

NLSchools refers to all public K-12 English schools and school related facilities under the jurisdiction of the Department of Education, Education Operations Branch and all employees working therein providing services and supports to such schools, including those who work in the areas of school facilities, student transportation, program implementation, student services, and procurement.

Policy Name

Assessment, Evaluation and Reporting

Policy Statement

The Department of Education recognizes that assessment and evaluation are integral to the teaching and learning process. The primary purpose of assessment and evaluation is to support student growth and to improve student learning and achievement.

The department will ensure a planned approach to student assessment, evaluation and reporting that is based on the provincial and other approved curriculum outcomes and reflects the following:

1. The teacher as the professional best positioned and most responsible for assessing and evaluating student learning, and reporting it to parents/guardians.
2. The student as partner and involved in the various aspects of the assessment process.
3. A fair, equitable, transparent and ongoing process that includes clear communication with students and parents/guardians at the beginning of the school year, and at other appropriate times throughout the school year.
4. Instruments that are meaningful, valid and reliable.
5. Practices that encompass a wide variety of data sources.
6. Opportunities for students to demonstrate progress and the full range of their learning.
7. Differentiated instruction and assessment that takes into account the uniqueness and needs of each individual learner, including those with exceptionalities.

Principles

- Classrooms are places where we foster hope and a joy of learning. Assessment and evaluation practices will provide opportunities to promote learning, show learners their strengths, and demonstrate how they can progress or develop further.
- Assessment and evaluation practices respect the uniqueness of each student, promote holistic development, and assist students in achieving their full potential.
- Assessment is a collaborative process and a shared responsibility involving students, teachers, parents/guardians and other stakeholders. Parents/guardians are well informed about their child's learning, and all stakeholders work together to cultivate a positive learning environment for all students.

Rationale

The Department of Education is responsible for the implementation of primary, elementary, intermediate, and high school curriculum in schools under its jurisdiction across the province. Quality assessment and evaluation is essential to determining whether students have appropriately achieved the curriculum outcomes identified. The purpose of this policy is to establish the expectations and requirements with respect to assessment and evaluation practices in our schools.

Background

This policy addresses the process for assessment, evaluation and reporting for students within NLSchools.

Scope

This policy is applicable to all students within NLSchools.

Definitions

ASSESSMENT

Assessment is broadly defined as the process of collecting and analyzing information that can be used:

- i. to inform students, and their parents/guardians where applicable, about the progress they are making toward attaining the knowledge, skills, attitudes, and behaviours to be learned or acquired, and

- ii. to inform the various personnel who make educational decisions (instructional, diagnostic, placement, promotion, graduation, curriculum planning, program development, policy) about students.

Assessment supports and promotes student learning when it occurs on a regular, ongoing basis, providing students with clear descriptive feedback from which they can set goals for improvement. Being interconnected with curriculum and instruction, assessment plays a continuous role in informing instruction, and checking progress and success, while working towards the achievement of outcomes.

There are three facets to assessment:

Formative Assessment

Assessment for learning (formative assessment): Teachers use evidence to determine what students understand in order to plan and guide instruction and provide helpful feedback to students. It involves frequent, interactive assessments designed to make student understanding visible. This enables the teacher to identify learning needs and adjust teaching accordingly. It is an ongoing process of teaching and learning. Examples of formative assessment include (but are not limited to) teacher observations, homework, work samples, tests, assignments and projects.

Self-Assessment

Assessment as learning (self-assessment): Students use assessment evidence, including self- assessment, to monitor their own learning. It actively involves students' reflection on their learning and monitoring of their own progress.

Summative Assessment

Assessment of learning (summative assessment): Assessment of learning is summative in nature. It involves strategies to confirm what students know and to demonstrate if students have met curriculum outcomes at important points in time. It typically comes at the end of a course or program to determine the extent to which the learning outcomes have been achieved. Examples include (but are not limited to) projects, performances, presentations, tests, and provincial assessments.

