

## **ACADEMIC RESPONSIBILITY**

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In support of the policy on academic responsibility and to foster this value in students, River East Transcona School Division expects teachers to work in a supportive manner as well as applying age and developmentally appropriate consequences.

Supportive strategies that shall be implemented include:

- (1) Establish and clearly communicate expectations regarding assignments. This includes but is not limited to:
  - communicating learning outcomes, stating the expected nature of the products or performances, the evaluative criteria and the sharing of exemplars.
- (2) Set and communicate reasonable timelines for assignments and support students in meeting these timelines. Teachers shall be mindful of other demands and involvement (music lessons, athletics, clubs etc.), student strengths and weaknesses as well as work assigned by other teachers.
- (3) Other possible strategies include:
  - soliciting and consideration of student input;
  - collaborating with other staff;
  - sharing assignment timelines with colleagues;
  - teaching time management strategies to students;
  - providing anticipatory support to students;
  - extending timelines when necessary; and
  - involving parents in supporting their child.

### **Age and Developmentally Appropriate Consequences**

If, after establishing and clearly communicating assignment expectations, setting and communicating assignment timelines and implementing supportive strategies, a student has not completed his/her work or work is submitted late, the following progressive consequences may apply based on the student's age and developmental stage as well as the teacher's professional judgment:

- (1) Confer with the student and, where appropriate, with the student's parents/guardians.
- (2) Develop a work completion agreement with the student.

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- (3) Require the student to complete the missing work or alternative similar assignment, within a supervised setting. Teachers shall inform parents of this arrangement as appropriate.
- (4) Provide appropriate additional supports to the students. This may include student services support or English as an Additional Language support.
- (5) Provide differentiated or adapted assessment tasks to accommodate learning needs.
- (6) Deduct marks for late or missing assignments.

In applying the above progressive consequences, teachers shall consider the nature of the assignment, the students' individual circumstances, and the potential impact of the consequence on subsequent learning and motivation. Teachers are strongly encouraged to consult with school administration when considering progressive consequences.

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Legal/Cross Reference: