



Huron-Superior Catholic District School Board

**OPEN SESSION OF THE BOARD
MEETING
WEDNESDAY, APRIL 15, 2020**

AGENDA & REPORTS

MEETING TO BE HELD

**VIA SKYPE FOR BUSINESS
STREAMED VIA YOUTUBE**

7:00 P.M.

**AGENDA FOR THE OPEN SESSION BOARD MEETING OF THE
HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
ON WEDNESDAY, APRIL 15, 2020 @ 7:00 PM
VIA SKYPE FOR BUSINESS**

A CALL TO ORDER

1. Acknowledgement of Traditional Lands – (Anthony)

We begin our Board meeting by acknowledging that our city schools and Board offices sit on the traditional lands of the Batchewana First Nation, the Garden River First Nation and the Métis Nation. We also acknowledge that this meeting occurs in our Board's Chapel, which is a sacred space, entrusted to us by the Congregation of the Sisters of St. Joseph of Sault Ste. Marie.

2. Prayer (Pg 6)

3. Call the Roll:

Trustees:

Lindsay Liske (Chair), Sandra Turco (Vice-Chair), John Caputo, Leslie Cassidy-Amadio, Tony D'Agostino, Carol MacEachern, Debbie Mayer, Kathleen Rosilius, Joe Ruscio, Gary Trembinski

Regrets:

Officials:

Rose Burton Spohn (Director of Education), Joe Chilelli, Christine Durocher, Chris Spina, Danny Viotto

Student Representatives:

Anthony DeLorenzi, Lucas Marano

Other Reps:

Darrell Czop (President, O.E.C.T.A.)
Sergio Bernardo (Vice-President, O.E.C.T.A.)
Wayne Greco (President, C.P.C.O.)
Brenda Rankin (President, C.U.P.E.)

OUR MISSION

*Persons present are invited to indicate how they have seen
Our Mission lived out recently.*

B ADOPTION OF ORDER OF BUSINESS

1. **Proposed Resolution:** That the Huron-Superior Catholic District School Board adopts the Agenda for the Board Meeting of April 15, 2020.

Are there any additions/changes/deletions?

C DISCLOSURE OF CONFLICT OF INTEREST AND THE GENERAL NATURE THEREOF**D NEW BUSINESS****E CONFIRMATION OF MINUTES**

1. **Minutes of the Board Meeting of March 11, 2020.** (Pg 9)
Proposed Resolution: That the Huron-Superior Catholic District School Board approves the Minutes of the Board Meeting of March 11, 2020.
2. **Minutes of the Closed Board Meeting of March 11, 2020.**
Proposed Resolution: That the Huron-Superior Catholic District School Board approves the Minutes of the Closed Board Meeting of March 11, 2020.
3. **Minutes of the Special Closed Board Meeting of March 25, 2020.**
Proposed Resolution: That the Huron-Superior Catholic District School Board approves the Minutes of the Special Closed Board Meeting of March 25, 2020.

F BUSINESS ARISING FROM THE MINUTES**G PRESENTATIONS**

1. **Mental Health** – Superintendent Joe Chilelli to introduce Jared Lambert (Mental Health Lead). (Pg 13)
2. **English Language Learners (ELL)/ English as a Second Language (ESL)** – Superintendent Christine Durocher to introduce Micaela Olejnik (Curriculum Co-Ordinator), Rosanna Bernabucci (Official Languages & Pathways Special Assignment Teacher) and Lisa Tomas (Mathematics Learning Lead). (Pg 35)

H COMMITTEE REPORTS

1. **Minutes of the Special Education Advisory Committee Meeting (Pg 78)**
Proposed Resolution: That the Minutes of the S.E.A.C. meeting of the Huron-Superior Catholic District School Board of February 26, 2020 be approved.

I ADMINISTRATIVE ITEMS REQUIRING ACTION

1. **ELECTRONIC POLL**
Computer Refresh 2020 (Pg 83)
PROPOSED RESOLUTION: That the Huron-Superior Catholic District School Board approve the purchase of 265 new Dell laptops through Dell Canada at a cost of \$263,945.
CARRIED
2. **Policy 6009 – Performance Appraisals for Experienced Teachers (Pg 85)**
Proposed Resolution: That the Huron-Superior Catholic District School Board approves Policy 6009 as presented.
3. **Policy 6010 – Performance Appraisals for New Teachers (Pg 124)**
Proposed Resolution: That the Huron-Superior Catholic District School Board approves Policy 6010 as presented.
4. **Policy 6013 – Employee Use of Medical and Recreational Cannabis (Pg 154)**
Proposed Resolution: That the Huron-Superior Catholic District School Board approves Policy 6013 as presented.
6. **Policy 7004 – Student Use of Medical and Recreational Cannabis (Pg 159)**
Proposed Resolution: That the Huron-Superior Catholic District School Board approves Policy 7004 as presented.
7. **St. Mary's French Immersion Catholic School – Mechanical/Electrical Upgrades and Miscellaneous Improvements (Phase 3) (Pg 165)**
Proposed Resolution: That the Huron-Superior Catholic District School Board awards the construction contract for the St. Mary's French Immersion/St. Paul Mechanical/Electrical Upgrades and Miscellaneous Improvements (Phase 3) Project to Jobst Construction, being the low tender.

J INFORMATION ITEMS

1. **Reports to the Director of Education**
 - a) **Board Response to COVID-19** – Director Rose Burton Spohn (Pg 166)
 - b) **Status of Mental Health Supports** – Superintendent Joe Chilelli (Pg 174)
2. **Correspondence**
3. **Notes of Thanks**

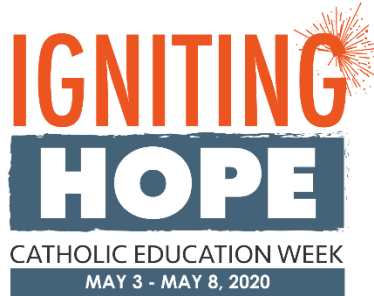
K TEN MINUTE QUESTION AND ANSWER PERIOD

- ON AGENDA ITEMS FOR THOSE IN ATTENDANCE

L UPCOMING EVENTS

- | | |
|-----------------|----------------------------------|
| April 22 | - Earth Day |
| April 24 | - PA Day |
| April 29 | - SEAC Meeting |
| May 3-8 | - Catholic Education Week |
| May 10 | - Mother's Day |
| May 13 | - Next Board Meeting |

M CLOSING PRAYER – Christine Durocher (Pg 178)**N ADJOURNMENT**



April 2020

“A Future Full of Hope”

+

OPENING PRAYER - Lucas

Jesus, brother and friend,
 You have made us Easter people through your resurrection.
 We can sing Alleluia with our full voice.
 Help us to spread hope and joy every day.
 We celebrate in faith.
 Amen. +

READING: A reading from the Prophet Jeremiah - Anthony

I have it all planned out – plans to take care of you, not abandon you; plans to give you the future you hope for. When you call on me, when you come and pray to me, I'll listen. When you come looking for me, you'll find me. Yes, when you get serious about finding me, and want it more than anything else, I'll make sure you won't be disappointed.

The Word of the Lord. **R. Thanks be to God.**

QUESTIONS FOR PERSONAL REFLECTION – (2 minutes of silent reflection)

Do you believe that God has plans for you, plans of peace and hope?

Do you call on the Lord, search for the Lord?

READING AND GUIDED REFLECTION QUESTIONS - Lucas

Do not be afraid to set your sights higher, to allow yourself to be loved and liberated by God. Do not be afraid to let yourself be guided by the Holy Spirit. Holiness does not make you less human, since it is an encounter between your weakness and the power of God's grace. For in the words of León Bloy, when all is said and done, "The only great tragedy in life is not to become a saint." Gaudete et Exsultate – Pope Francis, page 22

To what is God calling you?

Do you believe that your weakness and the power of God's grace are enough?

CLOSING PRAYER – Anthony

Let us pray

God of Easter joy,

We thank you for your Son, the light of the world.

May he reveal to us, the way to you, and may his light shine through us.

Heavenly Father, nurture us as we grow in your love.

Strengthen our faith to proclaim your glory.

Empower us to give witness, so that others may know your love.

Let us always remember our Baptismal call.

We ask this through Christ our Lord.

Amen. +

Huron-Superior Catholic District School Board

Our Mission Statement

**Rooted in Jesus Christ,
we are a Catholic learning community
called and committed to develop
the full potential of each child and
to nurture a personal relationship with Jesus
that will inspire Catholic leadership.**



*Dedicated to excellence in education
and the desire to
live the values of Jesus, we strive to:*

- † *affirm the sacredness of life and respect for all creation*
- † *reverence the dignity of each person as a Child of God*
- † *provide an enduring education that reflects the essence of our Catholic traditions*
- † *proclaim Christ's message throughout the curriculum*
- † *celebrate God's love in prayer, at Eucharist and in all sacramental moments of life*
- † *create sacred learning environments*
- † *cultivate enriching opportunities that will deepen faith*

Guided by the Spirit on our journey, together with family and Church, we mutually invite, encourage and support one another in our efforts to transform the world.

**MINUTES FOR THE OPEN SESSION BOARD MEETING OF THE
HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
ON WEDNESDAY, MARCH 11, 2020 @ 7:15 PM
BOARD CHAPEL – CATHOLIC EDUCATION CENTRE**

Present: **Trustees:**

Lindsay Liske (Chair), Sandra Turco (Vice-Chair), Tony D'Agostino, Debbie Mayer, Kathleen Rosilius, Joe Ruscio

Via Skype: John Caputo, Carol MacEachern

Anthony DeLorenzi, Lucas Marano

Officials:

Rose Burton Spohn (Director of Education), Joe Chilelli, Christine Durocher, Chris Spina, Danny Viotto

Regrets: Leslie Cassidy-Amadio, Gary Trembinski

Values and Vision

Trustee Kathleen Rosilius noted her participation at the Shrove Tuesday celebrations at Our Lady of Lourdes and Our Lady of Fatima Schools in Elliot Lake.

Trustee Kathleen Rosilius mentioned that a group of students from Our Lady of Fatima School in Elliot Lake went to Cutler and had a wonderful day eating bannock, playing games and making tea. It was a beautiful cultural day shared with students and staff.

Trustee Sandra Turco thanked the trustees and board for their heartfelt prayers and well wishes after the passing of her father and during her mother's recent surgery.

Director Rose Burton Spohn recognized two trustees for their outstanding community service. Trustee Joe Ruscio raised over \$11,000 for the Coldest Night of the Year, and was the top fundraiser in Sault Ste. Marie. Trustee Leslie Cassidy-Amadio was recognized by the Zonta Group for her outstanding effort with Joy-full Socks, which distributed over 4,000 pairs of socks this past Christmas to those in need.

Director Rose Burton Spohn introduced Stephanie MacWilliam, Vice-Principal of St. Mary's French Immersion. Stephanie is taking a course currently and is required to attend a board meeting to view the process. She was warmly welcomed by the trustees.

Adg# Res#

B-1 B-451 Moved by: John Caputo Seconded by: Carol MacEachern
That the Huron-Superior Catholic District School Board adopts the Agenda for the Board Meeting of March 11, 2020.
CARRIED

E-1 B-452 Moved by: Debbie Mayer Seconded by: Joe Ruscio
That the Huron-Superior Catholic District School Board approves the Minutes of the Board Meeting of February 12, 2020.
CARRIED

E-2 B-453 Moved by: Tony D'Agostino Seconded by: Sandra Turco
That the Huron-Superior Catholic District School Board approves the Minutes of the Closed Board Meeting of February 12, 2020.
CARRIED

G-1 *Public Speaker Finalists*
Paul Best, Principal of Holy Family School and co-organizer of the Public Speaking Contest, advised that the public speaking finalists had cancelled at the last moment and could not be in attendance. Paul thanked all those who helped with the event, including co-organizer Lou Spadafora, Vice-Principal of Holy Family School. The event was very competitive this year. The finalists did a phenomenal job and are hoping to present at a board meeting in the future.

G-2 *Secondary School Athletics*
Dave Zagordo, Athletic Lead at St. Mary's College, spoke of the various sports offered at SMC and showed an OFSSA video that highlighted the impact sports can have on our students. Sophie Thompson, a Grade 12 student at SMC, described the skills and attributes she acquired through sports, such as time management, leadership, and confidence. It was also noted that many dedicated staff members make sports possible in our schools.

-
- H-1 B-454 Moved by: Sandra Turco Seconded by: Kathleen Rosilius**
That the Minutes of the S.E.A.C. meeting of the Huron-Superior Catholic District School Board of January 29, 2020 be approved.
CARRIED
- I-1 B-455 Moved by: Kathleen Rosilius Seconded by: Joe Ruscio**
That the Huron-Superior Catholic District School Board approves Policy 2002 as presented.

That the Huron-Superior Catholic District School Board approves Policy 4014 as presented.
CARRIED
- J-1 Multi-Year Strategic Plan**
Director Rose Burton Spohn outlined the process taking place this year to establish the board's new multi-year strategic plan. The final document will be presented to the board in January 2021 after extensive input from stakeholder focus groups and surveys is obtained and analyzed.
- J-2 Capital Projects 2019-20**
Steve Brown, Manager of Plant Services, outlined several of the large projects taking place over the next several months.
- J-3 Purchasing Report**
Superintendent Chris Spina presented the report as an information item.
- J-4 RFP – School Uniforms**
Superintendent Chris Spina outlined the process of the RFP and advised that a new company, DGN Kilters, will be taking over as the providers of St. Mary's College uniforms.
- J-5 SMC Activity Report**
Student trustees Anthony DeLorenzi and Lucas Marano reported on the accomplishments of the SMC student athletic teams and highlighted some March events at the school. A few noteworthy items were St. Kateri visits, Mardi Gras, and Ash Wednesday prayer services.
- N-1 B-456 Moved by: John Caputo Seconded by: Debbie Mayer**
That the Huron-Superior Catholic District School Board meeting of Wednesday, March 11, 2020 adjourns at 8:20 p.m.
CARRIED

Chairperson: _____

Secretary: _____

Mental Health Report

Jared Lambert M.S.W. RSW. – Mental Health Lead

2019/2020 School Year

Connection to All H-SCDSB Schools

- Given my new position with the board, I felt it was especially important this year to visit each of the schools within the board.
- This involved scheduling meetings with each principal to discuss the mental health needs of each school and how I could best support them.
- I also travelled to our northern and eastern communities to establish connections and provide support to our schools outside of Sault Ste. Marie.

Committees

- In my new position as the Mental Health Lead I have been able to participate in a number of team meetings and committees.
- This is important as it has allowed us to build strong partnerships with these groups.
- Some highlights include:

Drug Strategies

RRST Table

SEAC

Wellbeing Committee

SAH School Board
Collaboration

Behavior Team Meetings

Mental Health Newsletters

- Focusing on Mental Health.
- Monthly newsletter distributed to all employees.
- Goals - reduce stigma, provide information, provide practical strategies, & maintain a presence with employees of the board.
- Each edition focuses on a different topic, often featuring a certain emotion.
- The newsletters also feature a catholicity section relating to each topic.

Focusing on Mental Health: Sept. 2019
From the Desk of Jared Lambert – Mental Health Lead

Fear and Anxiety Disorders

FEAR



Fear is an emotion that we are all very familiar with. Since fear exists on a wide spectrum, it comes to us in very different ways; from minor nervousness to terror.

Like all emotions fear serves an important function in our lives. Without fear, we would be in constant danger, and we would not be able to protect ourselves. Picture a person who is not pulling their weight in a team. They are not realizing where they are hard in a work environment. This way? How does fear operate in much the same way? Fear operates in much the same way to protect us from danger and urge us to attend to it.

Fight or Flight



Fight or flight is a natural mechanism in our body to act in a life threatening situation. It is readying or flee from a threat. Some people experiencing fear also experience a "freeze" response where they freeze. Experiencing fear can activate our fight or flight response. If the threat is not life threatening, and our body activates the fight or flight response, it can be harmful to us.



Focusing On Mental Health – March 2020
From the desk of Jared Lambert – Mental Health Lead

Self-Esteem and Mental Health



We all know and use the term self-esteem, but maybe we haven't taken too much time to truly understand what self-esteem is and how it affects us.

Self-esteem is our own assessment and recognition of our value. It refers to our ability to assess ourselves with accuracy, making note of our weaknesses as well as our strengths.

Self-esteem has been associated with positive relationships, achievement, and life satisfaction.



The Swing of the Pendulum

Something we want to be in balance. The spectrum of self-esteem is at the extreme ends (high or low) can be harmful to us.

The Sweet Spot

When our self-esteem is at optimum levels, we have a strong sense of self-worth that does not compromise our ability to value the opinions and needs of other people. Our evaluation of ourselves becomes less easily swayed by others' opinions and individual interactions with other people. We become more consistent.

Over Saturated

We really can have too much of a good thing. While having confidence is a fantastic quality, too much self-love creates issues in our lives. When our self-esteem reaches very high levels, we may have a difficult time maintaining close relationships.

Positivity Prompts

As a society we spend a lot of time trying to avoid or get rid of certain feelings, and don't often think of what feelings we would like to take their place. Ask yourself some of these questions throughout your day to help prompt some positivity and happiness.

What has been the high point of the day?

What is something you are looking forward to?

What have you done in the past you are proud of?

Who is the best person that you know?

Who is someone who is usually happy to see you?

What are three things you are grateful for?

What is your favorite childhood memory?

What was the last compliment you remember receiving?

Name 5 people who love you dearly.

Engaging the Senses

Sight: what is something that makes you happy to look at? A piece of art? The Outdoors? Plug time into your day to see it.



Sound: immerse yourself in sounds you will find pleasing to hear. Your favorite music, crashing waves, or birds calls.



Smell: what smell will make you feel comfortable, or trigger a fond memory? Smell can be one of our strongest ties to memories.



Taste: allowing ourselves a reasonable treat or indulgence is a good way to activate our body's feel good chemicals.



Touch: Maybe today will be a tough one and you may need to wear your comfiest sweater, or take a nice warm bath at the end of the day. Our favorite textures and feelings can be very comforting.