EVALUATION

Evaluation is the continuous cycle of collecting data to analyze, reflect upon and summarize information about student learning. Through evaluation, teachers exercise their professional judgement about the evidence collected through assessment activities. They use their insight, knowledge about learning and experience with students, along with the specific criteria and knowledge of the curriculum, to make professional judgements about student performance in relation to curriculum outcomes

and for the purpose of assigning student grades.

REPORTING

The extent to which curriculum outcomes are achieved is reported through both formal and informal means. Although there are clearly identified formal reporting periods (e.g., report cards, parent conferences, Individual Education Plans (IEPs), mid-year exam results), communication with parents/guardians and students is continuous throughout the year (e.g., meetings, phone calls, emails, PowerSchool). Communication to students and parents/ guardians about learning must be purposeful, accurate, transparent, timely and accessible.

Procedures

1. The Department of Education will establish Administrative Procedures that govern the application of this policy.
2. The Administrative Procedures will be reviewed by the Superintendent of Schools in collaboration with NLSchools administrative staff.
3. NLSchools uses assessment data and evidence for decision-making at the classroom, school, and department level.
4. The department recognizes that assessment impacts how students learn, their motivation to learn, and how educators teach to further student learning.

Policy Directives

1. Learning Outcomes

The learning outcomes prescribed by the Department of Education and other approved courses form the framework for teaching, learning, assessment and evaluation.

2. Roles and Responsibilities

Student academic success is the collective responsibility of students, teachers, administrators and parents/guardians, each with a distinct role. As a part of their responsibility, stakeholders will promote academic rigour and high expectations.

3. Professional Judgement

Professional judgement refers to judgement that is informed by professional knowledge of students, curriculum outcomes, context, evidence of learning, and assessment that indicate success in student learning.

In exercising professional judgement, educators commit to accurate, equitable and bias-

free evaluation, assessment and placement, considering the diverse needs of the student population, to ensure all students can achieve their potential.

4. Assessment Practices

Assessment is a collaborative process involving students, teachers and parents/guardians. Assessment supports and promotes student learning when it occurs on a regular, ongoing basis, providing students with clear descriptive feedback from which they can set goals for improvement. Being interconnected with curriculum and instruction, assessment plays a continuous role in informing instruction, checking progress and success while working towards the achievement of outcomes.

Schools will promote academic rigour and high expectations by utilizing a variety of assessment practices. These practices are embedded in a range of supports provided to students as part of a school-wide academic intervention program. Within this context, escalating levels of interventions are used, which may include: contact with parent/guardian, student conferencing, explicit instruction, re-assessment, alternate assessment, differentiated instruction and assessment, ongoing communication with students and parents/guardians, referral to the school service delivery team, tutoring, and a review of the student's program. If school-wide practices/protocols permit, mark reduction may be employed to address late/missed assessments and academic dishonesty, up to and including the full value of the assignment/assessment.

5. Communication and Reporting

Communication to students and parents/guardians about learning must be purposeful, accurate, transparent, timely and accessible. Although there are clearly identified formal reporting periods, communication with parents and students about student achievement is continuous throughout the year. The school's assessment, evaluation, and reporting policy will be communicated clearly to students and parents at the beginning of the school year or course, and at other appropriate points throughout the school year or course. Effective communication includes both formal elements (e.g., report cards, PowerSchool, parent/guardian teacher conferences, IEPs/ISSPs) and informal elements (e.g., telephone calls, emails, face-to-face conversation, anecdotal notes).

6. Programming Decisions and Student Placement

All programming decisions and appropriate interventions will be made as a team, taking into consideration the individual needs of the student in relation to the achievement of the required program outcomes.

7. Appeals

All appeals regarding assessment, evaluation and student placement decisions will follow the process defined by NLSchools [Student Appeals Policy](#).

