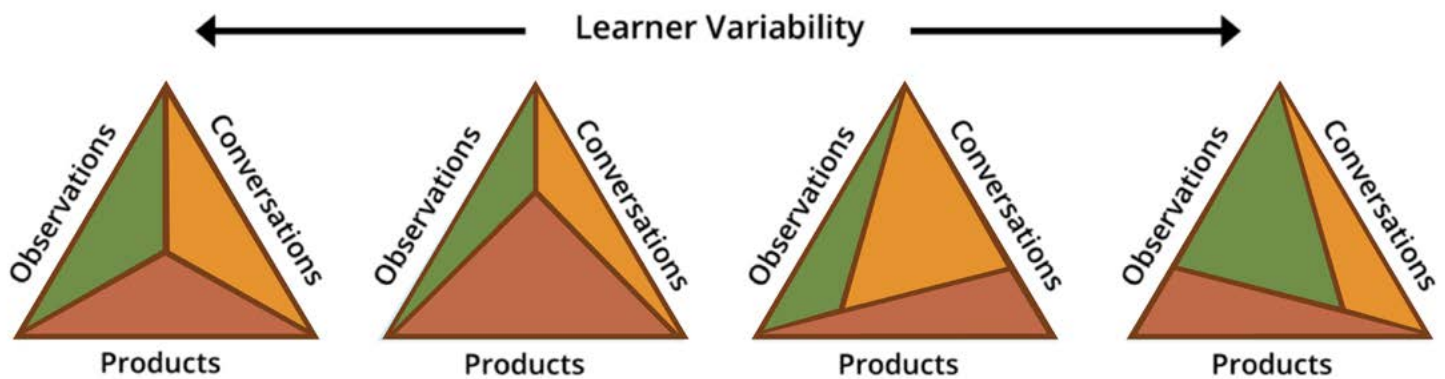
Written Learning Updates are formal communications to a student's family about learning and will therefore be communicated in the English language.

For the majority of the French Immersion Program, communication of the learning standards and descriptive feedback will be in English while student generated content will be in French.

TRIANGULATION

The updated reporting policy emphasizes the use of triangulation when assessing students. Triangulated approach to assessment is an effective way to assess the whole child. Culturally informed assessment practices allow students flexibility during assessments so that they can bring their own cultural identities and fluencies into demonstrations of learning.

Triangulation is a way to gather evidence of learning in three ways: observation, conversation, and product.



Adapted from: Rob Garden, 9-12 Instructional Coach, Math & Science, HPEDSB.

Self-Reflection on Core Competencies & Goal Setting

The Core Competencies have been explicitly embedded within the curriculum to be reflected upon authentically and timely.

The K-12 Student Reporting Policy requires that student self-reflection on Core Competencies and goal setting be included in at least two Written Learning Updates and the Summary of Learning in June. How students explore Core Competencies and student self-reflection are determined by the teacher.

The process of student self-reflection on Core Competencies and student goal setting nurtures student voice. These processes infuse learning with personal meaning and emphasize working toward future possibilities while

developing the confidence, knowledge, and competencies necessary to thrive in an ever-changing world. These processes ensure that students are the co-authors of their learning stories. The Early Learning Framework and the Core Competencies have shared philosophies that support learning environments and opportunities that are holistic, responsive, and relevant to our community. For more information on supporting Core Competencies in the early years, refer to the [Early Learning Framework](#).



Printing & Filing

Schools need to ensure that both Written Learning Updates and Summary of Learning are printed from the [ERC](#) using the “Print Preview for Class” button. Written reports need to be placed in student files. Submit PR cards electronically.

Are you in a job share or a prep coverage teacher trying to access the ERC?

