

Template for Input on the Four Local Policies

This template is designed to assist teachers in discussing the four local policies that must be in place for the start of the 2010/2011 school year.

The columns show what our current policy is for our board, then give possible ideas to consider (which are not exhaustive, merely starter ideas). The next column lists important parts of the policy that must be considered. The final column is for your thoughts on how the policy should look now that we have these requirements to meet.

Please use this to assist in organizing your thoughts on the new policies for the Growing Success Document.

Current Policy at KCDSB schools	Possible Things to Consider	What it says in <i>Growing Success</i>	Your suggestions for New Policy
Policy One: Lowest Mark Allowed for Marks Under 50 (grades 9 – 12)			
<p><u>Lowest Mark Allowed</u></p> <p>There is currently no policy on this in our board.</p>	<p>What do we want to have as the lowest mark a student can receive on a report card?</p> <p>What are the effects of marks on student self esteem?</p> <p>What is the purpose of showing a mark under 50? Does it help to know by how much a student has failed a course? Do we do anything different for a student with a 45% than we would with a student with a 5%?</p> <p>Durham Board has adopted a policy of using two marks for students who have failed a course. A 40% indicates that the student has failed the course and can do credit recovery. A 30% indicates that the student has failed the course and cannot use credit recovery to regain this credit.</p> <p>Other boards are considering using 0% as</p>	<p>From Growing Success, page 41: (Policy) Individual boards will work collaboratively with their school communities to determine the <i>lower limit</i> of the range of percentage marks below 50 per cent that teachers may record on the report cards of students in Grades 9 to 12. It is important that a consistent approach is adopted among all the schools of a board.</p>	

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	their lowest percentage for midterm report cards and 30% for final report cards.		
Policy Two: Cheating and Plagiarism			
<p><u>Cheating and Plagiarism</u></p> <p>(from the current policy handbook at Saint Thomas Aquinas High School)</p> <p>Plagiarism Using the words or ideas of others without indicating the original source is a serious academic offence. All ideas and direct quotations taken from any source must be referenced using the appropriate format. If a student uses the words or ideas of others without referencing his/her source, the assignment will be returned and a mark of zero will be given to the assignment.</p>	<p>This policy would be in effect for all students from grade 1 – 12.</p> <p>Can we consider different understandings of what plagiarism means and how it is treated based on the grade and learning level of the student?</p> <p>How should the consequences be the same/different for students at these various ages?</p> <p>The Growing Success document defines plagiarism as: <i>“The use or close imitation of the language and thoughts of another without attribution, in order to represent them as ones’ own work”</i> Glossary of <i>Growing Success</i>, 2010</p>	<p>Cheating and Plagiarism</p> <p>Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.</p> <p>Individual school boards will work collaboratively with their schools and communities to develop strategies for helping students understand the gravity of such behaviour and the importance of acknowledging the work of others. School boards will also develop policies that address, at a minimum, the following:</p> <ul style="list-style-type: none"> • prevention of cheating and plagiarizing • detection of incidents of cheating and plagiarizing • consequences for students who cheat or plagiarize <p>Policies will reflect a continuum of behavioral and academic responses and consequences, based on at least the following four factors: (1) the grade level of the student, (2) the maturity of the student,</p>	

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		(3) the number and frequency of incidents, and (4) the individual circumstances of the student.	
Policy Three: Late and Missed Assignments (grades 7 – 12)			
<p><u>Late and Missed Assignments</u></p> <p>(as listed in the handbook for Saint Thomas Aquinas High School in 2008)</p> <p>This policy will allow students to submit late assignments only twice in any course, and then only with a form completed by the student, parent, and teacher. Completion of this form will allow a student an extension of a maximum of three days, depending on circumstances. After the three days, the work will not be marked, and a score of zero will be recorded. Any late assignments after the two will not be marked, and a score of zero will be recorded.</p> <p>In cases of extenuating circumstances, including serious illness and family emergencies, a mutually acceptable, appropriate extension will be arranged between the student, parent and teacher.</p>	<p>This is a policy that was in effect but does not currently occur in the STAHS hand book. It is a starting place for consideration.</p> <p>Consider: This policy would be for all grades 7 – 12.</p> <p>The new document outlines the need to be fair, to ensure that learning is occurring, to consider many ways of showing learning</p>	<p>From page 43 - 44: (Policy)</p> <p>It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. (See appendix A relating to strategies to consider when attempting to get students to hand in assignments on time.)</p> <p>Board policies must align with the policies outlined in the present document. It is expected that teachers and school teams will use a variety of strategies to ensure that students submit their assignments for evaluation and meet timelines.</p> <p>School board policies relating to late and missed assignments for evaluation will:</p> <ul style="list-style-type: none"> • describe how schools will inform 	<p>.</p>

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		<p>students and their parents about the importance of submitting assignments for evaluation when they are due and about the consequences for students who submit assignments late or fail to submit assignments;</p> <ul style="list-style-type: none"> • recognize that policies and procedures should be designed to motivate and facilitate completion of work and demonstration of learning and, where appropriate and possible, allow for additional and/or alternative opportunities to do so; • recognize that it is the responsibility of the classroom teacher, preferably in collaboration with students, to establish deadlines for the submission of assignments for evaluation and clearly communicate those deadlines to students and, where appropriate, to parents; • ensure that mark deduction will not result in a percentage mark that, in the professional judgment of the teacher, misrepresents the student's actual achievement; • provide clear procedures for determining a percentage mark for the report card for a student who has failed to submit one or more 	

