

***Academic Responsibility, Honesty, Promotion
and Retention***

Board Governance Policy Cross Reference: [1, 7, 12, 13](#)

Administrative Procedures Cross Reference:

[Appropriate Education Programming and Inclusion](#)

[Assessment, Evaluation and Reporting](#)

[Challenge for Credit](#)

[Code of Conduct](#)

Form Cross Reference:

[K-8 Retention Request Form](#)

Legal/Regulatory Reference:

[Appropriate Educational Programming Regulation 155/2005](#)

[Manitoba Provincial Assessment Policy Kindergarten to Grade 12: Academic Responsibility, Honesty, and Promotion/Retention](#)

[Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment as Learning, Assessment of Learning and Communicating Student Learning: Guidelines for Schools](#)

[The Public Schools Act](#)

The Interlake School Division (ISD) believes that assessment, evaluation and the reporting of student achievement and growth are essential to the teaching and learning process. These practices should be carried out in a positive way that supports continuous learning, development and personal growth for students.

Our students need to become adults who take responsibility for lifelong learning and citizenship. Our assessment procedures must cultivate that sense of responsibility by providing appropriate and challenging expectations and ensuring that students rise to these challenges. These procedures must also be firmly rooted in the values of diligence, honesty, and fairness. Students should learn to do their

own work, follow timelines, and give credit when they borrow the ideas of others, and should be held accountable for these behaviours.

The focus of this procedure is summative assessment, or Assessment *OF* Learning, which refers to the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. It accurately summarizes and communicates to students, parents/guardians, other teachers, employers, and institutions of further education what students know and can do with respect to the curriculum outcomes. Assessment *OF* Learning provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning.

A. Academic Responsibility

Assessment practice must support students' responsibility for their learning. In addition to developing academic knowledge, it is important to support students in the development of lifelong learning skills and values. It must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for not completing work and for submitting work late.

Guidelines

Teachers also have important responsibilities in supporting the learning of all students. Their responsibilities include the following:

- 1. Establish and clearly communicate expectations regarding assignments.** Assignment requirements and assessment criteria should be discussed with students. Teachers communicate to students the intended learning outcomes, the nature of the products and performances, and the criteria for judging the evidence of learning. Teachers should be prepared to clarify the expectations, if necessary, by providing exemplars, and to provide timely and specific feedback to students.
- 2. Set and communicate reasonable timelines for assignments and support students in meeting these timelines.** The timelines teachers set should provide adequate time for students to complete the work, while being mindful of other demands and of student strengths and challenges. Teachers should use their professional judgment to establish reasonable but firm expectations regarding timelines. They should also use their professional judgment to support and motivate students who do not take responsibility for their work using a variety of strategies to ensure students make regular progress on assignments. Regular communication about student progress among teachers, students, and parents/guardians will support timely completion of assignments. Other strategies may include the following:
 - solicit and consider student input and collaborate with other staff to coordinate the timing of major assignments;
 - share assignment timelines and reminders through many means, including classroom web pages, email, and course outlines;

- assist students to manage time effectively—monitoring student progress at each stage of a complex assignment can ensure they stay on track;
- anticipate which students may require additional supports to complete assigned tasks, and monitor those students more closely;
- choose, when appropriate, to extend time for completing assignments, especially for students who communicate with the teacher in advance of the due date; and/or
- contact parents/guardians to discuss strategies for keeping students on track when they are falling behind or not taking responsibility for their work.

3. Establish, communicate, and apply consequences for late and missing work. Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting those assignments late. If, after establishing and clearly communicating expectations regarding assignments, setting and communicating timelines for assignments, and supporting student learning using the strategies provided above, student work is still late or missing, teachers may apply the following strategies based on their professional judgment:

- confer with the student and, where appropriate, with the student’s parent/guardians about the reasons for not completing the assignment, and consider the legitimacy of reasons;
- develop an agreement with the student to complete the work;
- require the student to complete missing work during school time or at lunch or after school within a supervised setting;
- provide appropriate support to students in the form of counselling or peer tutoring to address issues and barriers that may be preventing the student from completing assigned work;
- provide additional supports for students who are learning English or French as an additional language;
- provide alternative assessment tasks that accommodate diverse learning needs; and/or
- deduct marks for late or missing assignments.