Online Counselling Training Database

- Counsellor training within school boards can be infrequent.
- Consistent training for counsellors helps ensure ethical and effective services.
- The board has secured an online counselling training database (All CEUs).
- All CEUs allows for cost effective counsellor training in many topics.
- Counsellors have continued accessing training while working at home.

Paradigm Shift

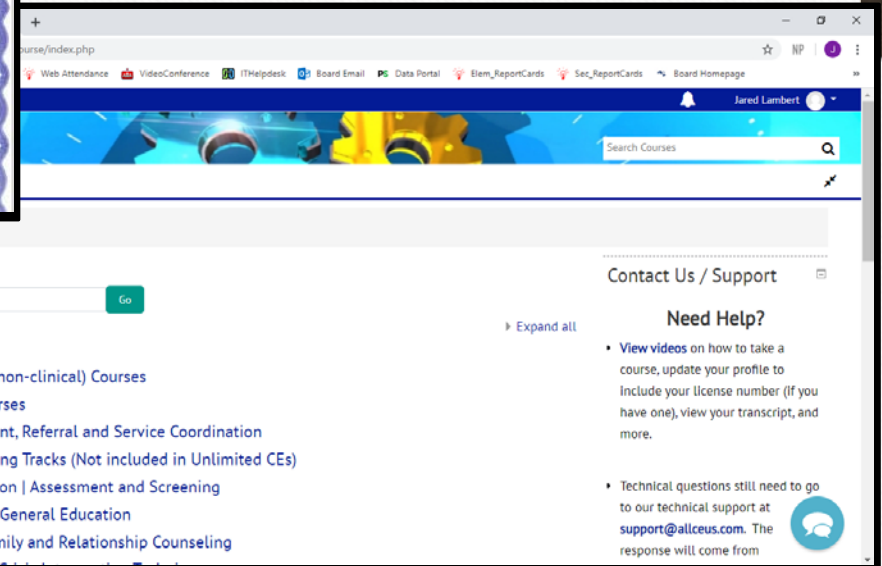
- ▶ Addiction serves a survival purpose.
- ▶ Addiction represents the best way a person had to cope until now
- ▶ The addiction can become the person's best friend
- ▶ Everyone's ability to deal with life on life's terms differs
- ▶ Patients can address the ways issues from the past are impacting them today

been doing it enough but they need to use in order to even feel normal it's



Allceus.com

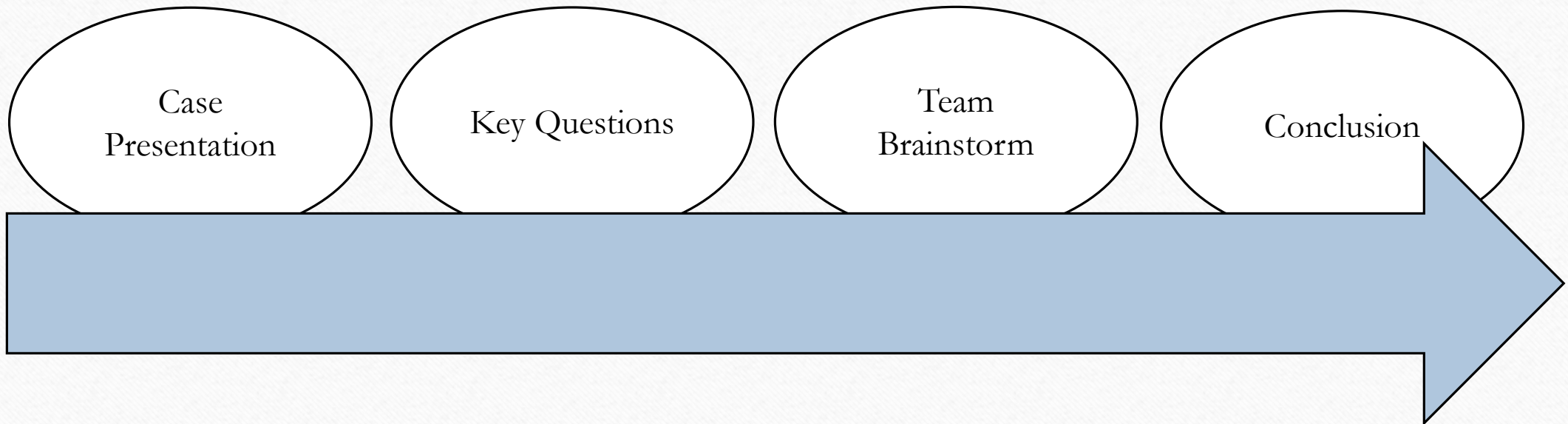
Online Counsellor Training Database



Peer Supervision Model

- The board's mental health team has clinicians with diverse backgrounds.
- A peer supervision model was implemented this year during team meetings.
- This model allows the team to draw on one another's skills and experience.
- Suggestions are provided by team members in a respectful and collaborative manner.
- The method helps ensure complex cases receive extra support.

The Model



Catholicity and Counselling

- Some ask the question: “How does providing mental health counselling to youth and families intersect with the tenants of the Catholic faith?”
- The mental health team discusses this frequently and much work has been done with the team to help them understand their position as counsellors within a Catholic school board.
- The team has also reached out to SMC Chaplain Stephanie Parniak who has agreed to provide training to them about the Catholic lens.
- Sister Pat Carter has also provided ongoing support in this area and has also supported me with different projects including the mental health newsletter.

New Counsellor Position

- This year, the board was able to add a new counsellor position to the mental health team.
- The successful candidate, began work in February of 2020.
- This new employee brings strong experience supporting youth and families as a mental health counsellor.
- Given the position is new this year, the schedule was approached with creativity in order to address areas of need for the board.

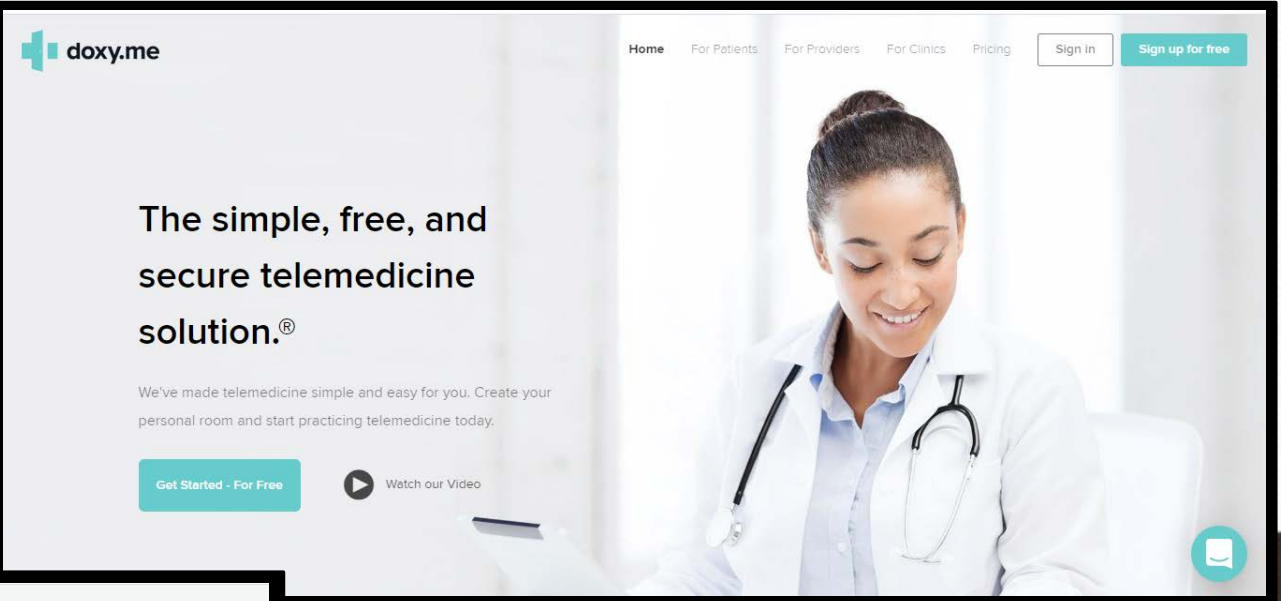
Counsellor's Schedule

- The counsellor was assigned to Our Lady of Lourdes and St. Francis in Sault Ste. Marie (one day each per week), allowing St. Basil's and Saint Mary's College to gain one more day of counselling per week.
- The counsellor established herself as a provider of remote counselling for students.
- Delivery of mental health modules was part of the weekly schedule.
- We were also was also able to offer counselling to the students of our Student Support Program (St. Paul's).

Remote Counselling

- Counselling via video-conferencing software.
- Counselling in this fashion allows us to support students who are underserved by face-to-face counselling in their area.
- The counselling had begun with students in our northern communities prior to the unexpected closure of schools due to COVID-19.
- A board protocol was developed to ensure the service proceeded in an effective and ethical fashion.
- Remote counselling will also play a role in supporting students at home while schools remain closed.

Doxy.me



doxy.me

Home For Patients For Providers For Clinics Pricing Sign in Sign up for free

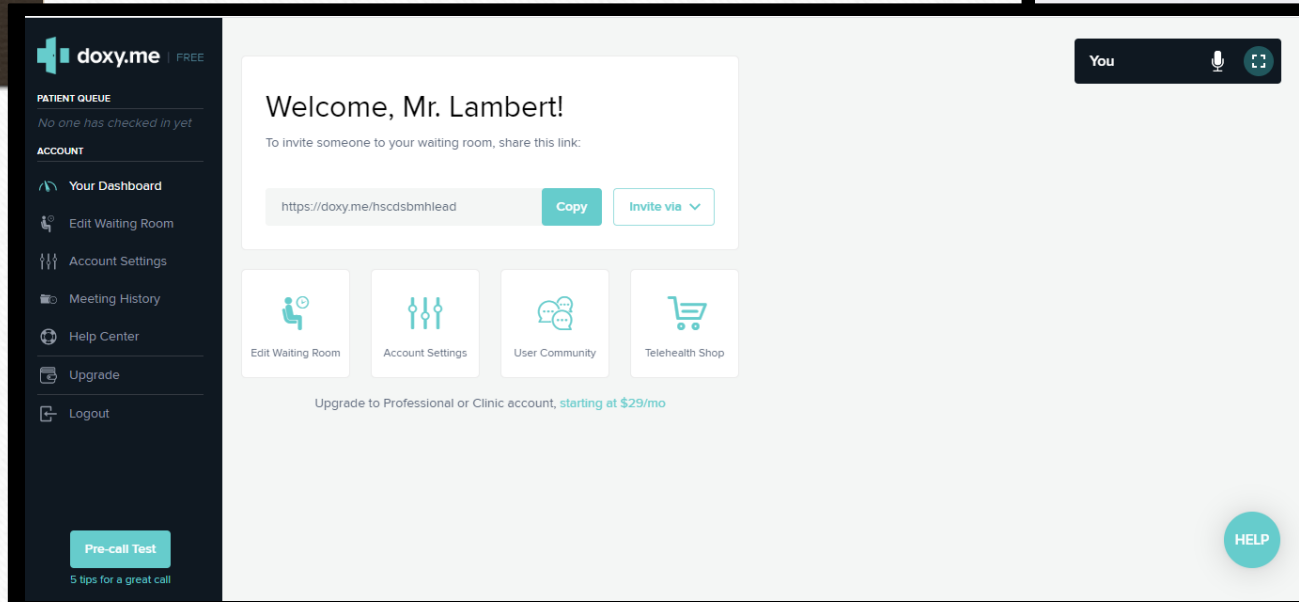
The simple, free, and secure telemedicine solution.®

We've made telemedicine simple and easy for you. Create your personal room and start practicing telemedicine today.

Get Started - For Free

Watch our Video

Image of a smiling female doctor in a white coat with a stethoscope, holding a tablet.



doxy.me FREE

PATIENT QUEUE
No one has checked in yet

ACCOUNT

- Your Dashboard
- Edit Waiting Room
- Account Settings
- Meeting History
- Help Center
- Upgrade
- Logout

Welcome, Mr. Lambert!

To invite someone to your waiting room, share this link:

<https://doxy.me/hscdsbmhlead> [Copy](#) [Invite via](#)

[Edit Waiting Room](#)
[Account Settings](#)
[User Community](#)
[Telehealth Shop](#)

Upgrade to Professional or Clinic account, starting at \$29/mo

[Pre-call Test](#)
5 tips for a great call

HELP

Secure E-Counselling Software

Mental Health Modules

- Mental health modules are units presented to students in grades 7 and 8 by our mental health counsellors.
- The content has been acquired from Teenmentalhealth.org by our counselling team and they have modified the presentations to fit the needs of our students.
- In addition to the fact that the content aligns well with the Ontario health curriculum, these modules help reduce stigma surrounding mental health issues, provide important information about mental health and mental health disorders, help students learn how to support others and reach out for help themselves.
- Grade 7 and 8 students were targeted for these modules to help prime our students with this information prior to them entering high school.

Student Support Program

- The SSP program is a specialized classroom housed at St. Paul's school which serves students who struggle to manage the demands of mainstream classrooms due to behavioral, emotional, and academic concerns.
- The smaller class sizes (8 students max) and additional supports help prime students of the SSP classroom for a successful return to mainstream class.
- New this year is counselling (treatment) for the students of this class, a missing element that, until now, was a significant difference between SSP and other similar classrooms.

Questions?

Protocol for E-Counselling Sessions

Use of Software

The board shall acquire, and shall use for all e-counselling sessions, software that meets the standards of the Personal Health Information Protection Act (PHIPA). This should include secure video encryption and protection of any client (student) information shared over the software.

Schools Served

The use of electronic counselling sessions via video call software shall be used to enhance the board's capacity to deliver mental health counselling to students of the board. This will apply to schools outside of Sault Ste. Marie with limited or no access to a counsellor, and could also apply to schools within Sault Ste. Marie where special circumstances make face-to-face counselling more difficult to facilitate. Where possible, it is understood that face to face counselling is the preferred method.

Criteria for Participants

Due to the nature of electronic counselling sessions, the resource should only be used with students who are above the age of 12. These students should be capable of managing some simple computer tasks and capable of attending to the counsellor for the duration of the session(s), needing little redirection. Further, this form of counselling is best suited to students who are stabilized in their functioning at school, rather than in crisis.

Initiation of Service

As e-counselling becomes available to a school, the principal or vice-principal of that school should speak with the Mental Health Lead to discuss potential candidates for the counselling. Once the student who best fits the service is determined, the school staff involved should reach out to the student and their family to discuss the availability of the counselling and acquire their consent for the service. A consent form (Acknowledgement of Service) will be signed by the student and information about the counselling process and confidentiality will be provided to the family in the form of an information sheet which will be provided to the school. Once the consent has been signed by the student, it should be **faxed** to the Mental Health Lead (705-998-1146). Documents containing information about the student or signatures should also be faxed to help ensure confidentiality in the counselling process.

Structure of Sessions

The student participating in the counselling should be provided with a laptop and with a confidential meeting room where they can expect to be undisturbed for the duration of the session (maximum 60 minutes). A link to the e-counselling waiting room will be provided via e-mail to the contact person at the school. At least one school staff must be aware of the location of the student for the duration of the session, and be available if any problems arise. The counsellor participating should be provided with the contact details for relevant or available staff at the school.

Scheduling

The counsellor providing e-counselling will schedule appointments in collaborating with the student and the contact person (staff member) at the school.

Sadness and Mental Health

Sadness is a feeling each of us experiences regularly. We can easily recognize it in others. We all have intimate understanding of what it means to be sad. Despite this, the societal perception of sadness is very complicated. In many ways, sadness is seen as something to be postponed, reduced, and altogether avoided. This approach is understandable but may make it difficult for us to recognize sadness for what it is: a natural human emotion that is completely normal and vital to survival.

This newsletter will discuss sadness, in an attempt to outline its role in our lives, the bad as well as the good.



Why do we Fear Sadness?



Sadness is pain. It can be a very unpleasant experience, and, in some ways, avoiding pain is adaptive. Doing so can sometimes help keep us safe and healthy. Something to remember though, is that pain, as hurtful as it may be, is far from useless.



Sadness can be Helpful

It may be hard to recognize, but there are a number of ways in which sadness can be helpful to us.

Consider the contrast: it may sound overly simple, but the pain we feel during hard times helps to highlight and contrast how amazing we feel during our best times.



Painful lessons: sadness helps us to learn. Some of the life lessons that stick with us the most clearly are the ones that were the most painful to learn. "I won't make that mistake again!"

Connection is key: sadness prompts us to soothe ourselves (i.e. self-care). It also helps ensure we seek connection. When we go through a loss, we may lean on friends and family. Many people may come to our aid. This process helps ensure we are cared for.



Sadness and Catholicity



"The righteous cry out, and the Lord hears them; he delivers them from all their troubles. The Lord is close to the brokenhearted and saves those who are crushed in spirit." (Pslam 34:17-18). People draw great strength and comfort through faith. Even at the most trying and desolate times, faith and God can be a source of great resilience. Strong faith has been demonstrated to help people manage sadness and stave off depression. Look to your faith during times of sadness and reap its many rewards. "Blessed are those who mourn, for they will be comforted." (Matthew 5:4)



Depression



Depression is a mood disorder marked by prolonged and intense feelings of sadness, decreases in pleasure and motivation, disruption of appetite, disruption of sleep, low self-esteem, thoughts of suicide, and more.

Depression is: a medical condition; a mood disorder; serious.

Depression is not: weakness; a sign of insanity; all in your head.


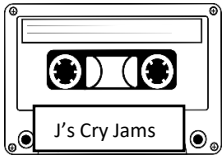


Depression is different from typical sadness as it is more severe, lasts for weeks or more at a time, and is very disruptive to a person's life.

Risk factors include: chemical imbalances, genetics, medical conditions, medications, hormone imbalances, negative life experiences, and many more.

If you feel you may be suffering from depression, please seek help. Consider contacting your doctor or a mental health professional. Depression is a serious condition, but does respond well to treatment.

Leaning into the Sadness

Everyone has sad days and that's ok! Remember that sadness is important and doesn't exist simply to be avoided. Give yourself time and space to feel what your body is urging you to feel. Feelings are like waves. They build, crest, and crash. If we allow them to be, and don't struggle with them, they can usually resolve themselves naturally.

Your Sad Day Toolkit			
 <p>Tears may be incoming and that's alright! Have the tissues ready! Crying can help bring some relief.</p>	 <p>Lean into your sad feelings with some sappy sad music. Perhaps <u>Everybody Hurts</u> by R.E.M.</p>	 <p>Be ready to use a lifeline and call a friend! See if they're free for lunch or just a talk. Seek connection!</p>	 <p>Soothe yourself! Watch a movie you love. Get a massage, have a bath. Just make it soothing!</p>

DON'T be afraid to be sad. ***DO*** take care of yourself when you are.
You deserve it.

Self-Esteem and Mental Health



We all know and use the term self-esteem, but maybe we haven't taken too much time to truly understand what self-esteem is and how it affects us.

Self-esteem is our own assessment and recognition of our value. It refers to our ability to assess ourselves with accuracy, making note of our weaknesses as well as our strengths.

Strong self-esteem has been associated with positive relationships, achievement, and life satisfaction.



The Swing of the Pendulum

Self-esteem, like many things, is something we want to be in balance. The spectrum of self-esteem is such that levels at the extreme ends (high or low) can be harmful to us.

All Time Low

Low self-esteem is very hard to deal with. Low levels of self-esteem are associated with underachievement and depression, and may also lead people to tolerate abuse and maltreatment from others. Adverse life events, relationships where we are devalued and criticized, and perceived failures can contribute to low self-esteem.

The Sweet Spot

When our self-esteem is at optimum levels, we have a strong sense of self-worth that does not compromise our ability to value the opinions and needs of other people. Our evaluation of ourselves becomes less easily swayed by events and individual interactions with other people. We become more consistent in the ways we view ourselves. Signs of healthy levels of self-esteem include a lack of people pleasing behavior, an ability to receive feedback, an ability to be assertive, acceptance of who we are, and more.

Over Saturated

We really can have too much of a good thing. While having confidence is a fantastic quality, too much self-love creates issues in our lives. When our self-esteem reaches very high levels, we may have a difficult time maintaining close relationships, show little self-improvement, and be too sensitive to criticism.

Catholicity and Our Self-Esteem

"I have strength to face all conditions by the power that Christ gives me" (Philippians 4:13)

"The Lord is with me, I will not be afraid; what can anyone do to me?" (Psalm 118:6)












Certainly, these are the words of confident people. God inspires courage and confidence in his followers. With his strength in us, all challenges can be matched, but the bible also calls us to be humble; to avoid holding ourselves in esteem over others.

"For those who exalt themselves will be humbled, and those who humble themselves will be exalted"
(Luke 14:11)

The Two-Pronged Approach to Self-Esteem

When counsellors work with people on the issue of self-esteem, we can face a conundrum of sorts. We want to help our clients to recognize the good qualities they are already demonstrating in their lives. We also want to help them recognize and explore some of the problems and negative patterns in their lives that may be causing them continued stress and unhappiness. Thus, viewing a person as flawless is no-more help than agreeing with a person who thinks everything about them is bad. This is why using a two-pronged approach to building healthy self-esteem can be effective.

Using this approach, we help people (or ourselves) to understand the many strengths they possess. We also help them to set goals for reasonable self-improvement to help boost their self-esteem.

Recognizing Your Worth	Working Toward Self-Improvement
<p><i>Challenge your low-self-esteem with meaningful self-reflection! Ask yourself...</i></p> <p> I'm not the best at everything, but what are 3 strengths that I do have?</p> <p>What's the last thing I remember someone thanking me for?</p> <p></p>	<p><i>Lay the ground work for your future goals! Ask yourself...</i></p> <p>How would I like this year to be different from last?</p> <p></p> <p>What's something I admire in others? How can I work to emulate this quality in my own life?</p>
<p> Create a list of all of your best accomplishments. Don't limit yourself to career accomplishments. Speak about what you've achieved as a student, an athlete, a friend, a parent. Everything is on the table. Feeling brave? Ask a trusted friend or loved one what they feel belongs on your list! Remember it can be uncomfortable to speak about our achievements.</p>	<p> Create a list of 10 qualities you'd like to demonstrate in your life. 10 words or phrases you'd like to describe you, and be specific! Narrow them down to just 3. The three most important on the list. If all else fails, which 3 qualities would you like to show in your life. Keep these three things in your mind as much as possible. Let them guide your decision making and your actions.</p>
<p>Self-compassion! Often, a barrier to positive self-esteem is our own negative self-talk.</p> <p>Patience: meaningful change takes time! Be patient with yourself. </p> <p> Reframes: reframe negative language while still being honest. "I suck" = "I have room to improve!"</p> <p>Remember "Yet": the word "yet" is a powerful tool. "I haven't met that goal YET". "Yet" can stoke optimism. </p>	<p>Set a goal for different areas of your life to be accomplished within the week. Try targeting:</p> <p> Organization: accomplish 1 thing that will help you feel more organized.</p> <p>Physical Health: what's one new thing you can do this week for your health? </p> <p> Kindness: set a goal of planfully doing 1 kind thing for a person you care for.</p> <p><i>Take note of how you feel at the end of the week!</i></p>



HSCDSB

English Language Learner Guide for Elementary Schools





Table of Contents

1. Who are ELLS?

- The Vision of the English Language Learner
- Terminology and Definitions

2. Reception and Orientation Guide

- Newcomer Reception Plan - CHECKLIST
- Welcoming and Registration
- Community Supports and Contacts
- Roles and responsibilities
- Orientation to School Life
- Questions Newcomer Parents May Ask

3. The STEP Process

- Flow chart of STEP Process
- Family Interview
- Initial Assessments in Language and Math
- Placement and Programming
- Monitoring and Reporting to Parents
- OSR STEP Tracking Template & Sample Math Tracking Form

4. Teacher and Classroom Environment Support

- Classroom Strategies for Welcoming Students and Adapting Programming
- Strategies for Integration
- Classroom Program Adaptations
- Reading with ELLs
- Goals for ELLs Arriving at Different Ages
- Completing Report Cards
- Supporting ELLs in Math
- Participation of ELLs in EQAO
- Classroom Assessment
- Discontinuation of Support

5. Considerations for Special Education

- Considerations for Referral to Special Education for ELLs
- The Referral Process
- Referral Chart

6. References & Important Online Resources

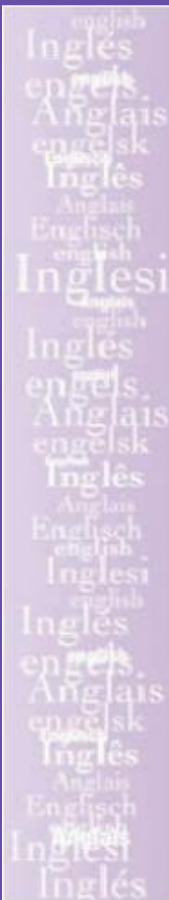


Find us at: <http://edugains.ca/newsite/ell/index.html>

Learn more about supporting...

English Language Learners

Steps to English Proficiency (STEP) is a framework for assessing and monitoring English Language Learners' language acquisition and literacy development across the Ontario curriculum. STEP supports ESL/ELD and classroom educators in scaffolding instruction to meet the needs of their English Language Learners (ELL).



The Vision of the English Language Learner

English Language Learners (ELL) come with many assets and skills.

They will:

- learn English at the same time as the Ontario curriculum;
- see themselves in the learning environment;
- feel that their culture and language are valued;
- have confidence to express their opinion and know they have a voice;
- meet high expectations when they are involved in setting goals (with appropriate supports);
- have opportunities to choose pathways that honour their strengths and interests.





Terminology and Definitions

English Language Learners (ELLs) are:

Canadian-born ELLs - from Indigenous communities (speak a variety of English or first language other than English), immigrant communities or from communities that have maintained a distinct cultural and linguistic tradition (e.g. Mennonites)

**Newcomers - arrived as a result of voluntary, planned immigration process, traumatic experiences (war/families) or international/visa student (paid fees, plan to attend university).

* Arriving at varying stages of their educational career, educational experiences, various times during the school year, may/may not be separated from family.

The PROGRAMS
for ELLs are called
ESL and ELD

Development of language through English as a Second Language /English and Literacy Development Programs is essential to ensure ELLs become academically fluent in English and are therefore able to reach their potential.

Academic Fluency
(Using English
Language As a
Language for
Learning)

Acquired Basic
Vocabulary
(2000 - 3000
words)
After about 5 years

Conversational
Language Fluency
(Day to Day
Proficiency)
1 - 2 Years

The STUDENTS are **ELLs**

1000 words are usually added to a language speaker's vocabulary each year. The average 5 year old has a vocabulary of 5000 words. ELLs usually start with a vocabulary of less than 1000 words of English regardless of their age or grade.

HSCDSB Newcomer Reception Plan Checklist



Welcoming Process

- ☐ Introduction of school administrator(s) and Secretary
- ☐ Where possible, the administrator(s) should arrange for an interpreter
 - A relative or friend of the newcomer
 - A staff member or student
 - Sault Community Career Centre (705-759-0909)
- ☐ Identification of current residence to establish appropriate school zone
- ☐ Family is given a tour of the school by the administrator(s)
- ☐ Provide newcomers with information about *New to the Sault, Local Immigration Partnership etc.* (see Community Contacts)
- ☐ Administrator(s) will provide the parents with a newcomer *Welcome Kit* which could include: school year calendar, bus schedules, student agenda, information about the school, list of parishes, welcome letter, etc.

Registration Process

- ☐ Administrator(s) confirms with parents the required documentation to register their child(ren) in school and assists the family with the registration process.
 - Student's birth certificate (foreign or otherwise) to show proof of age and establish relationship to the parent.

Proof of ONE of the following:

- ☐ Canadian citizenship
- ☐ Permanent resident status
- ☐ Work permit
- ☐ Study permit
- ☐ Refugee certificate
- ☐ Record of landing

Proof of ALL of the following:

- ☐ Passport of the student and parents
- ☐ Proof of residency (e.g. rental contract, bank statement, utility bill or any proof of mailing address)
- ☐ Proof of **guardianship** - Required if the child is under 18 years of age and is not living with a parent.
- ☐ Student's vaccination record.
- ☐ Official report/transcripts from previous school
- ☐ History of prior schooling with or without documentation

NOTE: In the case of a refugee status, students may not have official documents (i.e. vaccination record, school transcript)



Board Registration Package:

- ☐ Student Registration Form
 - ☐ Student Health Information Form
 - ☐ Computer Usage Agreement
 - ☐ Activities Consent Form
 - ☐ Out-of-Zone Form
 - ☐ Non-Catholic Form
 - ☐ Health Registration Form (Algoma Public Health, Sudbury Health Unit, Porcupine Health Unit)
- ❖ Provide a place and a time for parents to complete the school Registration Form so that assistance can be given if needed.
- ❖ If the parents prefer to complete the Registration forms at home, a date and time for them to return and continue the Registration process are confirmed.

Family Interview & Initial Assessment

- ☐ Contact the Catholic Curriculum Coordinator to inform that a newcomer has registered. The ELL Board Team will facilitate and assist with the STEP process: family interview, initial assessment, classroom supports.
- ☐ Schedule a family interview. Refer to Family Interview questions in [STEP Initial Assessment document](#) (p. 8)
- ☐ The ELL Board Team will complete the Initial Assessment in language and mathematics for students whose home language is other than English.
- ☐ The ELL Board Team will coordinate a meeting to share the results of the assessments with the administrator(s) and classroom teacher to guide meaningful planning, instruction and support for the student. They will also provide the STEP Tracking Template and Math Observation Checklist to be placed in the student's OSR for ongoing assessment. A student is considered approaching or at grade level once they reach STEPS 5-6 on the continuum.
- ☐ Classroom placement is based on student age.



Welcoming and Registration

Creating a welcoming and inclusive environment for English language learners and their families is a whole-school activity requiring the commitment of the principal and vice-principal, teachers, support staff, and other leaders within the school community. The reward for this committed effort is a dynamic and vibrant school environment that celebrates diversity as an asset and enriches the learning experience for all students.

Many Roots Many Voices, p. 36

Planning the Reception and Orientation Process

School Boards will develop protocols to define procedures and practices for welcoming ELLs and their families and providing them with appropriate orientation to the Ontario school system, in the first language of the students and their families whenever possible. The protocol will include procedures for the admission of students in all grades, including Kindergarten - regardless of level of English proficiency or prior schooling - who arrive and need to begin school in Ontario at any time during the school year.

The reception process includes four major components:

- ☐ Reception, orientation and school registration
- ☐ Family Interview
- ☐ Initial Assessments
- ☐ Placement and program
- ☐ Monitoring and reporting

Provide new families with orientation information about:

- school calendar and routines
- content and use of student agenda
- school programs
- ESL and ELD support
- school procedures in the event of absence, late arrival, or early leaving
- parental involvement (e.g., volunteering, Parent Council)
- community supports (e.g., settlement services, local adult ESL classes, and other community programs and resources)
- safe school policy



The Welcoming School

A welcoming school is an inviting place for students, staff, parents, and visitors. Staff members make concerted efforts to help other members of the school community feel connected and included.

What a Welcoming School Looks Like...

- All staff are aware of and understand the process for receiving ELLs and their families.
- There is a school reception team (e.g. administrator(s), office administration, learning resource teacher, ELL Board Team, interpreter and/or settlement worker, where available).
- Information about community resources (e.g., libraries, community centers, adult ESL classes, places of worship, cultural organizations) is available in a variety of languages.
- Families are informed about the necessary documentation and process for school registration.
- There is a designated place for the family and reception team to meet and share information.
- Ample time is dedicated for the intake interview and for orientation information about school and basic routines.
- There is access to adult interpreters who can competently assist parents and help them fill out forms.
- There are student ambassadors to orient new students to the school. They can assist in a variety of ways:
 - Conducting a guided tour of the school;
 - Explaining the ways that parents can contact the school in the event of absence, late arrival, or early leaving;
 - Outlining safety procedures for borrowing books or using school equipment or technology;
 - Providing details to facilitate and encourage entry into sports programs, clubs, and other extracurricular activities;
 - Making introductions to students with similar interests;
 - Explaining other school procedures (e.g. lunch time, recess, etc.).
- Multilingual signs, in the languages of the community, are visible in the school.
- There are efforts to build cross-cultural understandings.
- Information is available in a variety of languages about community resources.
- Parents are regularly invited into the classrooms and the school to celebrate student learning.
- Space is provided for families to gather if possible (e.g. a room to sit, drink coffee or tea, and read announcements in home languages or meet fellow parents).

Community Supports and Contacts



**SAULT
STE. MARIE**



SAULT STE. MARIE
AND AREA
LOCAL IMMIGRATION
PARTNERSHIP

<https://welcometossm.com/immigrate/local-immigration-partnership/>



SAULT COMMUNITY
CAREER CENTRE

<https://saultcareercentre.ca/newcomers/>

Roles and Responsibilities

School boards will designate appropriately qualified personnel to coordinate programs and provide leadership at the system level.

*English Language Learners ESL/ELD Programs and Services: Policies and Procedures for Ontario
Elementary and Secondary Schools, Kindergarten to Grade 12*

Supervisory Officers

To support the work of school administrators, supervisory officers should:

- ensure the board's vision for reception, orientation, and assessment is shared and understood;
- demonstrate a commitment to an inclusive, respectful, equitable environment for ELLs by allocating and monitoring financial and human resources;
- develop a board culture that promotes shared knowledge and shared responsibility for student success by assisting principals in recognizing and articulating the learning their staff needs to support ELLs;
- monitor the board's implementation of the [Ontario ELL Policies and Procedures document](#).

The School Administrative Team

To successfully implement a reception and welcoming protocol, school administrators should:

- establish procedures for reception, orientation, and registration;
- encourage the involvement of newcomer parents in school events and the parent council;
- establish a process for sharing STEP initial assessments and recommendations with school staff and with families;
- establish a process for organizing, storing, and retrieving STEP initial assessment data;
- facilitate opportunities for families to engage in and understand the Canadian school context;
- facilitate access to community resources and/or settlement services.

School administrator(s) can use the STEP initial assessment to:

- support the implementation of board policies for programming/placement, monitoring, and tracking ELLs' language acquisition and literacy development;
- provide data to focus discussion on students' needs;
- facilitate discussion about teacher learning needs to support ELLs in language acquisition and literacy development;
- establish the use of common language regarding second language acquisition;
- facilitate decision making and focused support for at-risk ELLs;
- make informed decisions when planning programs and resources to support English language learners;
- help families understand their child's level of English language proficiency and literacy development;
- facilitate family engagement in pathways planning.



ELL Curriculum Team

This team is comprised of members of the curriculum department and will engage in the following in **collaboration with the school administrator(s), classroom educator and/or learning resource teacher**:

- conduct the initial assessment in language and mathematics, in collaboration with the classroom educator;
- follow Board protocols for completing the assessment and for communicating with the student's school and/or teachers;
- review carefully information provided by the family to guide their decision making;
- begin a portfolio that contains STEP initial assessment data and other information about the student;
- make programming recommendations and select supporting resources;
- complete a tracking form to be placed in the student's OSR;
- facilitate discussion of the student's language proficiency, using a common language;
- collaborate with colleagues to develop linguistically appropriate teaching strategies;
- make recommendations for programming and/or placement.

Classroom/Subject-Specific Teachers

In supporting ELLs, teachers:

- learn about their students' backgrounds, experiences, and languages;
- provide engaging and challenging opportunities for English language development for all learners with appropriate modifications/accommodations, as needed;
- use a variety of instructional, assessment, and evaluation strategies that are designed to facilitate the success of English language learners;
- collaborate with the ELL Curriculum Team to plan for the needs of ELLs in their classrooms;
- create a classroom environment which reflects and celebrates the linguistic and cultural diversity of all students;
- support ELLs in their integration into the academic and social life of the school;
- communicate effectively with parents, taking into account the varied background experiences of diverse families;
- work together to increase the capacity of the whole school in meeting the needs of ELLs.