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		<p style="text-align: center;">assignments for evaluation on time or at all.</p> <p style="text-align: center;">(See Appendix B for information on Context for this policy)</p>	
Policy Four: Personalization of the Elementary Progress Report			
<p><u>Personalization of the elementary progress report card</u></p> <p>Currently we have no policy on this as we do not have a progress report.</p>	<p>Do we want our mission statement to appear?</p> <p>Do we want our board “catch phrase” (dedicated to excellence)?</p> <p>Is there something specific that we want to appear on this report card home to parents?</p> <p>We can only change the top area that would contain the logo and board information. We do not have access to changing the actual reporting areas of the report card.</p>	<p>From Growing Success, page 50 (Policy): The Elementary Progress Report Card provides two areas that are to be designed by individual boards of education to be used consistently by all schools in the board:</p> <ol style="list-style-type: none"> 1. At the top of the first page, boards may include information such as the board vision statement, board educational goals, or the Ontario Catholic School Graduate Expectations. A space is also provided for the board logo. 2. The bottom of the second page may be designed to accommodate a board's preferred means for teachers to communicate with students and their parents in the fall. A board may want this to be a tear-off section, so parents can complete the section at home and return it. In this case, the progress report card could be printed on two sheets of paper. Alternatively, the board may want this section to be completed during a teacher-parent-student conference or a student-led conference. In this case, the progress report card could be printed on the front and back of one sheet. <p>Boards may wish to design the section at the bottom of the second page to</p>	

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		<p>communicate or request the following types of information:</p> <ul style="list-style-type: none"> • Teacher-parent-student conference notes and/or information • Student goals • Parent comments/reflections (with or without stems) • Student comments/reflections (with or without stems) • Request for interview with parent • Request for interview with teacher • Next steps • Action plans • Contact information <p>(See Appendix C for information on context)</p>	

Appendix A to Discussion on Late and Missed Assignments

From page

Where in the teacher's professional judgment it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. They include:

- asking the student to clarify the reason for not completing the assignment;
- helping students develop better time-management skills;
- collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
- in secondary schools, referring the student to the Student Success team or teacher;
- taking into consideration legitimate reasons for missed deadlines;
- setting up a student contract;
- using counselling or peer tutoring to try to deal positively with problems;
- holding teacher-student conferences;
- reviewing the need for extra support for English language learners;
- reviewing whether students require special education services;
- requiring the students to work with a school team to complete the assignment;
- for First Nation, Métis, and Inuit students, involving Aboriginal counsellors and members of the extended family;
- understanding and taking into account the cultures, histories, and contexts of First Nation, Métis, and Inuit students and parents and their previous experiences with the school system;
- providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so;
- deducting marks for late assignments, up to and including the full value of the assignment.

Grades 1 to 6: In Grades 1 to 6, late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits. When appropriate, a student's tendency to be late in submitting, or failing to submit, other assignments (including homework) may also be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits.

Appendix B for the discussion of Late and Missed Assignments

Context

From page 45 - 50: (Context)

Late and Missed Assignments

There are strong and often divergent opinions on the issue of how to deal with late and missed assignments. Many stakeholders, including many parents and students, believe that marks should be deducted when assignments are late and that a zero should be assigned when a student does not submit an assignment. These stakeholders are of the opinion that there should be clear boundaries on student behaviour and known consequences for not submitting assignments for evaluation or for submitting them late. Proponents of this view believe that unless students face academic consequences for non-performance in school, they will not learn to be accountable to themselves and others and will not be prepared to meet the requirements of employers or of postsecondary educational institutions. They also believe that a lack of consequences for non-performance is unfair to students who meet known requirements, and constitutes an inequitable approach.

On the other hand, many experts in the field of assessment and evaluation discourage deducting marks or giving zeros for late and missed assignments, arguing that such measures do not make students change their behaviour or help them succeed in the long run. They believe that success is the best way to breed more success, that punitive measures such as deducting marks only serve to discourage students and promote failure, and that it is more appropriate and more productive to focus on preventative measures. These experts are also concerned that, because every assignment - whether submitted on time or late - provide evidence of learning, deducting marks for late assignments could misrepresent the student's true level of achievement. They believe that lateness and failure to submit assignments are most appropriately reported - and addressed - as issues relating to the development of learning skills and work habits. Supporting non-performing students by helping them develop these skills and habits, rather than using punitive measures, is a matter of meeting individual students' needs and should not be considered a form of unwarranted "special treatment".

The professional judgment of the teacher, acting with the policies and guidelines, established by the ministry and board, is critical in determining the strategy that will most benefit student learning.

Appendix C for discussion on the Personalization of the Elementary Progress Report Card

Context

From page 66 (Context):

The Elementary Progress Report Cards are new and will support teachers in using assessment *for* learning and *as* learning in the first weeks of the school year (see Chapter 4). The progress report cards are intended to become a central part of rich discussions with students and their parents in the context of proactive interviews or conferences that will help to establish a positive tone for the remainder of the school year. In this way, students and parents can gain a better understanding of students' learning skills and work habits, and students' learning goals can be clarified and understood by all. Such communication will help establish a culture of learning and improve students' opportunities for achieving success. Boards are encouraged to complete the design of the Elementary Progress Report Cards in such a way that parents feel they are welcome, and indeed encouraged, to participate in their children's learning. Boards are expected to develop a process to allow the progress report cards to be completed collaboratively, in order to strengthen home-school relationships.