Administrative Procedures

1. Learning Outcomes

- 1.1. The K-12 learning outcomes prescribed by the department of and other approved courses form the framework for teaching, learning, assessment and evaluation.
- 1.2. The Grades 7-12 Course Descriptors provided by NLSchools will guide the assessment and evaluation process at these grade levels.

2. Roles and Responsibilities

- 2.1. Academic success is the collective responsibility of students, teachers, administrators, families, and NLSchools personnel.

SCHOOL ADMINISTRATION

2.2. School administrators are key instructional leaders who:

- at the Grades 7-12 level, establish Escalating Levels of Intervention (ELI), that support students who struggle to meet deadlines for completion of assigned work, or who miss scheduled assessments; (See Appendix A - Proactive Planning and Escalating Levels of Intervention)
- ensure structures and routines are in place to support student learning and intervention processes as needed;
- ensure that teachers have access to current curriculum guides and authorized learning resources; implement ELI as a formalized progression of teacher and school responses, to ensure student evaluation reflects the individual student's demonstration of attainment of curriculum outcomes;
- implement an ELI process that recognizes the importance of student responsibility and communication with families;
- oversee the establishment of school practices/protocols that reflect this policy;
- promote academic rigor and high expectations for both students and staff;
- promote responsive teaching; and
- schedule for the recommended time allocations as outlined in the [Program of Studies Education \(gov.nl.ca\)](#)

TEACHERS

- 2.3. Teachers use prescribed curriculum outcomes and differentiated instruction and assessment to respond to the individual learning needs of students, and promote academic rigor and high expectations for all. Teachers:
- determine and implement, in consultation with school administration and the service delivery team (if applicable), meaningful interventions based on the needs of their students;
 - exercise their professional judgement in accurately assessing, evaluating and reporting student achievement;
 - follow the department's recommended time allocations as outlined in the [Program of Studies Education \(gov.nl.ca\)](http://gov.nl.ca)
 - inform administration in the event that specific outcomes for a course or program will not be completed. In such circumstances, an appropriate instructional plan will be developed and implemented in consultation with appropriate NLSchools personnel;
 - provide families with access to curriculum outcomes;
 - [Program of Studies Education \(gov.nl.ca\)](http://gov.nl.ca) provide ongoing descriptive feedback that is clear, meaningful, and timely to support improved learning and achievement; and
 - provide opportunities for student involvement in the assessment process.

STUDENTS

- 2.4. Students are expected to be present, prepared and responsible for their learning. Students:
- accept opportunities for involvement in the assessment process;
 - complete assessments when they are scheduled;
 - submit work on time;
 - participate in academic interventions when offered; and
 - work to the best of their abilities, in an academically honest manner and adhere to the classroom/school Code of Conduct;

FAMILIES

- 2.5. Learning is a partnership between the school and the home. Families:
- communicate with the school regarding their child's academic progress;
 - ensure their child is present and prepared for learning; participate in curriculum nights and family-teacher conferences after reporting periods;
 - provide current contact information;
 - schedule family travel and events outside of the instructional day, particularly,

- when significant assessment events are scheduled (extenuating circumstances should be discussed with administration); and
- support the school's academic intervention process.

Department of Education

2.6. The department will be responsible for updating these procedures as required. The Department:

- ensures that administrators and teachers can avail of ongoing professional learning in the area of assessment, evaluation, and reporting; and
- supports and encourages school administrators to collaborate on school-wide guidelines regarding assessment, evaluation and approaches to intervention.

3. Professional Practice

3.1. Professional Judgement

Professional judgement is informed by professional knowledge of curriculum outcomes, context, evidence of learning, and assessment that measures success in student learning. In exercising professional judgement, teachers commit to:

- accurate, equitable and bias-free assessment, evaluation and reporting practices that instill student hope, efficacy and success; and
- the consideration of the diverse needs of the student population and creating opportunities for all students to achieve success.

3.2. Types of Assessment

Teachers will design assessments using the framework of: assessment as learning, assessment for learning, and assessment of learning. Evidence of student achievement for evaluation is collected over time from a variety of sources: observations, conversations, and student products.

3.3. Assessment Tools

Teachers will obtain assessment information through a variety of means, which may include but is not limited to formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, lab reports, performances, peer and self-assessments, essays, assignments and tests/quizzes.

3.4. Communication about Assessment, Evaluation, and Reporting

In addition to formal reporting periods, communication with families and students

about student achievement is continuous throughout the year.

- The Department of Education's Assessment, Evaluation, and Reporting Policy/Administrative procedures will be communicated to students and families at the beginning of the school year and at other appropriate points throughout the school year.
- **For Grades 7-12**, the regulations regarding late and missed assignments and or assessments, as well as academic honesty, will be communicated to students and families.

3.5. Professional Judgement and Reporting

Teachers have a duty to ensure that report cards are fully and properly completed and processed.

- Reporting should reflect the achievement of curriculum outcomes, as demonstrated to that point in time.
- Determining a report card grade will involve the teacher's professional judgement and interpretation of evidence that instills student hope, efficacy and success. Special consideration should be given to more recent evidence of learning. In Grades 7-12, this aspect of professional practice is in keeping with the recognition that the process is not simply a computer calculation of a student's mark entered into a program.

4. Assessment Practices

K-12 PROCEDURES

- 4.1. School administrators oversee the establishment of school guidelines that reflect this policy.
- 4.2. There will be a planned approach to assessment and evaluation, which includes using a variety of assessment practices to gather data/evidence of learning to determine the student's level of achievement.
- 4.3. Assessment and evaluation practices will foster and reflect the holistic development of the student. These practices will respect the uniqueness of each student.
- 4.4. Learning outcomes that appear in multiple subject areas may be assessed through a cross curricular approach.
- 4.5. Assessment data is obtained from internal (school-based) sources and external (provincial) sources. This assessment data will be used to inform decisions for individual students.

- 4.6. Administrators and teachers will use assessment data on an ongoing basis and during reporting periods to identify and respond to students who have difficulty achieving curriculum outcomes.
- 4.7. Assessment and evaluation should include knowledge and comprehension levels and the processes of application, analysis, synthesis, and evaluation.
- 4.8. Teachers will inform students of the learning outcomes and criteria for student achievement.
- 4.9. Teachers will maintain samples of each student's progress and achievement.
- 4.10. Teachers will use both formative and summative assessment practices.
- 4.11. Daily homework is considered practice work and will be used for formative purposes only. Any feedback of this work will not be included in the summative grading for the course.
- 4.12. Timely feedback is important for student learning. Assessment results will be communicated to students within ten school days, unless there is an extenuating circumstance.
- 4.13. The assessment and evaluation plan for a student will be determined by the Individual Education Plan (IEP) Process, if applicable.
- 4.14. Adaptations, accommodations and/or exemptions related to assessments administered by staff within NLSchools will follow the end of level guidelines outlined by the department's Kindergarten to Grade 9 and High School (Grades 10-12).

GRADES K-6 PROCEDURES

- 4.15. Language Arts Assessment portfolios will be maintained using the direction outlined in the department's K-6 Language Assessment: Support Document.
- 4.16. Primary and elementary teachers adhere to curriculum guides that emphasize using a variety of assessment types, with limited quizzes/tests.
- 4.17. Students in grades 3, 6 and 9 will complete the Provincial Reading and Mathematics Assessment (PRMA), administered annually by the Department of Education.
- 4.18. Sampled schools will complete international assessments (e.g., PIRLS, TIMSS), administered by the Council of Ministers of Education, Canada (CMEC).

GRADES 7-12 REGULATIONS

- 4.19. Teachers will inform families, using Course Descriptors, how students will be

assessed and evaluated at the annual curriculum orientation session.