Classroom/subject-specific teachers can use information from the initial assessment to:

- inform their instructional decisions for ELLs when they first arrive at a school;
- guide the selection of resources for ELLs in their classrooms;
- facilitate discussions with parents about their child's language acquisition and literacy development;

Students

Students have many responsibilities with regard to their learning, and these increase as they advance through elementary school. Students benefit when they:

- make a sincere commitment to learning and to the development of co-operative skills in the classroom;
- pursue various opportunities outside the classroom to enrich their learning;
- seek out recreational reading materials and multimedia works in English and their home language to extend their knowledge of the world around them;
- engage in conversation with parents, peers, and teachers about what they are reading, writing, and learning;

- taking increasing responsibility for their own progress and learning.

Students can use information from the initial assessment to:

- understand that language acquisition is an ongoing process
- understand their level of English language proficiency
- begin to learn about the support available for ELLs in Ontario schools

Parents

It is the school's responsibility to provide opportunities for parents of diverse ethno-cultural backgrounds to become engaged, to recognize parents as partners, and to appreciate that their involvement may take different forms. In serving culturally diverse communities, schools need to keep in mind that parents may have different ideas about how, where, and when they should be involved in their children's schooling.

To support ELLs, parents are strongly encouraged to:

- read to their children, in the home language and/or English, on a regular basis;
- become familiar with the curriculum and what their children are expected to learn at school;
- involve their children in talking about their school experiences;
- attend parent-teacher interviews;
- speak with their child's teacher or appropriate school personnel whenever they have questions or concerns about the program or their child's progress;
- participate in parent workshops and other community events which help them to learn more about the Ontario school system;
- encourage their children to develop and maintain active use of the home language;
- partner effectively with school staff to help their children achieve their goals.

Communication with the home needs to be handled in an honest, sensitive, and respectful manner. This communication can take many forms, both informal and formal: a phone call, a note, a newsletter, a meeting, an interview, a student's agenda/planner, and the school website. When needed, that communication should be available in the home language of the family.

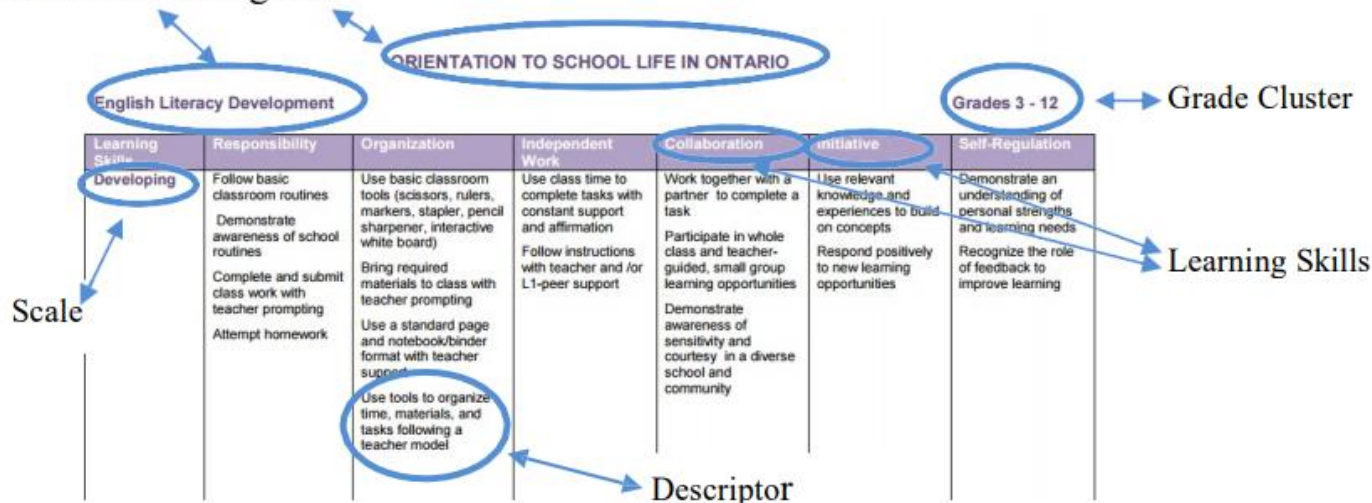
Orientation to School Life

The Orientation to School Life in Ontario Continuum

The Orientation to School Life in Ontario continuum is designed to assist teachers in programming for and supporting students with limited or interrupted formal schooling in acquiring the learning skills necessary for success in Ontario schools. The Orientation to School Life in Ontario continuum uses a scale of developing, consolidating and sustaining.

Student achievement on this continuum is not recorded or reported on in a student's OSR. However, this information may be considered in transition planning as a student moves from grade to grade.

Continuum and Program



Descriptor – Intended to capture distinct learning skill behaviours that can be observed across curriculum, they identify what a student can do.

Scale – A scale of developing, building, consolidating and sustaining is used.

Continuum and Program – Identify that this Orientation to School Life in Ontario continuum should only be used for students requiring an English Literacy Development program or support.

Learning Skills – The six learning skills are the same as those on the Ontario Provincial Report Card.

Grade Cluster - There is one grade cluster for students with limited or interrupted formal schooling who require this specific support; grades 3 – 12. Teachers need to use professional judgement and knowledge of age and grade appropriate learning skills when using these proficiency scales.

ORIENTATION TO SCHOOL LIFE IN ONTARIO

English Literacy Development

Grades 3 - 12

Learning Skills	Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation
Developing	<p>Follow basic classroom routines</p> <p>Demonstrate awareness of school routines</p> <p>Complete and submit class work with teacher prompting</p> <p>Attempt homework</p>	<p>Use basic classroom tools (scissors, rulers, markers, stapler, pencil sharpener, interactive white board)</p> <p>Bring required materials to class with teacher prompting</p> <p>Use a standard page and notebook/binder format with teacher support</p> <p>Use tools to organize time, materials, and tasks following a teacher model</p>	<p>Use class time to complete tasks with constant support and affirmation</p> <p>Follow instructions with teacher and /or L1-peer support</p>	<p>Work together with a partner to complete a task</p> <p>Participate in whole class and teacher-guided, small group learning opportunities</p> <p>Demonstrate awareness of sensitivity and courtesy in a diverse school and community</p>	<p>Use relevant knowledge and experiences to build on concepts</p> <p>Respond positively to new learning opportunities</p>	<p>Demonstrate an understanding of personal strengths and learning needs</p> <p>Recognize the role of feedback to improve learning</p>
Building	<p>Follow classroom routines</p> <p>Locate and use school services</p> <p>Complete and submit class work</p> <p>Complete daily homework</p>	<p>Select and use appropriate classroom tools</p> <p>Bring required materials to class</p> <p>Use a standard page and notebook/binder format</p> <p>Use assigned tools to organize time, materials and tasks</p>	<p>Use class time to complete tasks with teacher support</p> <p>Follow instructions with some teacher and /or L1-peer support</p>	<p>Work together to complete a task in a small group</p> <p>Contribute to whole class and small group work</p> <p>Show sensitivity and courtesy in a diverse school and community</p>	<p>Demonstrate confidence that academic goals are achievable</p> <p>Approach, with curiosity, new opportunities for learning that incorporate a variety of teaching strategies</p>	<p>Set short term goals and use strategies to achieve goals</p> <p>Incorporate feedback to improve learning</p>

Learning Skills	Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation
Consolidating	<p>Explain classroom routines to a new student</p> <p>Locate and use community services</p> <p>Complete and submit multi-stage assignments when given a timeline</p> <p>Complete daily homework and missed work</p>	<p>Organize and maintain notebook/binder</p> <p>Select and use tools to organize time, materials, and tasks</p>	<p>Use class time to complete tasks with teacher monitoring</p> <p>Follow instructions with occasional teacher and/or L1-peer support</p> <p>Work effectively in a variety of locations</p>	<p>Share information, resources, and expertise to complete a group task</p> <p>Work with others to clarify and achieve group goals</p> <p>Acknowledge ideas, opinions, values and traditions of others</p>	<p>Challenge self and take risks as a learner</p> <p>Look for new opportunities for learning within the school and community</p>	<p>Set realistic goals, identify strategies, persevere over time, and monitor progress</p> <p>Seek feedback to improve learning</p>
Sustaining	<p>Complete and submit a multi-stage assignment</p>	<p>Establish priorities, identify and use information to complete tasks</p>	<p>Monitor and prioritize class time to complete complex tasks in a variety of situations</p>	<p>Accept various roles and complete an equitable share of work in a group</p> <p>Work with others to resolve conflict and build consensus</p>	<p>Recognize and advocate for the rights of self and other learners</p>	<p>Set challenging goals, select strategies, persevere, and self - reflect</p> <p>Seek a variety of feedback sources to improve learning including self and peer assessment</p>

Questions Newcomer Parents May Ask



My daughter is an ESL student. Is she receiving the same education as her peers?

Yes, she is learning the grade-level curriculum. But because she is also learning English, her ESL teacher and I plan how we can best help her learn science, social studies, and the other subjects through accommodations, such as pre-teaching key vocabulary, providing outlines of paragraphs to use when writing, and extra time for classroom tasks.

Sometimes we modify specific curriculum expectations because her current English proficiency prevents her from being able to show all her knowledge and understanding of some new learning. For example, yesterday in science the students were starting to think about ways to conserve energy and deciding which ways they think are best. Your daughter focused on one way and was able to list the advantages and disadvantages.

As she learns more English, the Learning Resource Teacher (LRT), classroom teacher and I will change the kinds of support she receives.

My child has missed a lot of school on our way to Canada. She can't read and write in our language and does not know English. How will she be able to cope with this grade level?

In Ontario, children are placed in classes with students who are the same age. This allows her to be with children who are at the same social and emotional development level. Because your daughter has some gaps in her education, her ELD program will build on her background knowledge and help her acquire English literacy skills at the same time.

By organizing an uninterrupted block of learning time for your daughter and a small group of other students, we hope to accelerate her learning. It does take time, though, to become comfortable in school and be successful with grade level curriculum when you've been away from school for as long as your daughter has been.

I worry about my son learning French at the same time as he is learning English. Shouldn't he be concentrating on only one language?

You might think that he would get confused if he learns French at the same time as he is learning English, but, in fact, the opposite is true. Many of the items taught in French may parallel what students are learning in English, so learning French can help to reinforce the English that they are learning. Children who are learning the English language are likely to feel successful since all students in Ontario are learning French as a second language, and the focus is on oral language using practical, everyday French. Students are able to transfer knowledge about how language works and this may contribute to their overall academic success.



There is no one at home who can help my child with homework. What can I do?

Have your child explain an idea or problem to you in your home language. This will give him the chance to show you whether or not he understands the concept, and you can help him clarify his ideas. It will benefit him to be able to explain the concept in your language as well as in English. If he is having trouble explaining it to you in your language, then you can ask me for extra help for your son.

Additionally, there are some routines that you can help your child establish that don't involve actually helping to do the homework. For example, set up a routine or schedule for homework and provide a well-lit, quiet space away from distractions like TV, music, and siblings.

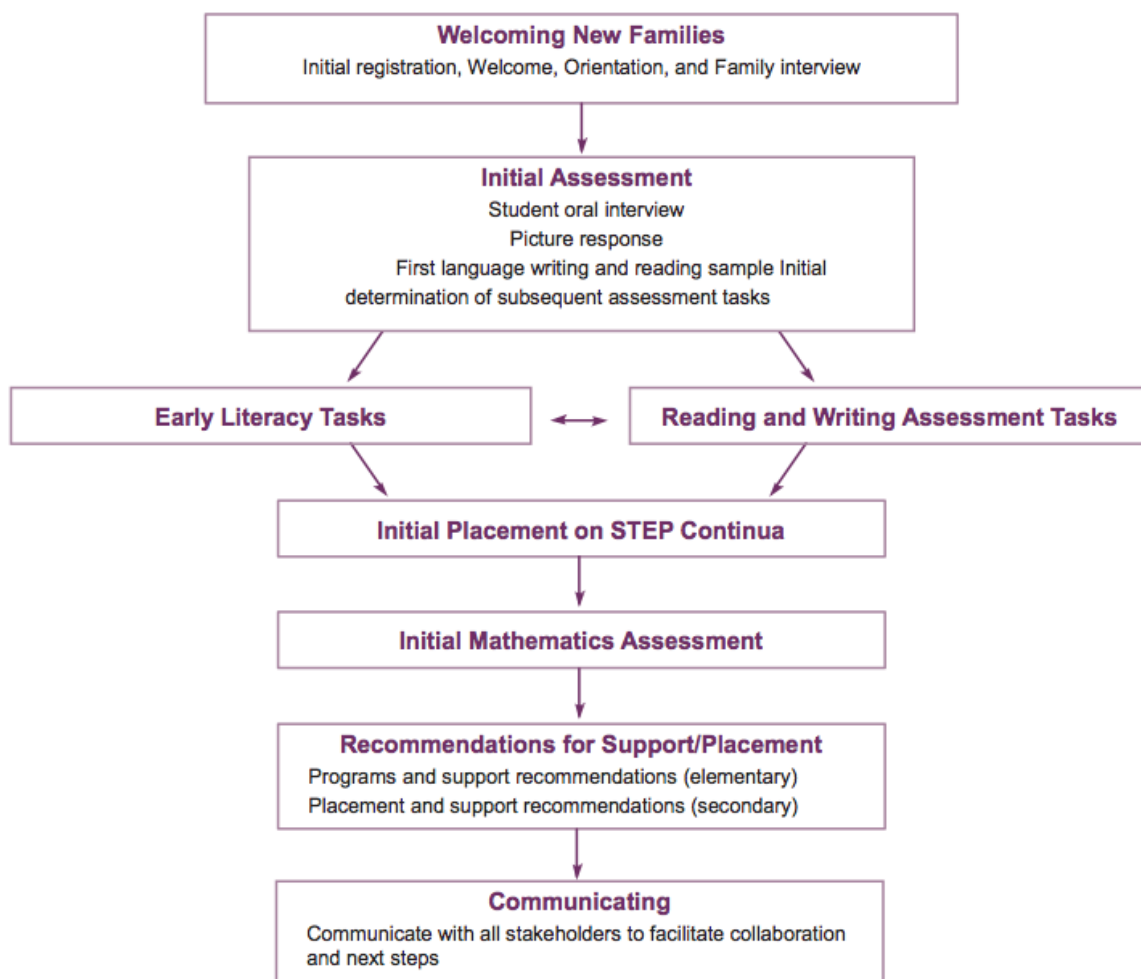
STEP Initial Assessment Process

Steps to English Proficiency (STEP) Initial Assessment is intended for all teachers and administrators who welcome and assess ELLs who have newly arrived in their schools.

The purpose of the initial assessment is to determine:

- the student's language proficiency (oral, reading, and writing) and literacy development;
- the student's mathematical skill level;
- appropriate programming supports;
- appropriate placement.

This flow chart illustrates the initial assessment process.





The Family Interview

Planning for the family interview should take into account:

- The need for interpretation and explanation of unfamiliar school-related terminology (e.g., home room, field trips, and credits) may require additional time.
- When asking for detailed and personal information, everyone should be assured that this is for educational purposes, and that, in Canada, such information is protected by the *Freedom of Information and Protection of Privacy Act* and will be shared only with personnel approved by the school board.
- Educational documents from the student's country of origin may require translation and explanation.
- Subsequent interviews may be needed to obtain background information that will contribute to a student's successful integration.
- Some newcomer families may have left their last country of residence under conditions of urgency and may not have brought important documents with them, including academic records.
- Parents may be reluctant to share developmental and educational information.
- Students may or may not be fluent and literate in all languages they speak.
- The home language may have been different from the language(s) studied at school.
- The language of instruction may have been different for different subjects studied.
- Children begin formal schooling at different ages in different countries. In some countries, age is calculated differently.
- Some countries do not have preschool or Kindergarten programs.
- Terminology for "grades" may be different (e.g., Standard; Form; Primary 1, 2, 3).
- The school calendar year may be different from that of Ontario schools.
- Where records are available, be aware that the grading system and passing marks of other countries can vary from those in Ontario.
- The content of curricula and how it is organized and presented in other countries could be different from the Ontario curriculum.

Sample Questions for Family Interview

The family interview is the first step in building a profile of a new student.

During this time, the assessor gathers essential information that can facilitate the development of appropriate supports and interventions for the student. It is important that the family feels confident in communicating and receiving information. An interpreter may be required to help facilitate the interview.

The sample questions provide a starting point for this important discussion. Assessors can modify or add questions to suit the context of the interview.

Sample Questions

Early Development and Health History

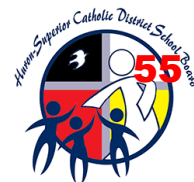
- When did your child first speak? (words, phrases, sentences)
- When did your child take his/her first steps?
- Describe any health issues that your child has (e.g., illnesses, allergies, conditions).

Languages

- What language(s) does your child understand? How well?
- What language(s) does your child speak? How well?
- What language(s) does your child read? How well?
- What language(s) does your child write? How well?
- At what age did your child learn to read/write?
- What language(s) is spoken in the home and with whom?
- What was the language(s) of instruction in school?
- Has the student studied English before? For how many years? For how many hours a week?

Previous Schooling

- At what age did your child start school?
- Did your child attend regularly?
- Was schooling interrupted for any reason? Explain (e.g., illness, political or social conditions, time spent in transit before arrival in Ontario, migrant worker families).
- For how many years has your child attended school?
- Has your child repeated or accelerated a grade?
- Where has your child attended school? (e.g., urban, rural, refugee camp, private or public schools)
- What was the last date of attendance at school?
- What are your child's strongest subjects?
- What subjects does your child have difficulty with?
- Did your child receive extra help or attend special classes? Explain.
- What are your child's hobbies or special interests?
- What are your child's career goals?
- Do you have school records, report cards, or special certificates to share with us?



Initial Assessments

The purpose of the initial assessment is to determine:

- the student's English language proficiency (oral, reading, and writing) and literacy development;
- the student's mathematical skill level;
- appropriate programming supports;
- appropriate placement.

