

Grades 9-12 CB IEP Reporting Guidelines

June 2023 DRAFT

BC Ministry of Education Reporting Policy

“British Columbia promotes an inclusive education system in which all students regardless of needs or abilities are fully participating members of a community of learners...A student who...has a disability or diverse ability (with...an IEP)...should **receive regular communications of student learning in the same ways as their peers** in any other program and aligned with the school districts’ regular reporting periods” ([BC Ministry of Education K-12 Student Reporting Policy, p.11](#)).

Learning Updates: Changes & What This Means in SD61

For ALL students, learning is communicated within one Learning Update (Parent Connect):

- No inserts recommended
- LST/Counsellor/ELL/Classroom Teacher collaborate to communicate progress
- CORE & CURRICULAR goals and at least one objective reported in each Update.
- Align with goal-based subjects (i.e. IEP literacy goals reported in ELA)

Teacher Descriptive Feedback communicates strength-based comments aligning with learning standards and describing both student learning (what they can do) and areas for future growth (what they are working toward). Student behaviours (attitudes, work habits, effort and social responsibility) are commented on in this section and not reflected in a proficiency scale indicator.

We also communicate, here, when a student is working on IEP goals **in addition to** grade level learning standards. For grades 10 to 12 students on an Evergreen path with replacement goals, identify that the student is working on IEP goals **instead of** grade level learning standards.

Universal Assessment Supports

ALL students are eligible to receive universal assessment supports, not just students with disabilities or diverse abilities.

“**A student with an IEP... [is] not automatically assessed as Emerging or Developing...** because they use supports to access and demonstrate their learning... Use of supports does not mean they are not adequately meeting the learning standards.” ([BC MoE K-12 SRP, p.18](#)).

Students using universal & targeted assessment supports are:

- reported on in the same manner and time as their peers
- assessed using the learning standards
- not identified as using universal/targeted supports on Learning Updates
- eligible to receive full credit for completed courses, working towards a Dogwood Diploma (BC Ministry of Education K-12 Student Reporting Policy, p. 15)

Curricular Competency Goals

Within each of the student classes that is applicable, communicate the following information as it relates to students’ curricular competency goals.

Supplementary Curricular Goal *best follows this format:*

1. **In addition** to grade level (subject) learning standards, “Ss is working on...”
2. Performance at the beginning of term...
3. Objectives we worked on & progress, including programming & strategies
4. Next steps, next term...

Replacement Curricular Goals *may consider following this format:*

1. **Instead of** grade level learning standards, “Ss is working on...”
2. Performance at the beginning of term...
3. Progress/current performance, including successful programming & strategies
4. Next steps, next term...

Core Competency Goals

In all Learning Updates, the K-12 Student Reporting Policy requires the inclusion of goal-setting and student self-reflection on Core Competencies. In Grades 9-12, this will happen through Student Connect and will be shared with parents through Parent Connect.

Often, students will be able to self-reflect with scaffolding, however, for the few students who are not independently able to self-reflect, teachers can notice and share their observations of evidence of core competency growth. These observations can be shared through the CSL read-only portfolio. Multiple entries can be shared with parents throughout the semester.

Consider sharing:

- Where is this progress happening?
- How is this goal being supported?
- What strategies have been used to support?
- Next steps for this goal?