



***St. Mary's Catholic High School***

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***Principal: Jim Salsbury***

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***Elk Island Catholic Schools - Our Circle of Faith and Learning.***

At Elk Island Catholic Schools (EICS), our mission is to develop educational opportunities in the context of Gospel values, where students' gifts and talents are celebrated and nurtured through lifelong spiritual and personal experiences. Through the efforts of our caring and dedicated parents and staff, our students are provided with a faith-based learning environment where they are safe and supported as they strive toward excellence in academics, athletics, fine arts and spiritual growth and development.

EICS is a place for students to grow and discover who they are and where they want to go in life. From Kindergarten through Grade 12, education is the activity that opens doors to the future.

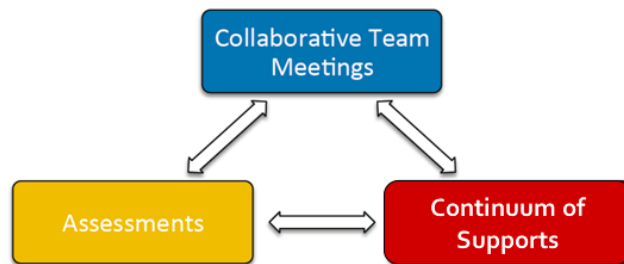
*Elk Island Catholic Schools will ensure Success for all Students*  
*District Education Plan Priorities*

*Division 2018-2022 Assurance Plan*

1. Elk Island Catholic Schools will enhance the *Faith Formation* of its students
2. Elk Island Catholic Schools will provide *Quality Teaching and Learning*
3. Elk Island Catholic Schools will enhance staff and student *Wellness*
4. Elk Island Catholic Schools will focus on *Engagement and Improvement*

*REFER to DIVISION AP 360*

***School Collaborative Response Model will be used to support student Learning***



The Collaborative Response Model consists of three integral elements which include **collaborative team meetings**, **assessments**, and a **continuum of supports**.

The importance of all elements being firmly established is to create an effective support system for all students.

***Communicating Student Learning***

Report cards are only one piece of the communication system. It is a summary document that communicates student achievement that should have already been shared in some way. ***There should be no surprises for the student or parent.*** Alternate forms of communication may include, but are not limited to:

- Feedback on student work
- Evidence of student learning
- Family - Teacher Conferences
- Phone calls
- Emails
- Meetings
- Student reflections
- Google Calendar
- Google Classroom

- PowerSchool Comments
- Meet the Staff event

The Comprehensive Reporting System of Elk Island Catholic Schools, as indicated in [Administrative Procedure 360](#), shall include:

- *Communication of student learning in relation to the Alberta Program of Studies Learning Outcomes;*
- *Communication of student performance in relation to citizenship and social responsibility expectations;*
- *On-going communication between home and the school (e.g. phone calls, emails, agendas)*
- *The provision of regular and timely access to information about student achievement, which could include online access where applicable; multiple opportunities for learning conferences with students, parents and teachers, interim reports, evidence of student learning;*
- *Report Cards.*

### ***Reporting Periods with Report Cards***

- Semester 1: August – January
- Semester 2: February – June

### ***Report Cards Issued***

Report cards are written records of *student performance on curriculum outcomes* over a period of time. These will be available online on:

- February, in the first week of Semester 2 (Feb 4)
- June, on the last 2 operational days of the school (June 28)

### ***Three-way Conferences and Interim Reports***

An opportunity for the *student, parent and teacher to engage in conversations* around the strengths, areas of growth and next steps of the student. These three-way conferences will occur on:

- The first week of November, prior to November break
- The second week of April, following Spring break

Interim reports are accessible online and are a reflection of *student performance on curriculum outcomes* over a period of time. These will be available online prior to the three-way conferences.

### ***Instructional Support Plans (ISP)***

An Instructional Support Plan is required for any student or ECS child that *requires specialized supports, assessment accommodations and services*. Students requiring specialized supports and services have a diagnosis of a disability or disorder by a qualified professional. The purpose of an

ISP is to *provide meaningful and successful learning opportunities for all students*, using the program of study as a starting point of instruction.

All students with a diagnosis of a disability or disorder shall have an ISP. Supporting documentation for the student's diagnosis is available in his/her portfolio on DocuShare.

- The responsibility of completing the ISP belongs to the classroom teacher(s). This is to be a collaborative process between all members of the student's Learning Support team, which includes teachers, parents and the student. As such, all three parties are responsible to report and comment on the level of achievement experienced by the student through the use of stated accommodations.
- Parental input is necessary and should be ongoing. Teacher can invite parents to participate in the ISP process by granting them access to the ISP document through PowerSchool.
- ISP's are to be submitted to the principal by October 31 for approval. Once approved, contributing members sign the ISP. Sharing and reaching an agreement of the support plan is to be completed by the first reporting period. The first review of the ISP will be completed by the end of Semester 1, the second review and transition plans will be completed by mid-June.