Parental consent for this testing is not required because English is the language of instruction in Ontario schools and the assessment of English language skills is a regular part of the program planning and assessment for all students.

Initial assessments will all be completed with the support of the Board ESL Team. Administrator(s) or LRT will contact Catholic Curriculum Department to arrange the Initial Assessments.

The Board ESL team will:

- Assess and then document the results of the assessment by initiating an ESL/ELD Plan for all ELLs that require program modifications (STEPS 1-3). This planning tool will provide a method for the documentation of program adaptations by classroom teachers until the student reaches sufficient academic fluency in English to no longer require modifications (STEP 4).
- Ask the school secretary to record whether or not a student is ESL or ELD in the Student Information System.
- Conduct the Numeracy assessment and share results with the administrator(s), classroom teacher and LRT.
- Place documentation in student OSR and provide a copy for the classroom teacher.
- A meeting should be set up with the Board ESL Team, Administrator(s) and classroom teacher(s) to discuss the results and develop a plan for the student.

The Initial Assessments include the following (refer to [STEP Initial Assessment document](#)):

1. Oral Assessment
2. Picture Response
3. First Language Writing Sample
4. First Language Reading Sample
5. Early Literacy Tasks
6. Reading and Writing Assessment Tasks
7. Initial Placement on STEP continua
8. Initial Mathematics Assessment



Placement and Programming

- The initial assessment informs programming in the age-appropriate classroom and determines the amount and type of ESL (English as a Second Language) or ELD (English Literacy Development) support.
- The classroom teacher works with a school- or board-designated ESL or ELD expert to plan programs that facilitate English language proficiency.
- All teachers share the responsibility for the development of the English language skills of their students.
- ESL and ELD programs are two distinct programs to meet the needs of very different groups of students
 - ESL programs serve students from Kindergarten to Grade 12.
 - ELD programs serve students with significant educational gaps, ELD begins in Grade 3, since students will not have had significant gaps if they are in Kindergarten, Grade 1, or Grade 2. ELD programs help students accelerate their learning of content and literacy skills appropriate to their age. They prepare students to transfer to ESL programs where students have age-appropriate literacy skills.
- ESL and ELD programs must be flexible to allow for a variety of delivery models, be responsive to learners' changing needs, and to local school circumstances.
- ELLs require a planned support program that is flexible and based on the needs of the students, endures and may extend to their high school experience.
- The classroom teacher and the Board ESL team collaborate in the planning, instruction, and assessment of grade-level curriculum.
- The classroom teacher provides targeted instruction specific to the needs of the student through differentiated instruction, either individually or in small groups, as needed.

For more detailed information about ELD program delivery models such as congregated, literacy and numeracy blocks, and mathematics and literacy connection, refer to [Supporting English Language Learners with Limited Prior Schooling, A Practical Guide for Ontario Educators](#), Grades 3 to 12, 2008, pp. 43-50.



Monitoring and Reporting to Parents

While the initial assessment provides information for tentative programming, it is important to assess each student's progress on an ongoing basis and to make changes to a student's program as required to increase support, decrease support, or change the type of support.

The information gathered about student achievement needs to be communicated to students and parents in a variety of informal and formal ways, using an interpreter when needed. Ongoing communication about student progress includes information about how the teacher supports the learning of the ELL in the classroom.

Individual student instruction is modified or accommodated as is necessary, and the supports provided change as language proficiency increases. The kinds of support required for one subject may be different from the kinds of support required for other subjects. Additionally, students may not require support in all subject areas at any given time.

Teachers indicate, by checking the ESL or ELD box on the report card, when modifications to curriculum expectations have been made. The ESL or ELD box on the report card is not checked if modifications have not been made. The box is not checked if accommodations have been provided.

The STEP Tracking Template that is initially placed in the student's OSR should be updated regularly as ongoing assessment occurs throughout the year(s).

STEP Tracking Form

In compliance with the **English Language Learner Policy**, the following tracking form should be placed in the OSR to indicate the student's language proficiency. In the appropriate STEP, record the date (month/year) along with the name of the teacher. Indicate the student's grade.



Student Name:		Date of Birth:				
Element	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
ORAL						
Listening						
Speaking						
READING						
Meaning						
Form & Style						
Fluency						
WRITING						
Language Conventions						
Developing & Organizing Content						
Form & Style						

Sample Math Initial Assessment Tracking Form



This is a sample from the Grade 4 STEP Initial Math Assessment.
This form is the first page of all Initial Math Assessments in each grade.
The ELL Board Team will provide this form following the assessment.

D – Number Sense and Numeration (Grade 4)		Teacher	
Assessment Date:			
Student Information			
Name:		Grade:	
Date of Birth:		Arrival Date in Canada:	
Observation Checklist			
<i>(Tasks are based on Grade 3 curriculum expectations.)</i>			
Key Learning	Observable Behaviour	Question	✓ Comments
Read, represent, compare and order whole numbers to 1000	Read and represent whole numbers to 100	1	
	Order whole numbers to 1000	4	
	Compose and decompose three-digit numbers into hundreds, tens and ones	8	
	Divide whole objects and sets of objects into equal parts and identify the parts, using fractional names without using numbers in standard fractional notation	9, 10	
Understand magnitude by counting forward and backwards by various numbers and from starting points	Count forward by 1s from 126	2a	
	Count forward by 10s from 870	2b	
	Count backwards by 100s from 900	2c	
	Count forward by 25s from 425	3a	
	Count forward by 2s from 722	3b	
	Count backwards by 5s from 250	3c	
Solve problems involving the addition and subtraction of single and multi digit whole numbers and understand multiplication and division	Solve problems involving the addition of two-digit numbers	5a	
	Add three-digit numbers	5b	
	Solve problems involving the subtraction of two-digit numbers	5c	
	Subtract three-digit numbers	5d	
	Multiply to 7×7	5e	
	Divide to $49 \div 7$	5f	
	Relate multiplication to division	6	
	Describe relationships that involve simple whole-number multiplication	7	



Classroom Strategies for Welcoming Students and Adapting Programming

Learn their names

- ❖ Take the time to learn how to pronounce your ELLs' name correctly. Ask them to say their name. Listen carefully and repeat it until you know it. Model the correct pronunciation of ELLs' names to the class so that all students can say the correct pronunciation.

Offer one-on-one assistance when possible

- ❖ Some ELLs may not answer voluntarily in class or ask for your help even if they need it. ELLs may smile and nod, but this does not necessarily mean that they understand. Go over to their desk to offer individual coaching in a friendly way.

Assign a peer partner

- ❖ Identify a classmate who really wants to help your ELL as a peer. This student can make sure that the ELL understands what he or she is supposed to do. It will be even more helpful if the peer partner knows the ELL's first language.

Post a visual daily schedule

- ❖ Even if ELLs do not yet understand all of the words that you speak, it is possible for them to understand the structure of each day. Include symbols and maps to illustrate what to do and where/when to go.

Include ELLs in a non-threatening manner

- ❖ Some ELLs may be apprehensive about speaking out in a group. They might be afraid to make mistakes in front of their peers. Their silence could also be a sign of respect for you as an authority--and not a sign of their inability or refusal to participate. Try to find out about cultural taboos that may be a barrier and think of ways to help students around them.

Involve ELLs in cooperative learning

- ❖ Some ELLs are used to working cooperatively on assigned tasks. What may look like cheating to you is actually a culturally acquired learning style -- an attempt to mimic, see or model what has to be done. Use this cultural trait as a plus in your classroom. Assign buddies or peer tutors so that ELLs are able to participate in all class activities.

Help your ELLs follow established rules

- ❖ All students need to understand and follow your classroom rules from the very beginning. Teach them your classroom rules as soon as possible to avoid misunderstandings, discipline problems, and feelings of low self-esteem. Use visuals (pictures, symbols, and reward systems) to communicate your expectations in a positive and direct manner. Physically model language to ELLs in classroom routines and instructional activities. ELLs will need to see you or your peers model behaviour when you want them to sit down, work with a partner, etc. Be consistent and fair with ALL students. Once ELLs clearly understand what is expected, hold them equally accountable for their behaviour.



Strategies for Integration

It is important for teachers to identify language that may be confusing to ELL students and to substitute clearer alternatives. Students learn language best when they can understand what is said by inference: that is, by making connections to what they already know. Teachers can use the following techniques to help support their students.

Simplify vocabulary

- ❖ Choose simple, straightforward words that are in everyday use. For example, “Learn the new words” rather than “Review the new vocabulary”.

Recycle new words

- ❖ Reintroduce new words in a different context or use recently learned words to introduce or expand a concept.

Simplify sentence structure

- ❖ Avoid complex sentences and passive verbs if possible. For example, instead of “The homework must be completed and handed in by Friday”, it would be better to say “You must finish the work and give it to me on Friday”.

Highlight key ideas and instructions

- ❖ Pause to get students’ attention before making an important point and make sure all students can see you. Use gestures for emphasis; raise pitch and volume slightly; repeat or rephrase, or ask a student to do so.

Review instructions and concepts

- ❖ Review periodically with the class to reinforce students’ comprehension.

Provide notes that highlight key ideas and new words

- ❖ Use the chalkboard or post a chart in the classroom for ongoing reference. Provide a summary sheet so that students can refer to it when studying at home.

Give clear instructions

- ❖ Number and label the steps in an activity. Reinforce oral instructions for homework and projects with a written outline to help students who may not be able to process oral instruction quickly enough to understand fully.

Use many non-verbal cues

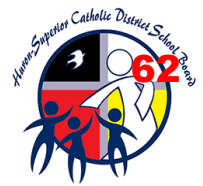
- ❖ Gestures, facial expressions and mime will help learners grasp the meaning of what you are saying.

Make frequent use of a variety of concrete and visual support

- ❖ These might include models, toys, math manipulatives, pictures, charts, flashcards, vocabulary lists, key visuals, posters. Demonstrate procedures and provide related hands-on activities.

Make the key learning transparent

- ❖ Use a combination of explicit teaching, modelling and practicing with others.
- ❖ Adjust language so that all students can understand; rephrase and say in different ways
- ❖ Continue to add key vocabulary to the word wall as you teach



Scaffold writing and note-taking

- ❖ Provide a graphic organizer summarizing the lesson and a key list of words for students to organize
- ❖ Collect and provide models of what completed work should look like
- ❖ Show students how to organize, study and remember the information

Acknowledge the role of errors in language development

- ❖ Recognize that language learners will make errors and that errors actually may increase as students attempt to use language in increasingly complex ways
- ❖ In assessing whether students have acquired skills and concepts, focus on content and performance



Classroom Program Adaptations

What are adaptations?

Adaptations are a combination of modifications and accommodations made to programming and assessments for ELLs.

Modifications:

- are changes made in the age-appropriate grade level expectation for a subject in order to meet the student's learning needs.
- These changes involve decreasing the number and/or complexity and/or scope of the regular grade-level curriculum expectations.
- Modifications in the early stages of acquiring English (Steps 1-3) are required because students do not have the English language skills to understand and communicate at an academic level with their age/intellectual ability

Accommodations:

- Are changes we make to teaching strategies and to the classroom environment to support the student's learning
- In most cases, ELLs continue to need accommodations until fully fluent in English in order to support their lack of background knowledge, vocabulary development, and different culture/prior experiences.
- Accommodations related to *instructional strategies*, such as:
 - Extensive use of visual cues
 - Use of graphic organizers
 - Strategic use of students' first languages
 - Allowance of extra time
 - Pre-teaching of key words
 - simplification/repetition of instructions as needed
- Accommodations relating to *learning resources*, such as:
 - Extensive use of visual materials
 - Use of adapted texts and bilingual dictionaries
 - Use of dual-language materials
 - Use of technology
- Accommodations related to *assessment strategies*, such as:
 - Allowance of extra time
 - Use of alternative assessment strategies (oral interviews, learning logs, portfolios)
 - Use of simplified language and instructions (in the context of tasks that require completion of graphic organizers and cloze sentences)

Assessment *of* Learning

Students should be assessed on their academic strengths as well as on their linguistic growth. Teachers should use a variety of strategies to give students many opportunities to demonstrate what they know, understand, and can do.

Examples:

Achievement Chart Category	Sample Activity
Knowledge & Understanding (subject-specific content acquired in each grade (knowledge) and the comprehension of its meaning and significance (understanding)).	<ul style="list-style-type: none"> • Language Experience Story: Find five words in the story that name things in our classroom • Classify pictures or objects related to weather • Match classroom objects with their pictures • Make a list of things you have on your desk
Thinking (the use of critical and creative thinking skills and/or processes)	<ul style="list-style-type: none"> • Give an opinion as to whether you can believe everything that is said in an advertisement • Compare characters in two books using a Venn diagram • Create a T-shirt logo to illustrate diversity (with teacher support) • Make a list of five things that are big and five things that are small
Communication (the conveying of meaning through various forms)	<ul style="list-style-type: none"> • Sequence pictures to retell a story or event • Show all the actions you use when you move your body
Application (The use of knowledge and skills to make connections within and between various contexts)	<ul style="list-style-type: none"> • Use pictures and words from the word wall to write a story • If someone from our class were going to your country, find all the things on the word wall that they should take with them • Write a new pattern book based on one read in class

Reading with ELLs

Primary	Junior	Intermediate	Senior
<p>Reading is taught both explicitly/ in isolation and in context. Immersion in the regular classroom provides support for Phonemic Awareness, Phonics, and vocabulary development. Intervention for Phonics may be required in addition to classroom programming.</p>		<p>Reading is primarily taught through content materials relating to academic study. Decoding and sight words are mainly taught in context, as they arise during reading as error correction.</p>	<p>Reading instruction is primarily taught through materials relating to life skills. Decoding and sight words are mainly taught in context, as they arise during reading as error correction.</p>
<ul style="list-style-type: none"> • Illustrated decodable books • Pattern books • Dual language and multilingual books • vibrant/ culturally rich picture and big books • Take home books based on word families • Simple puzzles and games • Action songs and rhymes, raps, chants, poems and music 	<ul style="list-style-type: none"> • Alphabet and word family flashcards, puzzles and games • Take home books based on word families • Action songs and raps, rhymes, chants, poems • Illustrated decodable books • Pattern books • Dual language and multilingual books • Vibrant/ culturally rich picture and big books • levelled/ graded chapter books 	<ul style="list-style-type: none"> • Alphabet flash cards • High interest, low vocabulary books on themes of personal interest to teens • levelled/graded novels/non- fiction books • Plain language news and magazine articles • Adapted resources for ELL learners • puzzles 	<ul style="list-style-type: none"> • Alphabet flashcards • High interest, low vocabulary books on themes of personal interest to adults • Plain language news and magazine articles • Adapted resources for ELL learners • puzzles

Phonemic Awareness	Phonics	Comprehension
<ul style="list-style-type: none"> • Letters have sounds • Sounds put together make words • Sounds can be manipulated to vary meaning, create rhythm and rhyme • Focus on oral, recognizing differences & similarities between words/sounds • Recognizing the connections between patterns and symbols found in simple text and oral language 	<ul style="list-style-type: none"> • Words are units of sounds created by letters • Words can be decoded if we know many combinations of letters and how they sound (blends, vowel combinations, word chunks) • Some words cannot be decoded and must be memorized (sight words) • Focus on the written word and decoding or recognizing how to pronounce combinations of letters/ words 	<ul style="list-style-type: none"> • The meaning of English words • Variations in word meanings based on context/associations • Variations in word usage based on conventions • Synonyms and antonyms • Idiomatic speech
<ul style="list-style-type: none"> <input type="checkbox"/> Story telling <input type="checkbox"/> Songs and poetry/rhymes <input type="checkbox"/> Readers theatre <input type="checkbox"/> Choral speaking <input type="checkbox"/> Letter sounds <input type="checkbox"/> Games 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning to decode/ make words using word families and individual letters <input type="checkbox"/> Reading books and sentences comprised of simple sounds and sight words with increasingly complexity <input type="checkbox"/> Games <input type="checkbox"/> Writing -creating personally relevant stories <input type="checkbox"/> Spelling - learning conventions and strategies 	<ul style="list-style-type: none"> <input type="checkbox"/> Individual words supported by picture cues <input type="checkbox"/> Groups of words / sentences supported by pictures/ key visuals <input type="checkbox"/> Word study <input type="checkbox"/> Reading and writing with increasing complexity <input type="checkbox"/> Games/puzzles



Goals for ELLs Arriving at Different Ages

Grades 3 - 6	Grades 7 -8	Grades 9 -12
<p>Younger children with gaps in formal schooling may not have learned to read or write in any language.</p> <p>The goal is to develop the academic and socio-cultural skills that will be the foundation for future learning.</p>	<p>Students in these grades who have gaps in formal schooling arrive at a time when there are advanced academic expectations for their age peers.</p> <p>The goal is to make a successful transition to secondary school and to make important decisions about their academic future. To achieve this goal they need an accelerated program and support in this new learning.</p>	<p>Students arriving during their secondary school years face significant challenges in closing the education gap by developing the skill level and shared knowledge of age peers.</p> <p>The goal is to be successful in secondary school, be prepared for further education and careers, and recognize the relevance of lifelong learning.</p>

Completing Report Cards

	ESL / ELD Checkbox	Comments
Kindergarten	No box	Indicate in your comments that the students speaks _____ as their first language
1 - 8	Check the box only if you have modified, not for accommodations. If you have not modified for a student in STEPS 1 - 3 you will be asked to explain your rationale.	You can quote from the STEPS chart to give specific information on English language skills mastered and next steps and blend the language skill development with curriculum expectations.

See [Growing Success Document](#): *English Language Learners: Modifications and Accommodations* (p. 75) for further information/policy re: reporting on English Language Learners.



Strategies for Supporting ELLs in Math

- Determine gaps and/or differences with a diagnostic.
- Value the methods used by the student to arrive at correct answers even when they are different from the standard that you teach.
- Value mental computation skills.
- Provide opportunities for students to demonstrate new strategies to the class.
- Scaffold terminology and symbols with key visuals/word banks.
- Provide support to fill gaps (e.g. when a student knows decimals but is not familiar with fractions).
- Make expectations explicit and demonstrate how to show work on tests; you may need to explain this more than once. DO NOT penalize students for not showing work unless they thoroughly understand the expectation.
- Keep track of specific progress and share with other teachers to ensure ongoing program planning and assessment matches the needs of the student.