- 4.20. School-based exemption programs for mid-year and final examinations are not permitted.
- 4.21. Intermediate grades will not have mid-year exams. Cumulative testing will not be used to replace mid-year exams at these grade levels.
- 4.22. Final examinations (assessing the entire course) will be administered in Mathematics, Science and English Language Arts at the 7-9 level. There will be one exam per grade level per day.
- 4.23. Mid-year and final examinations at the senior high level will occur over a maximum 5 day period. Schools with a large high school student population where there might be a number of student scheduling conflicts, may apply to the Family of Schools Director of Schools by December 15th for (Mid-year) or by May 1 for (Final) to request approval for one additional day. If approved, the extra day will be the Monday following exam week.
- 4.24. As part of the ongoing assessment process for senior high, mid-year examinations will be returned to students and reviewed prior to the release of second term report cards.
- 4.25. Mid-year (Grades 10-12) and final examination periods (Grades 7-12) will be communicated annually by the Senior Management Official (Programs).
- 4.26. At the senior high level, mid-year and final examinations will occur in courses as indicated in course descriptors and will be two hours in length.
- 4.27. Assessments which are non-cumulative (i.e., unit tests) and/or opportunities for interventions (such as credit rescue, second chance opportunities, missed assessments) will occur in school during the mid-year and final examination periods for core subjects in the general program.
- 4.28. Any student passing a final examination will receive the mark on the final exam as the final grade, if it is a higher grade than the combined grade.
- 4.29. Final examinations will be secured in the school until the end of September of the following school year.
- 4.30. Schools will develop processes to support students who were unsuccessful in a course. (i.e., credit recovery, supplementary exam, and other appropriate interventions).
- 4.31. The Department of Education may develop and administer common examinations (these may include formative and performance-based exams). Specific courses will vary from year to year. The common assessment program will be communicated to schools in June of the preceding school year.

- 4.32. Except in circumstances where a student is attempting to finish previously assigned work that was not completed during the reporting period, no unit tests or major projects will be scheduled for completion during the week prior to or during the week of mid-year or final examinations.
- 4.33. Students will not be required to write more than two-unit tests on a given day.
- 4.34. Students will complete provincial assessments and evaluations (e.g., PRMA, Literacy and Numeracy assessments, Modular course-based evaluations), administered annually by the Department of Education.

GRADES 4-12 PROCEDURES

- 4.35. Teachers will provide students with a minimum of five school days' notice in advance of end of unit assessments.
- 4.36. Summative assessments will not be administered or due immediately after a long weekend or on the first three days following a major holiday period as per the School Calendar.

LATE OR MISSING ASSESSMENT TASKS

- 4.37. School administrators will collaborate with stakeholders to establish and communicate school-wide guidelines regarding valid reasons for missing assessment tasks.
- 4.38. Students are expected to engage in and complete assessment tasks on scheduled dates. When a student does not complete an assessment task, the teacher will communicate with the student and/or family to determine the reason.
 - 4.38.1. If the reason for missing an assessment task is deemed valid, the teacher sets a new completion date and advises the family. Students will have the opportunity to demonstrate their learning. This may include, but is not limited to:
 - administering the same assessment task if it is determined to be still valid;
 - administering an alternate assessment task; and
 - assessing the outcomes by an alternate method
 - if the reason for not completing an assessment task is unknown, teachers will code the missing assignment as "M" (Missing) in PowerTeacher Pro.
 - 4.38.2. When assessment tasks are not completed on time for invalid reasons,

teachers:

- engage in intervention strategies;
- notify student and families in a timely manner using two-way communication that the assignment is late; and
- communicate with school administration to discuss the effectiveness of the interventions attempted and the outcome of the two-way student and family communication (i.e. telephone call, Google Meet, face to face meeting) and to collaborate on additional strategies to support students' learning

4.38.3. To change the Missing - "M" code from 4.35.1 to a zero at the end of a reporting period the previous steps 3 must be followed

4.39. New completion dates should not exceed the reporting period in which the assessment task was due. Exceptions may be made for assessment tasks that are due near the end of a reporting period.