- Check with your school secretary to confirm that you are listed as a “co-teacher” in MyEd
- Ask the school secretary to email is-sas@sd68.bc.ca (and cc: the principal) with your name, division(s) and subject(s) requested

Students Requiring Further Support

Written Learning updates requirements for students on IEPs

K-9 IEP Scenario	Assessment on Learning Progress Continuum	Comment to be provided within a whole term comment or within each subject area that is supported by the IEP
Student working on grade-level learning standards	Student is assessed on grade-level learning standards	This assessment reflects progress with the supports as noted in the students Individualized Education Plan(IEP) for more details
Student working on below grade-level learning standards	Student is assessed on the below grade-level learning standards that they are working on	This assessment reflects progress on personalized learning standards outlined in the student’s IEP, rather than grade level learning standards. See IEP for more details
Student working on social and emotional learning goals (H and R designation)	Student is assessed on grade level learning standards	Additional services are being provided to support the social emotional goals in the student’s Individual Education Plan (IEP). See IEP for details.

Universal supports do not alter assessment of the learning standards. Where universal and/or targeted supports are in place, students are graded in accordance with the performance standards that demonstrate progress toward the grade in which the student is currently enrolled. Targeted supports should be described in the report card comments. A modification is a term primarily used in grades 10 & up. To better understand what a modification is and when / how the term is meant to be used, click to Appendix A.

For students with diverse abilities and those who are learning a second or additional language, additional and individualized approaches to instruction or assessment methods may be necessary which should be reflected in their individualized plans.

- Designated students must have an **Individual Education Plan (IEP)**.
- English Language Learners must have an **Annual Instructional Plan (AIP)**.

- In Nanaimo Ladysmith Public Schools, **Learning Plans** are used for students of diverse abilities who require specific interventions or adaptations to their learning, beyond the use of universal classroom strategies. For students with an IEP or AIP, a report is a requirement to specifically communicate on progress in relation to the goals of the IEP or AIP in a supplemental report.

For students with a Learning Plan, progress **in relation to the goals will be embedded into the written report**.

The purpose of reviewing student progress according to the individualized goals is to ensure that there is alignment between how the student learns and the strategies used to differentiate instruction. A plan for intervention must be clearly articulated to close the gap in achievement.

Learning Plans

[Learning Plans](#) are created for a student that does not meet the criteria for a ministry designation and is:

- Working outside the widely held expectations of grade level standards in one or more area(s) of their learning ([Template](#)) ([Sample 1](#)) ([Sample 2](#))
- OR
- Requires specific individualized interventions to be successful working within the widely held grade level expectations ([Template](#)) ([Sample 1](#))

NOTE: Learning Plans are rarely created for students in Kindergarten – Grade 2, as the student’s skills will generally fall within the widely held expectations for that grade.

CASE MANAGEMENT

Learning Plans are managed by the classroom teacher, in collaboration with parents and the appropriate members of the School Based Team (SBT).

The expectation is that the classroom teacher will have a clear understanding of the supports and interventions required and will maintain overall responsibility for the student’s program, while other professional and support staff will provide support and/or interventions, as appropriate.

The classroom teacher reports out on the goals of the Learning Plan through the written LU’s and soft informal learning updates.

TIMELINES

- New Learning Plans are created at whatever point in the school year the SBT determines additional framework/support is required; This is not tied to reporting periods.
- Updates to Learning Plans should be completed along similar timelines to IEPs – revised goals/strategies by mid-November each fall, comments embedded into report cards during regular reporting periods.
- The decision to discontinue a Learning Plan should be made at a SBT meeting, in collaboration with all individuals who support the learner. They do not “expire” at the end of a school year.
- SBT should maintain a current list of students on Learning Plans. This list should be reviewed in the fall and spring of each year. In the fall, the SBT should alert classroom teachers regarding students who had a Learning Plan the previous year.

DOCUMENTATION AND STORAGE OF RECORDS

The teacher will email completed plans to the PVP, who will ask the school secretary to upload a PDF into the student’s record in My Ed (click [here for directions](#)).

Paper copies or emails of the plan must also be distributed to:

- The family
- Any individuals who are part of the supports/strategies described in the plan

Reporting for Students on an IEP, AIP or Learning Plan

The following section outlines the requirements in the Electronic Report Card System ([ERC](#)) for students with an IEP, AIP or Learning Plan.