Contact Board Math Learning Lead for additional support, if needed.



Participation of ELLs in EQAO

ELLs in the early stages of English-language acquisition are eligible for special provisions as well as accommodations. It is assumed that these students require accommodations for classroom assessments throughout the school year.

******An ELL in the early stages of English-language acquisition does not require an IEP. If the student does not have one, he or she is still eligible for accommodations.

ELLs who have special education needs and an IEP are also entitled to accommodations in accordance with “Students with Special Education Needs”.

Verbatim reading of instructions and/or questions, for writing and mathematics, is not considered a special provision, since writing instructions and mathematics questions can be read to any student who requests it.

Decision Making

Decide on the special provision

- Prior to the assessment
- For each student individually
- In consultation with the student, parents and with the appropriate teaching staff

Permitted Special Provisions

Setting (adjustments to the environment in which the assessment is written)

- An individual or quiet setting

** See the most current EQAO Administration and Accommodation Guide for further information re: administering EQAO to English Language Learners.*



Classroom Assessment

Assessment <i>for</i> learning	<ul style="list-style-type: none"> • Monitor the ELL's progress while targeting and modifying instruction to support the individual's needs • Some tools / strategies: <ul style="list-style-type: none"> ○ Anecdotal records of teacher observation ○ Cloze exercises ○ Demonstrations or experiments ○ Problem solving ○ Interactive journals ○ Interviews or surveys
Assessment <i>as</i> learning	<ul style="list-style-type: none"> • Conferencing with ELLs is a very effective way of allowing them to communicate their understanding and demonstration their acquisition of the knowledge and skills outlined in the curriculum expectations • Collecting and maintaining a portfolio of student work allows for recording and demonstrating of ELL's progress over time • Some tools / strategies: <ul style="list-style-type: none"> ○ Student-teacher conferences ○ Portfolio assessment ○ Teacher observation (ongoing) ○ Self-assessment checklist ○ Reflective journal entries
Assessment <i>of</i> learning	<ul style="list-style-type: none"> • Assessment of learning for ELLs should: <ul style="list-style-type: none"> ○ Be based on clear statements of expectations ○ Take into account the cultural and linguistic background of the student ○ Allow for the use of the student's first language as appropriate ○ Include clear guidelines for program monitoring ○ Reflect appropriate program adaptations • Teachers should adjust their expectations according to the length of time students have been in Canada, students' previous educational and social experiences, and the amount of cultural adjustment required • Evaluation procedures should be clear and purposeful and should distinguish between ELL needs and program content needs • Some tools / strategies: <ul style="list-style-type: none"> ○ Oral reports, presentations or retellings ○ Role plays or simulations ○ Tests in which the language requirements for understanding and expressing content knowledge have been reduced, appropriate to the student's current degree of English language proficiency

See [Growing Success Document: English Language Learners: Modifications and Accommodations](#) (p. 75) for further information/policy re: reporting on English Language Learners.



Discontinuation of Support

English Language Learners should receive ESL/ELD program support until they have acquired the level of proficiency required to learn effectively in English with no ESL/ELD support. An ELL has reached the average of the class once they achieve STEPS 5-6 on the continuum.

The decision about when an ELL is able to succeed in the classroom without ESL or ELD support is ultimately the responsibility of the principal, in consultation with the student, the parents and the classroom teacher.

The decision depends on evidence that the student will be successful within the range of differentiated instruction offered by the classroom teacher.



Considerations for Referral of ELLs to Special Education

It is imperative that English language learners who have exceptionalities be identified as soon as possible so that appropriate placement and programming can be arranged. The time needed to complete this process will vary based on individual student needs.

ERGO, June 2011

Some Considerations:

- It can take 5-7 years to acquire grade/age appropriate English academic and literacy skills (1-2 years to acquire conversational and day to day language proficiency, and 5-7 years for academic language proficiency).
- Canadian-born English Language learners may not have developed proficiency in their first language or English to their age appropriate levels and may be at risk.
- The acculturation process has a significant impact on students' achievement and progress
- ELLs must have equitable access to appropriate programming to ensure that they reach their potential.
- Standardized tests should be used with discretion; cultural and/or linguistic bias in tests may result in unreliable or invalid data.

Consider a referral to the In-School Education Team (ISET) if:

- The student's previous educational documentation indicates an exceptionality or if the parents share serious concern pertaining to their child's behavior, communication skills, intellectual ability, or physical needs;
- A student is not adjusting to the Canadian classroom environment, or the cultural or social school milieu after a period of several months;
- A student is not making progress over time in an adapted academic environment and with appropriate supports and interventions in place.

NOTE: Identification of a student with self-evident exceptionalities such as physical disability (blindness), communication disability (hearing impairment), or diagnosed intellectual disability (Down Syndrome), is self evident and should not present any delay in adapting programming for the exceptionality or waiting to refer.



The Referral Process: ELLs Potentially Requiring Special Education Services

1. If a classroom teacher suspects that an ELL may have needs that do not relate to English Language and Literacy acquisition, they should complete an ISET form and bring this student to the ISET team for consideration.
2. The classroom teacher should follow through with recommendations from ISET team.
3. The ISET team can meet again to follow up on the initial recommendations. Referrals to outside agencies can be made at this time barring no referrals are already in progress. Referrals to the Special Education team can be made ex. Autism and Behaviour Advisors, Speech and Language Team, Student and Family Counsellor, Deaf and Hard of Hearing Teacher. Referrals for Psychological/Educational Testing or Speech and Language Testing can be made at this time, if warranted.
4. An accommodations checklist can be started. This is the precursor to the IEP.
5. It is recommended to have regular case conferences with the school team and any family or outside agency support. There is often a case manager for the family who helps with any language or cultural barriers that would be an asset at the table.
6. Continue to follow up on recommendations from ISET and outside agencies. This information will help to revise the IEP as needed.

HSCDSB Special Education Coordinator

[Ergo: English Language Learners : School-Based Considerations Prior to Referral for Psychological Assessment, June 2011](#)



ELLs School-Based Considerations Prior to Referral for Psychological Assessment Chart

Phase 1: Initial Assessment and Placement

The following should be included in this process: classroom teacher(s), Learning Resource Teacher (LRT), Board ELL team, administrators, parents/guardians, and if needed, a qualified interpreter.

A. Complete a Student Profile

Family History Considerations

- Pre migration experiences
- Post migration experiences

Education History

- Prior schooling
(continuous/disrupted)

Medical Considerations

- Developmental milestones
- Vision, hearing, skills in first Language speaking

B. Assess Student's Stage/Level of English Proficiency based on Ministry Stages of ESL or ELD

C. Determine and Implement an Appropriate Program based on Student's ESL or ELD stage

Consider the following:

- Program Adaptations
 - Modifications (expectations appropriate to English proficiency level)
 - Accommodations (instructional strategies to support achievement)
- Appropriate Assessment (assessment *for*, *as*, and *of* learning)
- Provisions of ESL/ELD Resource Teacher support

Phase 2: Program Re-Development

Initiated if English language learner is not progressing in the adapted program.

Involvement of In-School Education Team (ISET)

Gather and review additional information and program gap analysis. Make further program adaptations based on new information. Monitor student progress and provide any additional supports, and/or services as needed.

Review Student Information

- Student Profile
- Academic Gaps
- Access to nutrition and health care
- Self-concept and social skills
- Learning Style
- First Language Assessment
- Motivation/attitudes

Consider Interpersonal Skills

- Observe social skills and acculturation in the following settings:
 - Classroom
 - Peer interaction
 - Community

Collect Information from:

- Teacher(s)
 - Academic Progress
 - Behaviour/Attitude
- Student
- Parent/Guardian
 - First Language Development
 - Developmental/medical history

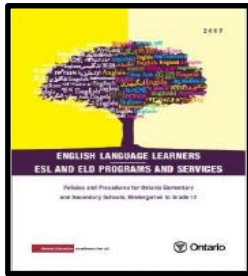
Consider Academic Progress

- Multiple and current work samples
- Current assessments
- Evidence of progress over time
- Progress across content areas

Phase 3- English Language Learner's Progress Continues to be a Serious Concern

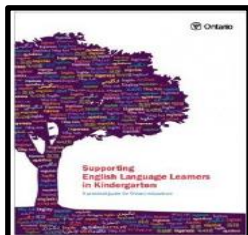
Continue to follow up on recommendations from ISET and outside agencies. This information will help to revise the IEP as needed.

References



[ENGLISH LANGUAGE LEARNERS: ESL AND ELD PROGRAMS AND SERVICES](#)

Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007



[SUPPORTING ENGLISH LANGUAGE LEARNERS IN KINDERGARTEN:](#)

A practical guide for Ontario educators, 2007

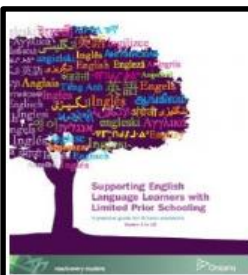


[MANY ROOTS MANY VOICES](#) - SUPPORTING ENGLISH LANGUAGE LEARNERS IN EVERY CLASSROOM: A Practical Guide For Ontario Educators, 2005



[SUPPORTING ENGLISH LANGUAGE LEARNERS:](#)

A Practical Guide For Ontario Educators Grades 1 to 8, 2008

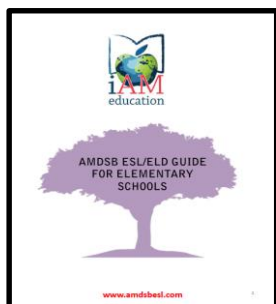


[SUPPORTING ENGLISH LANGUAGE LEARNERS WITH LIMITED PRIOR SCHOOLING:](#) A Practical Guide For Ontario Educators

Grades 3 to 12, 2008



[GROWING SUCCESS:](#) Assessment, Evaluation and Reporting in Ontario's Schools, Grades 1 to 12, 2010



[AMDSB ESL/ELD Guide for Elementary Schools](#)

Important Online Resources

Edugains ELL: Ministry of Ontario resources for educators, including STEP tools, monographs, webcasts, and Numeracy tips.

<http://www.edugains.ca/newsite/ell/>

ERGO: Serves as the ESL/ELD Subject Association for elementary and secondary teachers in Ontario. This site includes many resources for educators.

<https://www.ergo-on.ca/>

ESL Library: From grammar and literacy to dialogues, discussions, and debates, our ever-expanding library of student-focused content makes it easy to find materials relevant to all your students' language needs.

<https://www.esllibrary.com/>

For login instructions, contact Catholic Curriculum Coordinator K-12.

The Ontario Ministry of Education: has resources for parents in many languages as well as information regarding curriculum assessment and programming

<https://www.ontario.ca/page/ministry-education>

Citizenship and Immigration Ontario - Settlement.org: This site has resources for newcomer parents on living in Ontario and accessing services

<https://settlement.org/>

Immigration and Citizenship Canada: Answers to many questions about refugees, citizenship, and visas.

<https://www.canada.ca/en/services/immigration-citizenship.html>



Huron-Superior Catholic District School Board

SPECIAL EDUCATION ADVISORY COMMITTEE

S.E.A.C

Minutes

Date: Wednesday, February 26, 2020

Place: Board Office Mtg. Room 2

Time: 4:00pm - 6:00pm

Attendance: Rosanne Zagordo, Joe Chilelli, Theresa Coccimiglio, Gary Trembinski, Marty Young
Tina Newell, Lorna Connolly Beattie, Irma DiRenzo, Lori Ivey
Rose Burton Spohn, Sandra Turco, Jared Lambert, Lynda Lewis

SMC Student Trustees and Guests: Anthony DeLorenzi, Lucas Marano, Laurie MacEachern (phone), Chris Spina

Regrets: Sherri Kitts, Suzanne Pleau, Paula Valois

AGENDA ITEMS		ACTION	WHO	WHEN
1.	PRAYER FOR SEAC	<ul style="list-style-type: none">SEAC prayer was said by all.		
2.	ACCEPTANCE OF PREVIOUS MINUTES (January 29, 2020)	<ul style="list-style-type: none">Minutes were approved.	Gary Trembinski Tina Newell	
3.	AGENDA ADDITIONS/CHANGES	<ul style="list-style-type: none">Laurie MacEachern, principal of Holy Name of Jesus, presented a slide show highlighting the school. There are 31 students and 10 staff members. There are 8 Students on an IEP and 1 student with a Behaviour Plan. Events such as		

		robotics, after school sports, Terry Fox Fun, holiday family lunches, outdoor program, arts program, monthly mass, reading, zombie event, reading club, hockey, legos club etc are some of the events offered to all students.		
4.	GUEST(s): REPORTS <ul style="list-style-type: none"> • Student Trustees • Laurie MacEachern-Principal Holy Name of Jesus • Chris Spina-Superintendent of Business 	<ul style="list-style-type: none"> • During exam time, there was hot chocolate and prayer cards offered by the ILS class. The ILS class had a prayer service. Every Thursday the ILS class and the religion class prepare a meal together. that proves to be a learning experience for all involved. • Chris shared the Special Education Expenditure Report to SEAC. The revised budget happens in November based on actual enrollment as of October 31, 2019 and actual staffing. Since our revised estimates we have added EA positions from grants allocated which means we now have 174 EAs. Our board overspends in Special Education annually. If there are any questions, please send them to Rosanne. 		
5.	MINISTRY UPDATES	<ul style="list-style-type: none"> • There are no ministry updates at this time. 		
6.	SEAC BUSINESS <ul style="list-style-type: none"> • SEAC Recommendations Committee • Association Report Review 	<ul style="list-style-type: none"> • Tina, Lorna, Theresa and Irma are interested in sitting on the SEAC Recommendation sub-committee. The first meeting will be held on Wednesday March 11 @ 1:30- 3:30 pm • We will no longer be continuing with the practice of submitting the Association Reports prior to the meeting, rather, we will have a verbal report at the end of each meeting. 	Theresa Coccimiglio Theresa Coccimiglio	
7.	BUSINESS CARRIED FORWARD <ul style="list-style-type: none"> • Financial Report • Durham MACSE letter • Windsor Essex CDSB • Transition to School meetings • After School Autism Program • IEP Audit 	<ul style="list-style-type: none"> • Chris Spina shared the Financial Report • The letter from Durham DSB and Windsor Essex have each expressed concerns around the limited communication from MACSE and class sizes along with the concern for mandatory e-learning courses. • Transition meetings have occurred in January. Currently we have 17 students with special needs transitioning in September 2020. • After school Program is running at MSJC in room 209. We have 4 days running this year Monday, through Thursday from 4:00-5:00 pm. The program has a Program Facilitator and Program 	Chris Spina Rosanne Zagordo Joe Chilelli	

		<p>Support Workers. The program helps to have students generalize their skills into the classroom.</p> <ul style="list-style-type: none"> We have prepared an IEP checklist for principals to use when reviewing IEPs. The plan is to make the IEPs more consistent across the board. We are randomly selecting IEPs from each school to review and then provide the school with feedback about them. 		
8.	<p>SUPERINTENDENT AND COORDINATOR'S REPORT</p> <ul style="list-style-type: none"> New Counsellor 	<ul style="list-style-type: none"> We have added a new counsellor to the team which is increasing our capacity. We are able to creatively adjust the counsellors schedule to include remote counselling to our district schools and presentations of the Mental Health Modules. The posting was recently revised to include registered psychotherapists. Sara Lepore is a registered Social Worker and has been newly hired as our 6th Student and Family Counsellor 	Jared Lambert	
9.	ASSOCIATION REPORTS			
i	North Shore Tribal Council (S.Kitts)			
ii	AUTISM ONTARIO SSM CHAPTER PARENT INVOLVEMENT COMMITTEE (I. DiRenzo)	<ul style="list-style-type: none"> There is no longer a president of the local chapter of Autism Ontario. Vicki Kearns, service navigator will be in contact with the board to discuss any updates. 	Irma Drenzo	
iii	ALGOMA FAMILY SERVICES (T. Coccimiglio)	<ul style="list-style-type: none"> Dr. Ulzen has come into town again to visit clients up to age 21. Rosanne will send out a flyer about Child's mental health week in May. There is Ontario Tele Mental Health now offered at AFS. The referral is 5 pages and can be located at AFS 705-945-5050 ext. 2323. The referring source will now be the case manager. Email address is: telementalhealthafs@algomafamilyservices.org 	Theresa Coccimiglio	
iv	SSM DOWN SYNDROME SOC. (S. Pleau)			
v	ALGOMA PUBLIC HEALTH	<ul style="list-style-type: none"> The coronavirus is being assessed and no cases in 	Lori Ivey	

	(L. Ivey)	<p>Sault Ste. Marie.</p> <ul style="list-style-type: none"> • Dr. Korneluk is coming back to do 10 assessments in March. • Due to demand for the first wave of Hanen More than Words/Talkability programs that were offered in winter 2020, additional programs are being planned for the spring and fall 2020. This second iteration of letters are being sent to families on the OAP wait list who have received an invitation for a childhood budget, who do not have an active behavior plan and whose children are 7 and under. • New Parent Child Advisor position for ICDP has been posted. 		
vi	THRIVE – WELL BEING COMMITTEE (T. Newell)	<ul style="list-style-type: none"> • PEERS group is running right now and being facilitated with CLA. • Roll out of the School Health Program is underway as of January 1, 2020. Data was still being transferred over during the month of January but children have started to be assigned. A Guidebook is being made for parents and educators to help better understand the program and delivery of service. One of the biggest changes is that the school needs to get the parents to sign a consent form in order to make the referral. OT/PT/SIP services are being delivered through a tiered model system. • They are still in the process of interviewing for a new CEO. 	Tina Newell	
vii	COMMUNITY LIVING ALGOMA (L. Lewis)	<ul style="list-style-type: none"> • Shelley Moore's schedule has not been finalized yet with CLA. • CLA continues to support community members with promoting independence and living with families rather than in group homes. 	Lynda Lewis	
x	MEMBER-AT-LARGE (P. Valois)			
xi	MEMBER-AT-LARGE – FOCUS ON FAITH (L. Connolly Beattie)			
xii	TRUSTEES REPORT (G. Trembinski)			

10.	NOTES	Meeting adjourned at 6:00 pm	Lori Ivey Irma	

Next Meeting: March 25, 2020 (Moved to April 1, 2020 due to COVID-19 board shutdown)

Place: Teleconference

Time: 4:00 – 6:00 p.m.