### ***English Language Learners (ELL) Proficiency Benchmarks***

English as a Second Language (ESL) benchmarks are completed by the classroom teacher or by a designated ELL teacher and are entered into PowerSchool. Proficiency benchmarks are shared with parents during scheduled Three Way Conferences. Specific language learning feedback is also provided through formative and summative assessments.

### ***Assessments***

Creating quality learning environments that empower *students to know where they are, where they need to go, and how they are going to get there* is a focus within all Elk Island Catholic Schools. The reporting of student achievement will be based upon the learning outcomes in the Alberta Program of Studies.

- ***Formative Assessments***
  - Formative assessment occurs daily to monitor student learning
  - Share learning targets regularly to develop a common understanding
  - Give and receive timely descriptive feedback about student learning. It should focus on what a student can do, clearly identifying both strengths and areas of difficulty.
  - Involve students in their own assessment (e.g. self/peer)
  - Should be an ongoing process
  - Use assessment to inform instruction (e.g. Goal setting, self-reflection, next steps)
  - Teachers should provide sufficient formative opportunities prior to summative assessment.

- **Summative Assessments**
  - Summative assessment occurs at or near the end of a period of learning, and may be used to inform further instruction.
  - Students need the opportunity to demonstrate their learning in performance based assessments when appropriate.
  - Assessment must be based on the most recent demonstration of student learning.
  - Effort, participation, attitude and other behaviours, that may not be curriculum based, must be reported separately from academic achievement.
  - Student participation in the group may only be assessed individually.
  - Teachers will obtain assessment information through a variety of means. **Triangulation of Evidence** may include:
    - **Observations (Anecdotal Evidence)** (e.g. dramatization, group work, lab procedures, performance)
    - **Conversations (Anecdotal Evidence)**(e.g. questioning, conferencing, group work, class discussions, self/peer assessment, journaling)
    - **Products** (e.g. exams, quizzes, authentic learning tasks)
  - Individual summative assessments shall not exceed 20% of the final grade.
  
- Based upon the **teacher's professional judgment** students may be provided the opportunity to have a second chance at a summative assessment, with **sufficient time for learning opportunities** between assessments. A student is responsible for requesting a second chance and must meet with his or her teacher to make this request.

### **Missing or Incomplete Student Work**

The primary purpose of student assessment and evaluation is to **support student learning** and to have all students improve their performance. Student work is considered missing or incomplete if it is not handed in on the due date either because the student does not have the work or because the student is absent (unexcused), it is partially completed on the due date but not ready for submission, or if the work is plagiarized. This can include both in or out of class assignments, as well as missed exams. The following process will be followed in the case of missing or incomplete student work unless otherwise stated in the Program of Studies:

1. The student must meet with the teacher; the purpose of this meeting is to :
  - Check student progress and determine why the assignment is missing or incomplete
  - Provide help or assistance to the student
  - Set a revised due date to hand in the missing or incomplete work within a reasonable amount of time, as determined by the teacher, that reflects the nature of the assignment

- Teachers will make a Log Entry on PowerSchool that includes the plans for completion. This plan may include such things as:
    - Attending the Student Success Center (Core support) at an assigned time slot.
    - Making up missing work on a spare
    - Staying after school to complete missing work
    - Timeline for completion
  - Powerschool will be utilized to inform parents of the missing work. A teacher may use their professional judgement and communicate to parents by email and phone messages
2. Missing or incomplete work may be recorded in PowerSchool as Not Handed In (“NHI”) with a value of zero until the terms of the arrangement between teacher and student are met (‘reluctant zero’).
  3. Upon receiving the completed work or at the expiration of the prearranged agreement, a mark indicating achievement earned (without penalty) must be recorded OR, in the case of the work still being missing or incomplete, the “NHI” *may* be changed to a zero (0). In these situations, a comment will be written on PowerSchool next to the assignment to identify why the grade of 0 was submitted.
  4. For students who are chronically missing assignments or who repeatedly fail to complete work or meet due dates:
    - The teacher must make contact with the parent by email, phone, or face-to-face with utilization of the [St. Mary’s Missing Assignment Contract](#)
    - A referral may be made by the teacher to the school counsellor and/or school administration
    - A meeting may be held with parents and the student. The meeting may include school administration, the school counsellor, the classroom teacher, parents, and the student
    - Actions may include behavioural consequences, removal from the course, etc.

### ***Academic Dishonesty***

The purpose of assessment is to provide an accurate reflection of a student’s achievement of curricular goals. When a student submits work that is not their own original thought or demonstration of knowledge, it is impossible to show a true indication of the learning that has occurred.

Cheating is a serious offense and will NOT be tolerated. Cheating also includes possession of materials not allowed in an examination room or area (e.g. cell phones).

Plagiarism is a serious violation of academic integrity. Offering the work of another as one's own without proper acknowledgement is plagiarism. Therefore, any student who fails to give appropriate credit for ideas or material he or she takes from another, whether it is a fellow student or a published resource writer, is guilty of plagiarism.

