

Reporting on Option 4 Student Progress

- Teachers use their professional judgment as to how they evaluate work submitted and report on student progress based on the available evidence of learning provided during learning from home period.
- It is not appropriate to indicate a student's progress on the proficiency scale where there is little or no available evidence of learning for that subject area. It would be important, however, to anecdotally provide as much objective information as possible to accurately describe progress. Teachers can, for instance, comment anecdotally on the student's participation and engagement in posted assignments and in the check-ins as well
- A standard District comment is to be included in the report card of all students who were in Option 4 as of October 13 of later:
 - As per parent/guardian choice, this student has been following the District's Learning from Home Transition option. This was offered in response to the global COVID-19 pandemic. The Learning from Home Transition option provides families with school connection and some support for learning the curriculum. This report reflects progress based on the available evidence of learning. It also reflects student participation and engagement during their time in this option. As such, teachers may not report on all subject areas.

Other Absences

Students may be absent for a short, extended or indefinite period of time for various reasons. The expectation, as always, is to provide reasonable support for student learning during their absence and to provide a report that describes their progress, if any. In these cases:

- students are marked absent-excused,
- students may access assignments posted to Teams and submit completed work for assessment,
- students do not qualify for Option 4 check-ins, although teachers may choose to invite students to any class-wide Teams mtgs or classroom/school F2F opportunities,
- as with Option 4, reporting should reflect progress based on the available evidence of learning as well as the student's participation and engagement. As such, it may not be possible or appropriate for teachers to report on all subject areas.

Resource/Non-Enrolling Reports

- For provincial compliance purposes, ELL and other support documentation continues to be required.
- The same guidelines apply, however, to the preparation of these reports as to the preparation of reports by classroom teachers:
 - Non-enrolling reporting reflects service provided and is based on the available evidence of learning.
- Where appropriate, the following comment can be added to a support document:
 - "This report reflects additional support provided and is based on the available evidence of student learning."