Huron-Superior Catholic District School Board

ELECTRONIC POLL/VOTE

1. REASON FOR ELECTRONIC POLL
2. **Proposed Resolution:** that the Huron-Superior Catholic District School Board approve the purchase of 265 new Dell laptops through Dell Canada at a cost of \$263,945.
3. VOTE BY TRUSTEES [Please Check (✓) appropriate box]

TRUSTEE	YES	NO	ABSTAIN	UNABLE TO CONTACT
CAPUTO, John	✓			
CASSIDY-AMADIO, Leslie	✓			
D'AGOSTINO, Tony	✓			
LISKE, Lindsay	✓			
MacEACHERN, Carol	✓			
MAYER, Debbie	✓			
ROSILIUS, Kathleen	✓			
RUSCIO, Joe	✓			
TREMBINSKI, Gary	✓			
TURCO, Sandra	✓			
TOTALS	10			

4. RESOLUTION CARRIED: YES (✓) NO ()

5. SIGNATURE OF DIRECTOR: R. Burtan Spahr

6. DATE: March 31, 2020

Huron-Superior Catholic District School Board

REPORT TO THE DIRECTOR

RE: COMPUTER REFRESH 2020

Submitted by: Patrick Pelletier
Manager of Information Technology
2020-03-30

As part of the computer refresh cycle, The Information Technology Department is requesting approval for the purchase of 265 new Dell laptops to accommodate all our classroom teachers, ECE's.

The purchase is through Dell Canada and part of the OEM purchase program. The total cost for laptops is \$263,945 before applicable taxes, which we will lease over a 3-year period.

This is part of our existing annual Information Technology Budget.

PROPOSED RESOLUTION

That the Huron-Superior Catholic District School Board approve the purchase of 265 new Dell laptops through Dell Canada at a cost of \$263,945.

Huron-Superior Catholic District School Board

POLICY TITLE:	PERFORMANCE APPRAISAL OF EXPERIENCED TEACHERS POLICY	Approved:	May 14, 2003
		Amended:	April 15, 2020
POLICY NO:	6009	Page:	1 of 1

POLICY

The Huron-Superior Catholic District School Board's mission statement provides the foundation of the Performance Appraisal of Experienced Teachers Policy.

Therefore, the board will provide a framework within which an experienced teacher's performance review is carried out through a supportive developmental process.

"The performance appraisal process for experienced teachers is designed to foster teacher development, provide meaningful appraisals that encourage professional learning and growth, and identify opportunities for additional support where required. By helping teachers achieve their full potential, the performance appraisal process represents one element of Ontario's vision of achieving high levels of student performance." (Performance Appraisal of Experienced Teachers 2007)

<u>ADOPTED</u>	Regular Meeting - May 14, 2003 Motion B-46	<u>DISTRIBUTION</u>
<u>AMENDED:</u>	Regular Meeting – May 21, 2008 Motion B-41	i) Trustees
		ii) Administration
		iii) Principal
<u>AMENDED:</u>	Regular Meeting – October 14, 2015 Motion B-112	iv) Teaching Personnel
		v) OECTA
<u>AMENDED:</u>	Regular Meeting – April 15, 2020 Motion B-	

PROCEDURAL GUIDELINES
PERFORMANCE APPRAISAL OF EXPERIENCED TEACHERS

DEFINITION:

“All teachers who have completed the NTIP, or who held permanent positions in Ontario’s publically funded schools prior to the NTIP’s implementation in September 2006, as well as temporary teachers (those teaching on a Letter of Permission), are appraised as “experienced” teachers” (Teacher Performance Appraisal: Technical Requirements Manual 2010). In addition, teachers new to a board who have prior teaching experience in the Ontario publicly-funded system are now considered “experienced teachers” for the purpose of the teacher performance appraisal process. They are subject to the same provisions as other experienced teachers, except their first year with the board is an evaluation year.

PROCEDURES:

Evaluation Cycle:

- Teachers continuously employed by the Board will be placed on a five year cycle for evaluation.
- The following will not be counted in the five year cycle for evaluation, subject to exclusions in Regulation 99/02 and Regulation 98/02 as amended.
 - a school year in which the teacher does not teach at any time;
 - a school year in which the teacher is on an extended leave approved by the board;
 - a year when the teacher is on a secondment to a non-teaching position with another board or a position outside the Ontario public educational system.
- For a teacher seconded to the board, the teacher’s scheduled evaluation year remains the same.
- A teacher who is teaching a minimum of half a school year shall be subject to the full requirements of this policy and time lines will be adjusted accordingly.
- A plan listing those eligible for performance appraisal shall be developed by the human resources department and submitted to the school principal and supervisory officer assigned to the school by Sept. 20th of each school year.

- Requirements of this policy are not intended to interfere with the principal's discretionary right to conduct additional appraisals as long as there is consistency with the requirement of the Education Act and its associated regulations, guidelines, rules and policies.

Annual Learning Plans:

- Every teacher must develop and submit an Annual Learning Plan (ALP) to the principal of the school by October 15th each year (see appropriate form). "The ALP is teacher authored and directed and is developed in a consultative and collaborative manner with the principal. The ALP must include the teacher's professional growth goals, as well as his or her proposed action plan and timelines for achieving those objectives.
 - Each year, teachers, in consultation with their principal, must review their previous year's ALP. This review and update must take into account the teacher's learning and growth over the year, as well as the professional growth goals and strategies recommended in the summative report from the teacher's most recent performance appraisal." (Performance Appraisal for Experienced Teachers Technical Requirements Manual 2010)
 - If the year is scheduled as an evaluation year for the teacher, the ALP will form part of the performance appraisal process.

Conducting the Appraisal:

- The principal or vice principal shall normally conduct teacher performance appraisals. Upon consultation between the principal and school superintendent, the superintendent may conduct teacher performance appraisals.
- Where a teacher is assigned to more than one school, the school in which the teacher spends most classroom time will be the school in which the teacher's performance appraisal is conducted. If there is no time differentiation, the decision with respect to the location of the appraisal will be determined in consultation between the teacher and the principals of the schools involved. It is expected that, in this instance, a mutually agreeable location (school) would be selected.
- The performance appraisal will include a pre-observation meeting, the classroom observation, a post-observation meeting and a summative report that includes a rating of the teacher's overall performance.

- The performance appraisal of experienced teachers is based on all the competencies set out in O. Reg. 99/02 and in the Teacher Performance Appraisal Technical Requirements Manual 2010.
- Experienced teachers are rated as either Satisfactory or Unsatisfactory at all appraisals.

Following the Appraisal:

- Following a Satisfactory Rating: The principal will:
 - Seek input from the teacher and identify learning and growth strategies which reflect the findings of the appraisal and take into account the teacher's ALP;
 - Provide the teacher with a copy of the signed summative report within 20 school days after the classroom observation;
 - Provide a signed copy of the summative report to the human resources department.
- Following the first Unsatisfactory rating: The principal will:
 - Provide the teacher with an improvement plan, within 15 school days of the teacher's receiving the Unsatisfactory rating, which provides a written explanation of what is lacking in the teacher's performance and sets out the recommended steps and actions the teacher should take to improve it;
 - Inform the appropriate superintendent, provide all required documentation, and consult with the superintendent as required. This information shall also be shared with the teacher's union;
 - Complete a second appraisal within 60 school days after the principal has given the teacher written notice of the initial Unsatisfactory rating;
 - If the second appraisal results in a Satisfactory rating, follow the section titled "Following a Satisfactory Rating;"
 - If the second appraisal is Unsatisfactory, follow the requirements in the "Second Unsatisfactory Appraisal Rating."
- Second Unsatisfactory Appraisal Rating: The principal will:
 - Place the teacher On Review status;
 - Provide the teacher with a written improvement plan, within 15 days, setting out steps and actions that the teacher should take to improve his or her performance. The improvement plan should take the teacher's input into account and the principal must consult with the appropriate superintendent;

- Give the appropriate superintendent a signed copy of the summative report, the improvement plan and all documents relied on in conducting their performance appraisal, together with a brief written summary of the matters discussed with the teacher at the appraisal meeting(s);
- Perform a third appraisal within 120 school days after the principal has notified the teacher that they are On Review;
- Consult with the superintendent to determine whether or not the delay necessitated by conducting a third performance appraisal is in the best interests of students. If it is found not to be in the best interests of students, a joint recommendation for immediate termination of the teacher's employment with the board will be made;
- Follow the section titled "Following a Satisfactory Rating," if the third performance appraisal results in a Satisfactory rating;
- Follow the requirements in the "Terminating a Teacher's Employment," if the third performance appraisal results in an Unsatisfactory rating.

Terminating a Teacher's Employment:

- If the performance appraisal conducted while a teacher is On Review status results in an Unsatisfactory rating, the principal must send a written recommendation to the board that the teacher's employment be terminated.
- While the board is in the process of considering terminating the employment of the teacher as a result of poor performance, the teacher will be suspended with pay or reassigned until the decision is made.
- Should a teacher's employment with the board be terminated due to unsatisfactory performance, or should a teacher resign while 'on review' status, the director of education shall communicate with the Ontario College of Teachers, as required.

Record Keeping of Appraisals:

- Summative reports and copies of the current ALP in the evaluation year will be reviewed by the school superintendent and recorded and filed in the human resources department by June 15th each year. These will be kept in the teacher's personnel file. All other ALPs of teachers not in their evaluation year will be retained by the teacher and the principal.



Annual Learning Plan (ALP) for Experienced Teachers

The purpose of the Annual Learning Plan (ALP) is to provide a meaningful vehicle to support experienced teachers' professional learning and growth in the evaluation year and for the intervening years between appraisals. The ALP is teacher authored and directed, and is developed in a consultative and collaborative manner with the principal.

ALP Requirements

- Experienced teachers are required to have an ALP each year that includes their professional growth goals, as well as their proposed action plan with timelines for achieving those goals.
- Teachers who move from the new teacher's appraisal process to the experienced teacher's appraisal process must develop an ALP in their first year as an experienced teacher.
- Each year, teachers are required to consult with their principal to review and update, as necessary, their ALP. This review and update must take into account the teacher's learning and growth over the year, as well as the professional growth goals and strategies recommended through the summative report of the teacher's most recent performance appraisal.
- In an evaluation year, teachers must review and update their ALP in a meeting with their principal as part of the performance appraisal process. The pre-observation and post observation meetings provide opportunities for this review and update to take place.
- In the non-evaluation years, a meeting is not required but is recommended. If at any time during these years the teacher or principal requests a meeting to discuss the ALP, then a meeting shall take place.
- The teacher and the principal must both sign the teacher's ALP each year and retain a copy for their records. Under certain circumstances, the duties of the principal as outlined above may be delegated to a vice-principal in the same school or to an appropriate supervisory officer (refer to section 6, "Scheduling Requirements").

Growth Goals and Strategies

- The growth goals and strategies identified by the teacher should be relevant to his or her professional needs and focus on improving his or her teaching practice and student learning.
- Growth-oriented professional dialogue between the teacher and principal can help identify the growth goals and strategies for the teacher's continuous learning and development to include in his or her ALP.
- Parent and student input can also help inform the teacher's ongoing professional learning and teaching practice.

Annual Learning Plan (ALP)

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (Grade(s), Subject(s), Full-time/Part-time, Elementary/Secondary, etc.)

Background to Inform Professional Growth Goals, Action Plan, and Timelines

Recommended professional growth goals and strategies from the summative report of my most recent performance appraisal:

Annual Learning Plan (ALP)

Professional learning and growth that I have experienced over the past year(s):

Reflections on parental and student input to inform my professional learning and teaching practice:

***Note: Teachers are encouraged to consider parental and student input to inform their professional learning and teaching practice. This is not a mandatory component.

Professional Growth Goals	Professional Growth Strategies to Help Reach Goals	Rationale for Professional Growth Goals and Strategies	Action Plan and Timelines

Annual Learning Plan (ALP)**Other Comments (Teacher)****Other Comments (Principal)****Date of Next Review and Update of the Annual Learning Plan**

Date (yyyy/mm/dd)

Principal's Signature

My signature indicates that the teacher consulted with me to review and update the Annual Learning Plan.

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates that I reviewed and updated the Annual Learning Plan in consultation with my principal.

Date (yyyy/mm/dd)

Improvement Plan for Experienced Teachers

The Improvement Plan must be prepared by the principal within 15 school days after the principal has determined that an appraisal of the teacher's performance has resulted in an *Unsatisfactory* rating. This plan must set out steps and actions that the teacher should take to improve his or her performance. The principal must seek input from the teacher as to what steps and actions could help the teacher improve his or her performance.

The duties of the principal may be delegated to a vice-principal in the same school or to an appropriate supervisory officer (refer to section 6, "Scheduling Requirements").

Teacher's Last Name**Teacher's First Name****Principal's Last Name****Principal's First Name****Name of School****Name of Board**

Description of Teacher's Assignment (Grade(s), Subject(s), Full-time/Part-time, Elementary/Secondary, etc.)

Improvement Plan**Competencies Requiring Improvement****Expectations****Steps and Actions for Improvement (teacher input must be taken into account)****Support (for example, from principal, from board)**

Improvement Plan**Sample Indicators of Success**

--

Date of Next Performance Appraisal

(Must occur in accordance with requirements as set out in Part X.2 of the Education Act, Teacher Performance Appraisal, Process Following Unsatisfactory Rating)

--

Date (yyyy/mm/dd)

Teacher's Comments on the Improvement Plan

--

Principal's Signature

My signature indicates that I developed this Improvement Plan with the teacher's input.

--

--

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates that I provided input into the Improvement Plan.

--

--

Date (yyyy/mm/dd)

Log of Teaching Practice for Experienced Teachers (Optional)

Suggestions for Using the Log of Teaching Practice

How is the Log of Teaching Practice used?

A Log of Teaching Practice is an optional resource for principals and/or teachers that may be used as a regularly kept record of demonstrations of teaching. It can provide a vehicle for chronicling noteworthy examples of teaching and learning events as they occur. The log is limited in its focus and is highly structured, using a standardized format for recording. Entries are restricted to facts so that data are objective. Analysis and interpretation follow the collection of log data.

How can the Log of Teaching Practice be used in the performance appraisal process for experienced teachers?

The log can be used to record selected information about specific occurrences related to an experienced teacher's learning and development in relation to the 16 competencies that form the basis of the performance appraisal process for experienced teachers. The log provides specific information recorded over time, which the principal and teacher can use to identify patterns that show areas of strength and growth. When kept simultaneously by both the principal and the teacher, the principal and teacher logs together can be used to encourage personal reflection, promote professional dialogue, and foster learning from experience. Note that there is an individual log form provided for each of the 16 competencies. Principals and teachers may use the blank log form for other competencies if they wish.

Who maintains the Log of Teaching Practice?

Principals and teachers may keep their own individual logs.

What occurrences are relevant for recording in the Log of Teaching Practice?

The occurrences or instances that could be recorded in the log should be relevant to the 16 competencies that form the basis of the performance appraisal process. Principals and teachers may also choose to keep logs for other competency areas. Concrete examples of ways that a competency may be observed in practice are included on the log form as a resource. These statements are samples and do not include everything that constitutes good teaching. Their purpose is to help make specific the skills, knowledge, and attitudes expected of experienced teachers. Principals and teachers may use these examples and others they identify to develop a shared understanding of what teachers should demonstrate in their teaching.

What sources and kinds of evidence are used?

A wide range of possible evidence can be collected in relation to demonstrations of teaching. "Possible Kinds and Sources of Evidence", included as a resource at the end of this appendix, provides a list of evidence that principals and teachers might reference in their individual Log of Teaching Practice.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers demonstrate commitment to the well-being and development of all pupils.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, the examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- applies knowledge of how students develop and learn physically, socially, and cognitively
- responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of special students are met
- shapes instruction so that it is helpful to pupils who learn in a variety of ways
- effectively motivates pupils to improve pupil learning
- demonstrates a positive rapport with students

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning
Competency: Teachers are dedicated in their efforts to teach and support pupil learning and achievement.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- assists learners in practising new skills by providing opportunities for guided practice
- provides for active pupil participation in the learning process
- employs a balance of pupil- and teacher-directed discussion/learning
- establishes an environment that maximizes learning
- uses a variety of teaching strategies suited to the individual needs of pupils

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers treat all pupils equitably and with respect.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- demonstrates care and respect for pupils by maintaining positive interactions
- promotes polite and respectful pupil interactions
- addresses inappropriate pupil behaviour in a positive manner
- communicates information from a bias-free, multicultural perspective
- ensures and models bias-free assessment to address equality
- values and promotes fairness and justice and adopts anti-discriminatory practices in respect of gender, sexual orientation, race, disability, age, religion, and culture

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers provide an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- provides learners with appropriate opportunities for independent practice of new skills
- employs effective questioning techniques that encourage higher-level thinking skills
- provides guidance and appropriate feedback to learners on attainment of new concepts/skills
- encourages feedback, risk taking, questioning, and experimentation by establishing a non-threatening learning environment
- encourages students to be cognisant of their personal strengths and capabilities to pursue possible career paths

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Knowledge

Competency: Teachers know their subject matter, the Ontario curriculum, and education related legislation.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- teaches the Ontario curriculum by exhibiting an understanding and ability to explain subject areas
- demonstrates mastery of subject knowledge and related skills
- presents accurate and up-to-date information
- implements and effectively explains statutes and regulations with regard to pupil safety and welfare
- knows, follows, and explains appropriate legislation, local policies, and procedures

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Knowledge

Competency: Teachers know a variety of effective teaching and assessment practices.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- provides constructive criticisms as part of evaluation
- aligns assessment strategies with learning objectives
- uses appropriate diagnostic techniques to assess pupil difficulties
- employs formative and summative assessments to check for understanding
- uses a variety of appropriate teaching techniques to engage pupils
- uses a variety of assessment strategies and instruments to make both short- and long-term decisions to improve pupil learning

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Knowledge

Competency: Teachers know a variety of effective classroom management strategies.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- systematizes routine procedures and tasks to engage pupils in varied learning experiences
- provides opportunities for pupils to share their interests and demonstrates their involvement in learning
- ensures that all pupils have the opportunity to learn
- uses appropriate strategies to manage discipline
- implements the behaviour code consistently

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Knowledge

Competency: Teachers know how pupils learn and factors that influence pupil learning and achievement.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- uses different motivational strategies to encourage pupils in developing competence in all areas
- takes into account various learning styles with the selection of materials/media
- adapts to groups or individual pupils with flexible grouping practices
- modifies programs to fit pupil needs by making topics relevant to pupils' lives and experiences
- knows special education IEP and IPRC processes and provides appropriate experiences for pupil achievement

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Practice

Competency: Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their pupils.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- develops clear and achievable classroom expectations with pupils
- models and promotes effective communication skills
- chooses pertinent resources for development of instruction to address pupil needs
- uses instructional time in a focused, purposeful way
- organizes subject matter into meaningful lessons
- assists pupils to develop and use ways to access and critically assess information

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Practice

Competency: Teachers communicate effectively with pupils, parents, and colleagues.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process.

