		Commission scolaire English-Montréal English Montreal School Board
POLICY:	REPORTING PRACTICES	CODE: PS-4
Origin:	Pedagogical Services	
Authority:	Resolutions #81-02-25-8h(v); #84-06-27-8.10	
Reference(s):		


POLICY STATEMENT

The Board believes reporting practices exist for the purpose of informing parents about their children's progress in school. A comprehensive and intelligent reporting practice policy promotes a clear understanding by parents of the expectations that the school has for their child and the extent to which the child is meeting those expectations.

FREQUENCY OF REPORTING PRACTICES

Report cards shall be issued with the following regularity:

1. For Pre-Kindergarten, two report cards shall be issued, one at mid-term (no later than January 31) and one at the end of the school year.
2. For Kindergarten, three formal reports and one informal report shall be issued each year, the scheduling to be determined by the designated authority after consultation with the school council.
3. For Cycle 1 Elementary (Grades 1 to 3), three formal report cards and one interim report card shall be issued each year.
4. For Cycle 2 Elementary (Grades 4 to 6), three formal report cards and one interim report card shall be issued each year.
5. At the Secondary level, the number of examination periods per year shall be decided at the school level by the designated authority after consultation with the school council. There shall be, however, four reporting periods at each school.
6. For French Immersion Kindergarten classes, three formal reports and one informal report shall be issued each year, the scheduling to be determined by the designated authority after consultation with the school council.
7. For French Immersion classes, Grades 1 to 6, three formal report cards and one interim report card shall be issued each year.

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PROCEDURE:	REPORTING PRACTICES	CODE: PS-4.P
Origin:	Pedagogical Services	
Reference(s):		

PURPOSE

To provide guidelines for reporting practices in Pre-Kindergarten, Kindergarten, Elementary (Cycles 1 and 2), Secondary, French Immersion Kindergarten, French Immersion Grades 1 and 2, and French Immersion Grades 3 to 6.

GENERAL

In the course of reporting practices, a clear distinction shall be drawn between achievement and effort. Achievement should be reported in relation to the extent to which the child has obtained clearly stated objectives. Any reporting policy that requires the blending of achievement and effort in the same mark, regardless of how well it may be intended, can lead only to confusion. To assist parents in the interpretation of achievement marks, an indication of the pupil's effort shall be appended.

The best method of reporting combines periodic written reports with parent-teacher interviews, since no report card form can clearly and completely convey to the parent all the information a school has about a child's intellectual and personal development.

Reporting should be of the type and frequency that shall enable parents to respond early to any indications that their child is experiencing any particular problems.

PROCEDURE

Guidelines for Reporting Practices in Pre-Kindergarten

1. Parents shall be given an outline of the objectives and a description of the program early in the year.
2. A close liaison with parents shall be maintained by the classroom teacher and school.
3. Classroom observation by parents shall be strongly encouraged.

4. Parent-teacher interviews shall be held at the same regular reporting times as the rest of the school and more frequently if necessary.
5. Reporting shall reflect the underlying philosophy that continuous growth and development take place in the young child.
 - a. P – ‘Progressing Well’ is used to signify normal progress and development.
 - b. SP – ‘Some Progress’ is used to denote minimal progress has been made. Ordinarily, this rating should be accompanied by a teacher’s comment.
 - c. NR – ‘Not Ready’ is used to indicate that a pupil is not being marked in a subject because of lack of readiness to receive instruction in it.
6. Comments shall be positive and constructive, and each set of comments shall be dated.
7. Any problems of a serious nature shall be communicated to the parents immediately.

Guidelines for Reporting Practices in Kindergarten

1. Parents shall be given an outline of the objectives and a description of the program early in the school year.
2. Close liaison with parents shall be maintained by the classroom teacher and the school.
3. Classroom observation by the parents shall be strongly encouraged.
4. Parent-teacher interviews shall be held at the same regular reporting times as the rest of the school and more frequently if necessary.
5. Reporting shall reflect the underlying philosophy that continuous growth and development take place in the young child.
 - a. P – ‘Progressing Well’ is used to signify normal progress and development.
 - b. SP – ‘Some Progress’ is used to denote minimal progress has been made. Ordinarily, this rating should be accompanied by a teacher’s comment.
 - c. NR – ‘Not Ready’ is used to indicate that a pupil is not being marked in a subject because of lack of readiness to receive instruction in it.