IEP & AIP

1. Move the slider to indicate the level on the scale. The Level of Competency must be determined according to the learning goals on the IEP or AIP. If there is not a learning goal, the Level of Competency is determined according to the widely held grade expectations for a subject. If a student is not working within those expectations, move the slider to Emerging.
2. Choose “IEP” or “AIP” for relevant subjects. The IEP / AIP will be noted on the slider.
3. Write about the child’s growth and achievement in the comment section. If a student’s performance may be a surprise on the report card, please make sure you contact parents ahead of time.
4. An IEP / AIP progress report providing a snapshot of how student is progressing on educational goals will be emailed separately by the case manager.

EG: ELECTRONIC REPORT CARD - TEACHER VIEW

Subject	Levels of Competency				IEP/SSP/AIP
ELA - Reading, Listening and Viewing	Emerging	Developing	Proficient	Extending	IEP

EG: REPORT CARD VIEW

ENGLISH LANGUAGE ARTS				
Reading, Listening and Viewing		IEP		

For all students with IEPs, the following domains will appear under the sliders. Classroom teachers will need to check () the domains in which the IEP applies.

- a. Academic/Intellectual: Literacy
- b. Academic/Intellectual: Numeracy
- c. Communication
- d. Physical Functioning
- e. Self Determination/Independence
- f. Social Emotional
- g. Transition

Reporting for Students on an IEP, AIP or Learning Plan

EG: ELECTRONIC REPORT CARD - TEACHER VIEW

... is designated in category 'K' and has an IEP which outlines the goals in the following domains:

- Academic/Intellectual: Literacy
- Academic/Intellectual: Numeracy
- Communication
- Physical Functioning
- Self Determination/Independence
- Social Emotional
- Transition

The following additional reports will be emailed separately:

- The AIP Progress Report will be emailed separately
- The IEP Progress Report will be emailed separately
- The Speech-Language Progress Report will be emailed separately

EG: REPORT CARD VIEW

APPLIED DESIGN, SKILLS & TECHNOLOGY	Please see comments
SUPPORT	

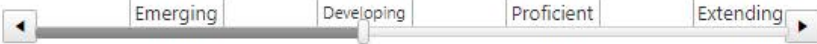
... is designated in category 'K' and has an IEP which outlines the goals in the following domains: Literacy.
The IEP Progress Report will be emailed separately.

LEARNING PLAN

1. Move the slider to indicate the level on the scale. The Level of Competency must be determined according to the learning goals on the Learning Plan. If there is not a learning goal, the Level of Competency is determined according to the widely held grade expectations for a subject. If a student is not working within those expectations, move the slider to Emerging.
2. Choose “LP” for relevant subjects.
3. Comments on the child’s growth / related progress should be embedded in the written comments of the report card and identify that “As outlined in the learning plan, (Student) requires specific individualized interventions.” If a student’s performance may be a surprise on the report card, please make sure you contact parents ahead of time.

Reporting for Students on an IEP, AIP or Learning Plan

EG: ELECTRONIC REPORT CARD - TEACHER VIEW

Subject	Levels of Competency	IEP/AIP/LP
ELA - Reading, Listening and Viewing		LP ▾

EG: REPORT CARD VIEW

Reading, Listening and Viewing		LP	
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Students with Modifications

Modifications refer to instructional and assessment-related decisions made to accommodate a student's educational needs. These consist of individualized learning goals and outcomes which are **different than learning standards of a course or subject**. Modifications are considered **only** for those students whose needs are such that they are **unable to access the curriculum** (i.e., students with limited awareness of their surroundings, students with fragile mental/physical health, students medically and cognitively/multiply challenged). Determining modifications is rare in the elementary years, as most learning activities will fit under the broad umbrella of "widely held expectations".