In applying consequences to late or missing work, teachers will consider the nature of the assignment, the individual circumstances of the student (especially struggling learners), and the potential impact of the consequence on subsequent learning and motivation. Whatever the consequence, students are ultimately responsible for the timely completion of their assignments and for knowing that there are consequences for failure to adhere to those parameters.

B. Academic Honesty

Students must understand that the tests/exams they complete and the assignments they submit as evidence of learning must be their own work and that cheating and plagiarism will not be tolerated.

Guidelines

Teachers and principals have the following responsibilities:

1. **Communicate and reinforce expectations of academic honesty with students.** Aspects of academic honesty include not *cheating* (e.g., copying others' work, using cheat notes), *lying* (e.g., misrepresenting contributions to group work, lying about circumstances to obtain extensions), and *plagiarizing* (submitting or representing someone else's work as one's own).
2. **Respond appropriately to academic dishonesty.** Teachers should apply strategies to deal with academic dishonesty, such as the following:
 - contact parent/guardians;
 - document the incident in the student's file;
 - report this behaviour on the report card;
 - enforce loss of privileges for the student at the school;
 - enforce other disciplinary measures such as detention;
 - have the student redo the work honestly; and
 - deduct marks for academic dishonesty.

Teachers need to consider the nature of the assignment, the age and maturity of the student, the individual circumstances of the student, and the potential impact of the consequence on subsequent learning and motivation. Whatever the consequence, students should complete the work in an honest way.

C. Academic Promotion and Retention

Students should be placed in the grade that is appropriate for their curricular, cognitive, social, and emotional learning needs. Decisions around promotion or retention of students may have far-reaching implications for student success in school.

Guidelines

1. **Kindergarten to Grade 8** - promotion decisions rest with the Principal, who consults with teachers, parent/guardians, and other specialists as appropriate. The decision is based on the evidence of the student's progress and growth and considers the grade level placement that would support and extend the student's learning. The following process must be adhered to when retention is being considered:
 - a) Should a teacher(s) suspect that a student in Kindergarten to Grade 8 will not be successful in completing grade level outcomes; a meeting must be held with the Student Services Team to discuss adequate supports for the remainder of the year.

- b) If any student is unable to achieve grade or course learning outcomes with additional supports, the parent(s)/guardian(s) must be informed of the possibility of retention. This contact with parent(s)/guardian(s) will occur within a reasonable time-frame (i.e. February for K-8, mid-semester for grades 9-12) and through regular parent-teacher contacts for the remainder of the school year or semester. Parents shall receive an explanation of their child's current academic standing in relationship to grade/course learning outcomes, the school's assessment of the student's learning difficulties, what interventions the school has used in attempts to increase the student's achievement to expected levels and possible alternatives to retention.
- c) Retention should be considered **only** after all other instructional avenues have been explored and only for the purposes of assisting a student to master the requirements necessary for success at the next level. All discussions of retention will be individualized for that student. An Individual Education Plan must be established for the student's year of retention. Grade retention should not be only grade repetition – there should be a clear focus on mastery of required skills.
- d) It is not recommended that a student be retained more than once in Grades K – 8.
- e) A [K-8 Retention Request Form](#) must be completed and submitted to the Superintendent/CEO or designate by May 15 of the current school year.

2. Grades 9 to 12 - the final decision on whether or not to grant credits rests with the Principal, who consults with teachers, parent/guardians, and other specialists as appropriate. Granting credits and diplomas must be based on clear evidence of achievement of the learning outcomes set out in provincial curricula or modified curricula (as set out in an Individual Education Plan), as appropriate.

If a student does not submit the necessary evidence of learning to be granted a credit in a course, then the student may be, at the discretion of the school Principal:

- assigned a failing grade; or
- permitted to continue the course in the following term or school year.

If continuing the course, the following applies:

- no final grade is reported to Manitoba Education or on the provincial report card; and
- the student will be assigned a grade of "IN" (incomplete). If an "IN" is assigned, a plan must be put in place at the school level to assist the student in submitting the outstanding evidence of learning in order to receive the credit within a reasonable, agreed-upon timeframe.

Alternatives for achieving credits at Grades 9-12 may include:

1. Informnet on-line (see [Informnet](#))
2. Challenge for Credit (see [Challenge for Credit](#))