4.39.1. A school staff may develop a process for deducting marks for the late/missing work when the reason for the lateness is invalid. If schools adopt mark deduction as a school-wide process, they will develop school guidelines that align with the department's Assessment, Evaluation and Reporting Policy. These guidelines will be communicated to the Family of Schools Director of Schools (DOS)

4.39.2. Schools are expected to engage with students and families to understand and address the reasons why students repeatedly miss assessment tasks. Schools can refer to the Escalating Levels of Intervention process (Appendix A) for recurring incidences. (Full committee will review Appendix A)

4.39.3. Teachers will exercise professional judgement to instill hope, efficacy and success, using all evidence of learning to determine a student's report card grade (i.e. replacing a mark with a higher mark if a student has demonstrated increased knowledge and/or skills related to particular outcomes).

4.39.4. Medical documentation is required when a student misses a mid-year or final exam. Extenuating circumstances are considered by school administration on a case-by-case basis.

ACADEMIC HONESTY

It is expected that all students act in an honest manner. Lack of academic honesty occurs when a student plagiarizes or cheats. Any student who, through accident or

otherwise, engages in any form of plagiarizing, cheating or academic dishonesty has not provided evidence of their own learning.

- 4.40. Teachers will communicate and reinforce expectations of academic honesty with students.
- 4.41. When responding to academic dishonesty, teachers will contact their school administration and the student's family.
- 4.42. When determining the appropriate response and support for the student, the school administration and teachers will consider contributing factors.
- 4.43. Based on consideration of the contributing factors and the professional judgement of the teacher, in consultation with the school administration, consequences may include, but are not limited to:
 - disciplinary action in accordance with the school's Code of Conduct (e.g., suspension from school and/or school activities);
 - an opportunity to complete a similar assessment with a possible mark education as determined by the teacher and the school administration; and
 - a mark of zero on the assessment.

SECOND CHANCE OPPORTUNITIES (7-12)

Responsive teaching and providing students with multiple opportunities to learn and demonstrate learning is supported by research and should be part of day-to-day instruction.

- 4.44. Second chance opportunities are not an automatic mechanism for increasing a student's grade.
- 4.45. It is not practical for second chance opportunities to be available for all assessments.
- 4.46. When developing school wide guidelines regarding second chance opportunities the following will be considered by the school administration and staff:
 - 4.46.1. any improvement will be reflected in the student's overall achievement;
 - 4.46.2. second chance opportunities are at the discretion of the teacher;
 - 4.46.3. second chance opportunities may be considered for important curriculum outcomes necessary for future learning that are usually assessed at the end of a unit of study. However, teachers may use their

discretion to provide second chance opportunities for any of their own assessments;

4.46.4. students must complete prerequisite work if required by the teacher to engage in a second chance learning opportunity. Some examples of prerequisite work include, but are not limited to: attending tutorials, correcting mistakes on returned assessments based on teacher feedback, engaging in independent study, etc., and

4.46.5. the timing and the format of the second chance will determined and communicated by the teacher

4.47. Second chance opportunities will be an important component of intervention plans for students who are experiencing difficulty achieving learning outcomes. If second chance opportunities are required multiple times, the student's educational program will be reviewed.

SECOND CHANCE OPPORTUNITIES (10-12)

4.48. With the exception of supplementary exams, second chance opportunities are not available for mid-year/final examinations.

5. Communication and Reporting

K-12 REGULATIONS

Reporting is based on evidence of student achievement of the provincial curriculum outcomes. Teachers will ensure that report cards are fully and properly completed and processed. Determining a student's level of achievement will involve the teacher's professional judgement and interpretation of evidence that reflects the student's most consistent level of achievement, with special consideration given to evidence that is more recent.