Students with special needs who require **modifications** must have an IEP, as they are **not expected to achieve the learning standards outlined in the provincial curriculum**. The decision to remove a student from BC Learning Standards is determined through a School Completion Certificate (Evergreen) Program (SCCP) Review. The SCCP Review typically takes place in the student's Grade 10 year, as they begin working towards graduation requirements. This process involves significant consultation with the student's family, and thoughtful review of all programming opportunities. Students who graduate on this pathway do not qualify for a Dogwood Diploma, but will instead receive a School Leaving Certificate.

Glossary

Adaptations: teaching and assessment strategies specially designed to accommodate students' needs so they can meet the learning standards in an area of learning and demonstrate proficiency in its concepts.

Adaptations do not represent unfair advantages to students. In fact, the opposite could be true. If appropriate adaptations are not used, students could be unfairly penalized for having learning differences, creating serious negative impacts to their achievement and self-concept.

Annual Instructional Plan (AIP): Each AIP needs to include information for the current school year on the ELL student's:

- Language assessment (see "Assessment and Identification" section of this document) and determined language proficiency
- Linguistic and/or literacy goals that can reasonably be met in the current school year
- Support plan for language development, including a schedule or plan showing nature of support (e.g. bi-weekly ELL specialist consultation with classroom teacher) and support strategies (e.g. explicit teaching of reading skills, adapting lesson materials).

Assessment: is the ongoing process of assessing learning to provide precise and timely information so that teachers can adjust instruction in response to individual student needs.

Information gathered through assessment:

- Helps teachers to determine students' strengths and areas for improvement in achieving the curriculum expectations at a given point in each subject/course,
- Serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices, and
- Promotes student self-assessment.

Core Competencies: A set of intellectual, personal, and social competencies that students develop to engage in deeper learning and to support lifelong learning through their schooling. The Core Competencies are embedded in each area of learning, and are activated through the learning experiences and activities. The Core Competencies are: Communication, Thinking, and Social and Personal Responsibility.

Descriptive Feedback: Strength-based, written comments or documented conversations that describe individual student progress and identify specific goals to support further student growth. All written descriptive comments should reflect how students' engagement and behavior impacts their growth and performance in relation to the learning standards.

Inclusive Education Plan (IEP): a documented plan developed for a student with disabilities and diverse abilities that describes individualized goals, support measures and/or individualized learning goals, and the services to be provided, and includes measures for tracking progress.

Learning Standards: an explicit statement of what students are expected to know, understand, and be able to do in an area of learning. Learning standards are a combination of:

- **Curricular Competencies:** explicit statements of what students are expected to be able to do in a given grade and area of learning.
- **Content:** what students should know in a given area of learning at a particular grade level. They define the core knowledge (facts and concepts) essential to the development of big ideas for that area of learning in that grade. In previous curricula, these expectations were presented as learning outcomes.

Learning Updates: learning updates that provide parents and caregivers with responsive and timely information about student learning. Three types of Learning Updates:

- **Written Learning Update:** includes communication of student learning in all areas of learning in which the student is currently studying.
- **Informal Learning Update:** includes communication of student learning via conferences, email, telephone calls, portfolio, written feedback.
- **Summary of Learning:** written communication of student learning provided at the end of the school year or semester.

Glossary

Modifications: instructional and assessment-related decisions made to accommodate a student’s educational needs, consisting of individualized learning goals and outcomes that are different from the learning outcomes of a course or area of learning.

Modifications should be considered for those students whose special needs are such that they are unable to access the curriculum (i.e., students with limited awareness of their surroundings, students with fragile mental/physical health, students medically and cognitively/multiply challenged). Using modifications for students should be a rare practice.

Provincial Proficiency Scale: is used in K-9 to support communication of student progress in all areas of learning:

Emerging	Developing	Proficient	Extending
The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning

Self Reflection on Core Competencies and Goal Setting: student-generated self- reflection and goal setting content must be included in at least 2 written Learning Updates and the Summary of Learning. However, in the interest of flexibility for students and their learning, the policy does not specify how student goal setting should be taught or documented. The form and process to support goal setting are to be outlined and determined by the district or school and integrated into local practice.