Guidelines for Reporting Practices in Cycle 1 Elementary (Grades 1 to 3)

1. Early in the school year, parents shall be given an explanation of the objectives and a description of their child's program.
2. Formal reporting shall be supplemented by regular parent-teacher interviews, the number to be determined by the designated authority after consultation with the school council.
3. Any problem of a serious nature shall be communicated to the parents immediately.
4. The following procedures shall be carefully followed in completing report cards:
 - a. An effort rating (S or NS) shall be entered for each main subject area.
 - b. The grade level in Reading, Mathematics and French shall be indicated in the space provided.
 - c. Teacher comments shall be dated and shall be as positive and constructive as possible.
 - d. The five-point marking scale shall not be altered; a plus (+) or minus (-) sign shall not be used.
5. The insert entitled 'Supplementary Program – Free-Flow' shall be completed by the free-flow teacher and included with the report card of each pupil receiving free-flow instruction.

Guidelines for Reporting Practices in Cycle 2 Elementary (Grades 4 to 6)

1. Early in the school year, parents shall be given an outline of the objectives and a description of the program for their child's grade.
2. Any problem of a serious nature shall be communicated to the parents immediately.
3. The following procedures shall be carefully followed in completing report cards:
 - a. An effort rating shall be entered for each main subject area.
 - b. The achievement mark in Reading, Mathematics and French shall be placed in the upper section of the box and the level of instruction shall be indicated in the lower section.

- c. Blank lines following Mathematics shall be used for marking an aspect of the program not included in the listed sub-heading.
 - d. Blank lines following Moral and Religious Education shall be used for a course given in a particular school which is not included in the listing.
 - e. Each written comment by the teacher throughout the report shall be dated and shall be as positive and constructive as possible.
 - f. The five-point marking scale shall not be altered; a plus (+) or minus (-) sign is not to be used.
4. The insert entitled 'Supplemental Program – Free-Flow' shall be completed by the free-flow teacher and enclosed with the report card of each pupil receiving free-flow instruction.

Guidelines for Reporting Practices in High School

1. All Secondary report cards shall be issued on the standard high school report card form.
2. On at least three of these reports, the marks shall be reported as percentages which shall serve to establish the student's final standing, the actual number to be decided by the designated authority of each school after consultation with the school council.

Guidelines for Reporting Practices in French Immersion Kindergarten Classes

1. Early in the school year, parents shall be given an explanation of the objectives and a description of their child's program.
2. The teacher and the school shall maintain close liaison with parents.
3. Classroom observation by parents shall be strongly encouraged.
4. Parent-teacher interviews shall take place at the same regular reporting times as the rest of the school and more frequently if necessary.
5. Reporting shall reflect the underlying philosophy that continuous growth and development take place in the young child.
 - a. P – 'Progressing Well' is used to signify normal progress and development.
 - b. SP – 'Some Progress' is used to denote minimal progress has been made. Ordinarily, this rating should be accompanied by a teacher's comment.

- c. NR – ‘Not Ready’ is used to indicate that a pupil is not being marked in a subject because of lack of readiness to receive instruction in it.
6. Comments shall be positive and constructive, and each set of comments shall be dated.
7. Any problem of a serious nature shall be communicated to the parents immediately.

Guidelines for Reporting Practices in French Immersion, Grades 1 and 2

1. Early in the school year, parents shall be given an explanation of the objectives and a description of their child’s program.
2. Formal reporting shall be supplemented by regular parent-teacher interviews, the number to be determined by the designated authority after consultation with the school council.
3. The following procedures shall be carefully followed in completing report cards:
 - a. An effort rating shall be entered as required.
 - b. Teachers’ comments shall be dated and shall be as positive and constructive as possible.
 - c. The five-point marking scale shall not be altered by (+) or (-) signs.
4. The report card of each pupil receiving free-flow instruction shall contain the insert entitled “Supplementary Program – Free-Flow” completed by the free-flow teacher.

Guidelines for Reporting Practices in French Immersion, Grades 3 to 6

1. Early in the school year, parents shall be given an outline of the objectives and a description of the program for their child’s grade.
2. Any problem of a serious nature shall be communicated to the parents immediately.
3. The following procedures shall be carefully followed in completing report cards:
 - a. An effort rating shall be entered for each main subject area.
 - b. The achievement mark in Reading, Mathematics and French shall be placed in the upper section of the box and the level of instruction shall be indicated in the lower section.

- c. Blank lines following Mathematics shall be used for marking an aspect of the program not included in the listed sub-headings.
 - d. Blank lines following Moral and Religious Education shall be used for a course given in a particular school which is not included in the listing.
 - e. Each written comment by the teacher throughout the report shall be dated and shall be as positive and constructive as possible.
 - f. The five-point marking scale shall not be altered; a plus (+) or minus (-) sign is not to be used.
4. The insert entitled 'Supplementary Program – Free-Flow' shall be completed by the free-flow teacher and enclosed with the report card of each pupil receiving free-flow instruction.