5.1. School administrators play a lead role in establishing expectations for communicating with students and families as part of reporting.

5.2. Each school will maintain formal and informal communication with students and families.

5.3. Formal methods of communicating and reporting will occur throughout the year as outlined by the department.

5.4. Teachers will use all evidence of student learning and achievement to determine the student's level of achievement, which includes achievement of curriculum outcomes, demonstrated to that point in time.

- 5.5. Schools will develop procedures to maintain the privacy and confidentiality of student achievement data and related reports.
- 5.6. Schools will communicate year-end achievement results and programming requirements for all students to the receiving school or to teachers in the following grade.
- 5.7. Individual teacher(s) will notify families, as soon as possible, of significant concerns with the level of a student's academic achievement or behavior in a particular subject area(s) or grade level.
- 5.8. A member of the school administration team will review all report cards before distribution to students and families.
- 5.9. Each school will host a Curriculum Orientation Session to occur by the end of September of each school year.
- 5.10. The Senior Management Official (Programs) will communicate the timeframe of the reporting periods for the upcoming school year by the end of the previous school year.
- 5.11. All schools will host a minimum of two formal family-teacher conference sessions each year. Additional reporting conferences may be held at the discretion of the school. These sessions will include an evening component to accommodate families who are unable to attend during the afternoon. Schools can use up to five hours of instructional time per year for this purpose.
- 5.12. In addition to regular communication with families, anecdotal progress reports based on identified outcomes will be completed and attached to reporting forms for students on alternate courses and programs.
- 5.13. For all reporting periods other than the final report, where there is a significant lack of assessment data as a result of extraordinary circumstances (i.e., extended excused absence) achievement will be noted on the report card as being Unable to Evaluate (7-12)/Insufficient evidence (refer to K-6 Report Card Guide). The school administration will be informed by the teacher.

7-12 REGULATION

- 5.14. Final marks in range of 46 to 49% are not permitted for any formal reporting periods.

6. Programming Decisions and Student Placement

K-12 PROCEDURES

- 6.1. Programming and placement decisions are made in the best interest of the student's achievement level and ability to meet the required program outcomes. These decisions should take into consideration the student's cognitive, academic, social, and emotional strengths and needs.

K-9 PROCEDURES

- 6.2. In Kindergarten to Grade 9, students will progress with their peers to the next grade level. However, in extenuating circumstances, upon recommendation of the Student Placement Team, a student may be retained or accelerated.
- 6.3. Each school will form a Student Placement Team by mid-year if they are considering retention or acceleration. This team will consist of, but not be limited to: the school administration; guidance counsellor; and teacher(s). Additional supports will be documented, and the school's Family of Schools Director of Schools (DOS) consulted. This process will require notification to families outlining the supports that the school has put in place, as well as the additional supports that are required for the student to be successful. Consultation with Student Services and program specialists will occur when necessary.
- 6.4. All means of addressing student needs shall be exhausted before retention is considered. Any recommendation and appropriate documentation for the possibility of retention will be submitted for approval to the Family of Schools Director of Schools by the end of April. Any student being retained must have supports documented or an IEP where appropriate. Consultation with Student Services and program specialists will occur when necessary.
- 6.5. In the rare circumstance where a Student Placement Team considers retention to be the most appropriate option, the student will remain at the current grade level for an additional year. The year of retention must not be a repeat of the previous year. It must be a carefully planned set of experiences to address identified needs in the student's support plan or IEP where appropriate. Consultation with Student Services and program specialists will occur when necessary.
- 6.6. If a student significantly exceeds program or subject expectations/outcomes, then the student may be considered for acceleration. Requests for acceleration will be referred to the Family of Schools Director of Schools (DOS).

- 6.7. All decisions related to retention or acceleration are subject to appeal via the appeals procedure set out in the Schools Regulations, under the [Schools Act 1997](#), and any associated policy.

