

Progress Reporting

Number:	4.1.3
Responsible Executive:	Principal
Approval Authority:	School Authority
Effective Date:	September 16, 2025
Next Review Date:	September 15, 2030
Revised Date:	
Category:	High School

PURPOSE

This policy establishes the standards and procedures for communicating student progress and achievement in Coquitlam College's (the College) Senior Secondary (K–12) programs. The policy provides a consistent framework for how student learning is communicated to students and families.

SCOPE

This policy applies to all students enrolled in Grades 10–12 at the College, and to all teachers, department heads, and administrators involved in the preparation review, and issuance of student progress reports.

POLICY STATEMENTS

1. The College maintains oversight of the student progress reporting process to ensure consistency, accuracy, and compliance with Ministry requirements.
2. The College ensures that progress reporting provides timely and meaningful communication of student learning, highlighting both achievement and areas for growth.
3. The College affirms that students are active participants in their own learning. Through opportunities for self-reflection on the Ministry's Core Competencies and individual goal setting, students will be engaged partners in the reporting process.
4. The College oversees the preparation of reports that present a clear, transparent, and accessible account of student progress.
5. The College will communicate student learning at regular intervals throughout the school year, through informal updates, formal written reports, and semester-end Summary of Learning. The year-end Summary of Learning will include a formal Graduation Status Update.
6. The College is committed to equitable and inclusive reporting for all students. All learners will receive progress reports in the same format and on the same schedule as their peers, with adjustments provided in alignment with Ministry requirements and individual learning needs.

PROCEDURES

Accountability

7. The Principal is responsible for the oversight and implementation of this policy.

8. The College will provide accurate, timely, and accessible communication of student progress, that highlights strengths, areas for growth, and next steps.
9. Department Heads are responsible for consistency in reporting across subject areas.
10. Teachers are responsible for preparing learning updates, gathering student self-reflections, and ensuring timely communication with families.

Reporting

11. Students and parents/guardians will receive a minimum of five communications of learning each year:
 - a. Two informal updates (e.g. phone call, conference, or email).
 - b. Three written reports, including a year-end Summary of Learning with a Graduation Status Update for Grades 10-12.
12. Written reports will include:
 - a. assessment of learning in relation to curriculum standards;
 - b. descriptive feedback highlighting strengths and areas for growth;
 - c. attendance and punctuality;
 - d. student self-reflection on Core Competencies and learning goals;
 - e. teacher comments, teacher name, and Principal's signature;
 - f. student name and College's contact information; and
 - g. any indicators or proficiency scales used.
13. Year-end reports for Grades 10-12 will include a Graduation Status Update that specifies:
 - a. program enrollment;
 - b. completed and outstanding requirements;
 - c. progress toward graduation;
 - d. provincial assessments completed; and
 - e. Evergreen Certificate status, if applicable.
14. All reports will use clear, accessible, and culturally responsive language.
15. Students with Individual Education Plans (IEPs) may receive reports focused on individualized goals, with descriptive feedback instead of grades where appropriate.
16. Students with Annual Instructional Plans (AIPs) will receive written comments related to the AIP during the formal written report.
17. Reports for English language learners will emphasize demonstrated abilities, areas for growth, and supports in place until proficiency allows for full assessment against curriculum standards.

Recordkeeping

18. All written reports will be filed in the Permanent Student Record (PSR) in accordance with the *Permanent Student Record Order*.
19. Teachers must submit reports to administration by established deadlines.

Parent/guardian signature (K–7 only)

20. The College does not currently offer Grades K–7. If this changes in the future, written reports for K-7 students will include a parent/guardian signature line to acknowledge receipt, in accordance with Ministry requirements.

DEFINITIONS

Core Competencies: Sets of intellectual, personal, social, and emotional proficiencies (communication, thinking, personal and social) identified in the B.C. Curriculum.

Descriptive Feedback: Concise written comments that describe student learning in relation to standards, highlight strengths, identify areas for growth, and use clear, accessible language.

Summary of Learning: The final written report each year describing progress against curriculum standards, including a Graduation Status Update.

Graduation Status Update: A statement included in Grades 10–12 year-end reports outlining progress toward meeting provincial graduation program requirements.

Individual Education Plan (IEP): A documented plan that describes individualized goals, adaptations, or modifications for a student with a disability or diverse ability.

Permanent Student Record (PSR): A required Ministry document containing a student's educational history, maintained in compliance with the *Permanent Student Record Order*.

RELATED RESOURCES

- Independent School Act, Schedule, s. 3(1)(c) and s. 4(1)(c)
- [Ministry of Education and Child Care: K-12 Independent Schools Student Progress Reporting Policy](#)
- [Student Records Order, Independent School Regulation, Section 9](#)
- Records Management Policy 1.2.2
- Information Security Policy 1.2.3
- International Student English Language Learner Policy 2.1.5
- Personal Information & Protection of Privacy Policy 1.3.9
- Student Accommodations Policy 2.2.4