Any circumstance of academic dishonesty, whether through plagiarism, copying assignments or cheating on exams, will be dealt with in the same fashion as incomplete work and assignments. Alternate assessments may be used to allow the student an opportunity to display the outcomes that has been achieved. In instances of repeated offenses, a referral to administration will be made.

## ***Homework***

At St. Mary's, we believe homework should consist mainly of studying and reviewing, doing readings, and should be used for predominantly formative work. In particular, we believe homework is an opportunity to practice and review concepts, or complete content that has been introduced or learned in class.

### ***Teacher, Student, and Parent Responsibilities regarding Class work.***

Teacher responsibilities regarding assessment and evaluation:

- Teachers will mark, hand back student work, and update gradebook in PowerSchool within a timely manner. Extensions to this must be communicated to students.
- Teachers will allow for sufficient time for students to seek extra help or guidance between assessments.
- Teachers will endeavor to help students to achieve their best.
- Teachers will make every effort to assess each student's achievement of each outcome through a variety of assessments and through triangulation of evidence.
- Teachers will reference Assessment Policy information concerning Academic Dishonesty and Missing or Incomplete Student Work in their course outlines at the beginning of each semester.
- Teachers will provide accommodations based on individual needs.

Student responsibilities regarding assessment and evaluation:

- Students are responsible for keeping up to date with assignments and assessments by checking PowerSchool regularly
- Students will make every effort to complete all assignments on time and be present in class to hand the work in
- Students will seek help from teachers either within class or during arranged times to support their learning
- Students are responsible for completing the work that is required of them. Students should take advantage of the opportunities the school provides them to support or reinforce their learning.

- Students must abide by all regulations in Section 12 of the Alberta School Act. Specifically:
  - a. Be diligent in pursuing the student's studies
  - b. Attend school regularly and punctually
  - c. Cooperate fully with everyone authorized by the board (administrators, teachers, EAs, school staff) to provide educational programs or other services

Parent responsibilities regarding assessment and evaluation:

- Parents will work cooperatively with the school to follow policies to help achieve the goal for academic success for their child/children.
- Provide detailed and updated contact information so communication can occur
- Access the parent portal on PowerSchool in order to remain informed on student progress
- Assist student with adhering to timelines for assignments and other assessments
- Parents are responsible for the regular attendance of their child
- Parents are highly encouraged to minimize interruptions to learning (e.g. vacation, medical, phone calls or text messages during instructional time, etc.)

### ***Long Range Plans and Course Outlines***

All teachers shall provide a ***course outline of the learner expectations*** (curriculum standards), and assessment methods to students and parents. **Course outlines will be provided to students on the first day of class.** Course outlines should include:

- An approximate timeline of the course
- How the course will be evaluated and assessed
- Classroom code for Google classroom
- Cost breakdown of course expenditures in elective classes.
- Student behaviour and classroom expectations
- References to the policies regarding Academic Dishonesty and Missing or Incomplete Work

### ***Division Assessments- Diagnostics and Observation Instruments***

#### **Standardized Assessments:**

The following standardized tests are administered by the classroom teacher as a screening tool for further supports and/or as a measure of student learning.

- **CAT 4** (Canadian Achievement Test)  
Administered to Grade 4 and 7.



- **Reading Assessments**  
Administered in Grades 7-9 - Fountas & Pinnell  
Administered in Grades 7-9 - Star Reading Assessment
- **ELL Testing:**  
Idea Proficiency Test (IPT)  
Administered to all ELL students
- **Insight Testing**  
Administered in Grade 8.
- **Math Intervention Programming Instrument**  
Administered in Grade 7-10.

- **Provincial Achievement Tests (PATs)** measure how well students are learning what they are expected to learn. See Administration Schedules set by Alberta Learning for grade 9 students.

- **Diploma Examinations** are delivered to grade 12 students to certify the level of individual student achievement in selected Grade 12 courses, to ensure that province-wide standards of achievement are maintained, and to report individual and group results. See Administration Procedures and Schedules set by Alberta Learning.

## References

Alberta Assessment Consortium. *Assessment Glossary*. Taken from:

[http://www.aac.ab.ca/wp-content/uploads/2013/09/Glossarymat\\_updated\\_Feb\\_2013.pdf](http://www.aac.ab.ca/wp-content/uploads/2013/09/Glossarymat_updated_Feb_2013.pdf)

Alberta Assessment Consortium. (2012). *AAC key visual: Assessing student learning in the classroom*. Taken from:

<http://www.aac.ab.ca/professional-learning/professional-learning-modules/>

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Alberta Learning. (2004). *Standards for Special Education*

Davies, A., Herbst, S. & Reynolds, B. (2008). *Leading the way to making classroom assessment work*. Connections Publishing Inc: B.C.

O'Connor, K. (2013). *The School Leader's Guide to Grading*. Solution Tree Press: Bloomington, IN.