7-9 SPECIFIC GUIDELINES

- 6.8. Schools should have a minimum of two information sessions related to student programming choices for Level I. At least one session should be offered for students and one session should be offered for families.

10-12 SPECIFIC GUIDELINES

- 6.9. Administration and teachers with other appropriate personnel, in consultation with the student and family, will determine the appropriate program. In most circumstances for students beginning Level I, the default course selection will be the Academic Program.

7. Appeals

K-12 PROCEDURES

- 7.1. Schools must ensure that families and students, when appropriate, are informed of their right to appeal decisions related to assessment, evaluation, and reporting.
- 7.2. All decisions regarding assessment, evaluation and placement may be appealed by a family of a student, or by a student who is 19 years of age or older.
- 7.3. All appeals regarding assessment, evaluation, and student placement decisions will follow the process set out in the Schools Regulations, under the [Schools Act 1997](#), and any associated policy.

Appendix A

Proactive Planning and Escalating Levels of Interventions

i) Proactive Planning and Support - Assignment Completion

Schools will use a number of strategies to help prevent and/or address late and missed assignments. Proactive planning and strategic support should include the following components:

1. Providing communication by administrators and teachers to students and families regarding clear expectations of student responsibilities for the completion of assignments;
2. Explaining to students the relevance and value of completing assignments for their overall achievement and as evidence of one's learning;
3. Assigning a minimum number of relevant and engaging assignments specifically targeted to key curriculum outcomes; and
4. Completing assignments in stages during class time where possible, with the teacher monitoring progress and providing descriptive, frequent and timely feedback support to ensure a higher level of completion.

ii) Escalating Levels of Intervention Process

Below are some effective Escalating Levels of Intervention practices that can be incorporated into a School Wide Intervention plan:

1. Teacher/Student Conference (Teacher Initiated): Determine supports which may be required for future success. Discussion around attendance, academic priorities, goal setting, time management, work habits and study skills. A student contract could be used at the teacher's discretion.
2. Communication with families (Teacher, Guidance or Administrator Initiated): Types of effective communication include: phone call, email, meeting with family, etc.
3. Tutoring/Extra Support (Teacher Initiated or Teacher Supervised, Peer Tutoring, Tutoring for Tuition, Tutoring Work Experience Program, etc.): To ensure access and success for students, a variety of tutoring/extra support options should be explored.
4. Access to Supplementary Learning Resources: Students and teachers are encouraged to avail of all available resources to support their learning. For

example, CDLI Resources, NLSchools Math resources accessible from NLSchools website, Assistive and Instructional Technology, Alternate Format Materials, Newfoundland and Labrador Digital Library, <https://digitallibrary.nlpl.ca>; Tumble Books for Reading, etc.

5. Course Rescue/Credit Recovery for Grades 10 to 12 (Teacher, Administrator or Guidance Initiated): A plan should be developed with the school staff, family and student. This plan addresses the individual needs/circumstances of the student and may include extension of deadlines, extra teaching support, and supplemental assessments.
6. Academically At-Risk Student Meeting (Teacher, Administrator or Guidance Initiated): The student's academic achievement to date in all courses/programs is reviewed by a school team to determine next steps and if changes to the student's program are required. Teachers, administration and guidance meet in teams (grade level, divisionally, department, etc.) to discuss all academically at risk students and to develop appropriate student intervention plans. Families maybe invited to attend any follow-up meetings which may be required.
7. Review of Program (Teacher, Administrator or Guidance Initiated): The student's program is reviewed to determine appropriate supports and/or placement. This may involve the initiation of the pre-referral/IEP process as well as a review of academic records and psycho-educational assessment results. Families may be invited to attend any follow-up meetings which may be required.
8. Students with an Individualized Education Plan (IEP) (School Team including Administration): If the student has an IEP, it will be reviewed to determine if the current accommodations related to assessment are meeting the student's needs. Families would be invited to attend any follow-up IEP meetings which may be required.