It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- provides ongoing feedback to parents through newsletters and bulletins, etc.
- demonstrates a positive, professional attitude when communicating with parents, pupils, and colleagues
- follows school/board guidelines on reporting with diligence
- conducts teacher–pupil conferences
- communicates clear, challenging, and achievable expectations for pupils

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Practice

Competency: Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement, and report results to pupils and parents regularly.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- uses a variety of techniques to report pupil progress
- uses a variety of appropriate assessment and evaluation techniques
- engages in meaningful dialogue with pupils to provide feedback during the teaching/learning process
- uses ongoing reporting to keep both pupils and parents informed and to chart pupil progress
- gathers accurate data on student performance and keeps comprehensive records of student achievement

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Practice

Competency: Teachers adopt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- assesses and reviews program delivery for relevancy
- uses provincial achievement standards and competency statements as a reference point for evaluation of teaching
- modifies program to respond to needs of exceptional pupils
- effectively demonstrates knowledge of trends, techniques, and research relevant to his or her teaching

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Practice

Competency: Teachers use appropriate technology in their teaching practices and related professional responsibilities.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- uses technology when appropriate to improve efficiency and effectiveness in planning, instructional delivery, reporting procedures, and decision making
- models and promotes effective use of technology to promote pupil learning
- demonstrates effective use of technology as it relates to school operations and board expectations

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Leadership in Learning Communities

Competency: Teachers collaborate with other teachers and schools colleagues to create and sustain learning communities in their classrooms and in their schools.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- learns with and from colleagues and others in the communities of learners
- pursues and effectively shares knowledge about current thinking, trends and practices in education with colleagues
- works cooperatively with colleagues to solve pupil, classroom, and school concerns
- participates as an effective team member and shares expertise with others, e.g., by acting as mentor, peer coach, or associate teacher
- participates effectively by contributing to grade, division, and/or subject teams
- participates effectively on committees by organizing school-based activities, e.g., school/parish initiatives, graduation, theme days
- shares learning acquired through participation on system-wide or provincial initiatives with colleagues
- serves as a resource to colleagues, e.g., in the effective use of technology, assessment strategies, classroom management
- creates worthwhile opportunities for pupils, their parents, and community members to share their learning, knowledge, and skill with others and within the class or school

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Leadership in Learning Communities

Competency: Teachers work with professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- reaches out to parents and to diverse local communities, inviting them to share their knowledge and skills in supporting effective classroom and school activities
- engages others effectively through shared problem solving and conflict resolution
- initiates contact with other professionals and community agencies to assist pupils and their families, where appropriate
- cooperates and works readily with the school's support team
- serves on the school council as a teacher advisor
- sets up partnership with local library, music centre, science centre, business recreation centre, or career centre to develop resources to enhance career opportunities and pupil achievement
- contributes research to professional publications, subject councils, or other professional organizations
- participates in, give presentations at, and effectively organizes conferences, workshops, and institutes to enhance pupil achievement

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Ongoing Professional Learning

Competency: Teachers engage in ongoing professional learning and apply it to improve their teaching practices.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- seeks input from colleagues, consultants, or other appropriate support staff and effectively applies it to enhance teaching practices
- identifies areas for professional growth; attends workshops, appropriate seminars, or courses to respond to changes in education/policies and practices; and effectively applies information to enhance teaching practices
- participates willingly and effectively in professional learning, study groups, and in-service programs to enhance skill development or broaden knowledge
- observes other teachers, acquires best practices, and effectively applies new information/techniques to enhance teaching practices
- reads professional journals, books, Internet sites, or any articles related to educational contexts and effectively shares with peers
- keeps a portfolio recording his or her learning experiences and effectively relates them to educational contexts
- participates in workshops, seminars, courses, and in-service programs; or reads books, articles, journals, and Internet sites; or reflects with others to better understand human nature to become a better human being and a model for pupils
- explores ways to access and to use educational research

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN:

Competency:

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Possible Sources of Evidence

The following list provides examples of possible sources of evidence that principals and teachers may reference in the Log of Teaching Practice.

Age-appropriate assessment tools, including modifications for students
 Classroom assignments and assessments, including modifications/accommodations for students with learning exceptionalities and special needs
 Differentiated lessons and assessments
 Feedback on assignments from teacher and/or student
 Flyers, pictures, treasure boxes
 Goal-setting activities
 Learning centres
 Lessons and assignments that show authentic assessment practices
 Letters to parents, monthly classroom newsletters that reflect the diversity of the school community
 List of classroom expectations and routines
 List of daily/weekly routines and use of instructional time
 Log of student remedial support
 Manipulatives, media tools
 Multifaith calendar
 Open house/curriculum night/education week materials
 Parent conference materials
 Parent/teacher/student interviews and conferences
 Photos of classroom bulletin boards, student activities
 Plans showing results of collaboration with other teachers, (e.g., English as a Second Language)
 Posters, photos, bulletin boards, displays of student work
 Reading and reasoning targets, data analysis and prompts
 Records of student achievement
 Reflective journals
 Resources and classroom materials that reflect diversity
 Sample lesson and unit plans using modules, curriculum integration
 Sample progress reports and report cards
 Sample safety routines
 Samples of student reflection
 Samples of student work
 Samples of tests, rubrics, checklists, anecdotal comments
 Self and peer assessments
 Student of the week certificates, positive notes
 Student portfolios
 Student presentations
 Student-designed assignments
 Use of achievement charts/performance standards
 Use of classroom data to improve lessons
 Use of community resources and guest speakers
 Use of curriculum unit planner
 Word wall and classroom visuals

Add Other Sources of Evidence

**NOTIFICATION OF
TEACHER PERFORMANCE APPRAISAL**

SCHOOL: _____ ACADEMIC YEAR: _____

TEACHER'S NAME: _____

PRINCIPAL'S NAME: _____

FOR NEW TEACHERS

- ☐ You are a new teacher (NTIP). New teachers are defined as all teachers certified by the Ontario College of Teachers who have been hired into permanent positions by a school board, school authority or provincial school to begin teaching for the first time in Ontario.

New teacher participation in the performance appraisal process is a legal requirement as set out in Part X.0.1 'Teacher Performance Appraisal' of the Education Act and in Ontario Regulation 99/02, as amended and Ontario Regulation 266/06. All new teachers as defined in the legislation must be evaluated two times within the first 12 months of employment. A teacher ceases to be a new teacher once his or her 24-month new teaching period has elapsed.

FOR EXPERIENCED TEACHERS

- ☐ You are an experienced teacher and are being evaluated this year as part of a five-year cycle. Your Annual Learning Plan will be discussed and completed as part of the process.

Teacher participation in the performance appraisal process is a legal requirement as set out in Part X.2 'Teacher Performance Appraisal' of the Education Act and in Ontario Regulation 99/02 and Ontario Regulation 98/02, as amended. Each teacher continually employed by the Board must have an evaluation once in every five-year period.

☐ **FOR EXPERIENCED TEACHERS NEW TO THE BOARD**

You are an experienced teacher, new to our Board and are being evaluated this year. The five-year evaluation cycle will begin following the completion of your first year of employment with our Board.

(Date)

(Principal's Signature)

(Date)

(Teacher's Signature)

Please return to the Board Office by: _____

A signed copy is to be returned to the Principal. Teachers are advised to maintain a copy for their own records.

Summative Report Form for Experienced Teachers

This form must be used for each performance appraisal. The duties of the principal may be delegated to a vice-principal in the same school, or an appropriate supervisory officer.

Boards are not allowed to remove any of the content from this approved form. Boards may add information, such as additional competencies (Section 277.32 of the *Education Act*), as long as this does not affect the substance of the form or mislead, and the form is organized in substantially the same way as the approved form.

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (Grade(s), Subject(s), Full-time/Part-time, Elementary/Secondary, etc.)

Instructions to the Principal

1. This report is to be completed during the performance appraisal process.
2. A copy signed by the principal must be provided to the teacher within 20 school days after the classroom observation (or 15 school days if the appraisal has resulted in a performance rating that is *Unsatisfactory*).
3. The teacher can add comments and must sign this report to acknowledge receipt of the report. At the request of either the teacher or the principal, the teacher and the principal must meet to discuss the performance appraisal after the teacher receives a copy of this report.
4. A copy of this report signed by both the principal and the teacher must be sent to the board.
5. In preparing the summative report, the principal must:
 - consider all 16 competencies in assessing the teacher's performance;
 - provide comments regarding the competencies identified in discussions with the teacher as the focus of the performance appraisal*;
 - provide an overall rating of the teacher's performance in accordance with the rating scale;
 - recommend professional growth goals and strategies for the teacher's development.

* Notwithstanding the discussions held between the teacher and the principal, the principal is required to assess teacher performance in relation to all 16 competencies set out in Schedule 3 of O. Reg. 99/02, as amended, and may comment on competencies other than those discussed.

Meeting and Classroom Observation Dates (yyyy/mm/dd)

Pre-observation:

Classroom Observation:

Post-observation:

Focus of the Classroom Observation***Other Appraisal Input** (Please specify)☐ Additional input attached

* Notwithstanding the discussions held between the teacher and the principal, the principal is required to assess teacher performance in relation to all 16 competencies set out in Schedule 3 of O. Reg. 99/02, as amended, and may comment on competencies other than those discussed.

Instructions to the Principal: Comment on competencies identified in discussions with the teacher as the focus of the teacher's performance appraisal (the principal may also comment on other competencies that were assessed through the performance appraisal).

Domain: Commitment to Pupils and Pupil Learning

- The teacher demonstrates commitment to the well-being and development of all pupils.
- The teacher is dedicated in his or her efforts to teach and support pupil learning and achievement.
- The teacher treats all pupils equitably and with respect.
- The teacher provides an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.

Domain: Professional Knowledge

- The teacher knows his or her subject matter, the Ontario curriculum, and education-related legislation.
- The teacher knows a variety of effective teaching and assessment practices.
- The teacher knows a variety of effective classroom management strategies.
- The teacher knows how pupils learn and factors that influence pupil learning and achievement.

Domain: Professional Practice

- The teacher uses his or her professional knowledge and understanding of pupils, curriculum, legislation, teaching practices and classroom management strategies to promote the learning and achievement of his or her pupils.
- The teacher communicates effectively with pupils, parents, and colleagues.
- The teacher conducts ongoing assessment of his or her pupils' progress, evaluates their achievement, and reports results to pupils and parents regularly.
- The teacher adapts and refines his or her teaching practices through continuous learning and reflection, using a variety of sources and resources.
- The teacher uses appropriate technology in his or her teaching practices and related professional responsibilities.

Domain: Leadership in Learning Communities

- The teacher collaborates with other teachers and school colleagues to create and sustain learning communities in his or her classroom and school.
- The teacher works with other professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.

Domain: Ongoing Professional Learning

- The teacher engages in ongoing professional learning and applies it to improve his or her teaching practices.

Additional Competencies**Overall Rating of Teacher's Performance**

(Check the appropriate box.)

- ☐ *Satisfactory* ☐ *Unsatisfactory* (If the teacher received an *Unsatisfactory* rating, an Improvement Plan will also be developed)

Comments on the Overall Rating of the Teacher's Performance

If the teacher received a *Satisfactory* rating, the principal is encouraged to provide further feedback on strengths and possible areas of growth for the teacher.

Professional Growth Goals and Strategies for the Teacher (Required, if rating is *Satisfactory*)

The following professional growth goals and strategies are recommended for the teacher to take into account when developing his or her Annual Learning Plan (ALP).

Principal's Additional Comments on the Appraisal (Optional)

Teacher's Comments on the Appraisal (Optional)

Principal's Signature

My signature indicates that this performance appraisal was conducted in accordance with Part X.2 of the Education Act and Ontario Regulations 99/02 and Ontario Regulation 98/02, as amended.

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates the receipt of this summative report.

Date (yyyy/mm/dd)

Huron-Superior Catholic District School Board

POLICY TITLE:	PERFORMANCE APPRAISAL OF NEW TEACHERS	Approved:	May 21, 2008
		Amended:	April 15, 2020
POLICY NO:	6010	Page:	1 of 1

POLICY

The Huron-Superior Catholic District School Board's mission statement serves as a strong foundation for the policy governing the performance appraisal of new teachers.

The appraisal process for new teachers provides a framework to assess teaching practice, encourages improvement efforts aimed at ensuring student success and is carried out through a supportive developmental process.

Essential in this process is the engagement of new teachers in professional dialogue that deepens their understanding of what it means to be a teacher as described in the "Standards of Practice for the Teaching Profession"

<u>ADOPTED</u>	Regular Meeting – May 21, 2008. Motion B-41	<u>DISTRIBUTION</u>
<u>AMENDED</u>	Regular Meeting – October 14, 2015 Motion B-113	i) Trustees ii) Administration iii) Principal iv) Teaching Personnel v) OECTA
<u>AMENDED</u>	Regular Meeting – April 15, 2020 Motion B-	

PROCEDURAL GUIDELINES
PERFORMANCE APPRAISAL OF NEW TEACHERS

DEFINITION:

New teacher refers to all Ontario College of Teachers certified teachers (including teachers trained out-of-province) who have been hired into permanent positions full-time or part-time – by a school board, school authority, or provincial school to begin teaching for the first time in Ontario. Teachers are considered “new” until they have successfully completed the New Teacher Induction Program or when 24 months have elapsed since the date on which they first began to teach for a board. (Subsection 267 (2) Education Act): New Teacher Induction Program Manual for Performance Appraisal of New Teachers, 2009). The definition does not include occasional teachers.

PROCEDURES:

Evaluation Cycle:

- Principals conduct the performance appraisal process for new teachers assigned to the school in accordance with these, as set out in the Education Act, O. Reg. 99/02, as amended, relevant ministry guidelines, and any other requirements specified by the board that are consistent with the Act, the regulations, and any ministry guidelines.
- Principals conduct two performance appraisals in the first 12 months after a teacher begins to teach for the board. The first and second appraisals can be conducted at such intervals as the principal considers appropriate between the months of November and May.
- A third, and if necessary, a fourth appraisal takes place if either of the two appraisals in the first year result in a Development Needed or Unsatisfactory rating.
- At any time that the teacher accumulates two satisfactory appraisals during the first 24 months of employment the new teacher has successfully completed NTIP.
- The following will not be counted in the two year cycle for evaluation, subject to exclusions in Regulation 99/02 and Regulation 98/02 as amended.
 - a school year in which the teacher does not teach at any time;

- a school year in which the teacher is on an extended leave approved by the board;
- a year when the teacher is on a secondment to a non-teaching position with another board or a position outside the Ontario public educational system.
- When the new teacher has successfully completed NTIP, the teacher ceases to be new to the profession and the appraisal cycle for an experienced teacher begins.
- The next appraisal of the teacher's performance will be conducted in accordance with Ontario Regulation 99/02, as amended, Ontario Regulation 266/06 and relevant guidelines for experienced teachers.

NTIP Strategy Form:

Within the New Teacher Induction Program, the principal and teacher work together to design a growth plan, that meets the need of the new teacher through the use of the Individual NTIP Strategy Form. The principal signs the form once the NTIP has been completed. Further opportunities for teacher growth emerge from the appraisal process and are captured in the newly designed Summative Report Form under the section "growth strategies." There is no requirement for an Annual Learning Plan for new teachers.

Conducting the Appraisal:

- The principal or vice principal shall normally conduct the performance appraisal process for new teachers assigned to the school. Upon consultation between the principal and the school superintendent, the superintendent may conduct new teacher performance appraisals.
- Where a teacher is assigned to more than one school, the school in which the teacher spends most classroom time will be the school in which the teacher's performance appraisal is conducted. If there is no time differentiation, the decision with respect to the location of the appraisal will be determined in consultation between the teacher and the principals of the schools involved. It is expected that, in this instance, a mutually agreeable location (school) would be selected.
- The performance appraisal will include a pre-observation meeting, the classroom observation, a post-observation meeting and a summative report that includes a rating of the teacher's overall performance.

- New teachers are rated as either Satisfactory or Development Needed. For a teacher who receives a Development Needed performance rating, the scale in subsequent appraisals is Satisfactory or Unsatisfactory.

Following the Appraisal:

Following a Satisfactory Rating:

The principal will:

- Identify growth strategies that reflect the findings of the appraisal and take into account input from the teacher;
- Provide the teacher with a copy of the signed summative report within 20 school days after the classroom observation;
- Provide a signed copy of the summative report to the human resources department.

Completion of the New Teacher Induction Program:

- New teachers complete the New Teacher Induction Program when they receive two Satisfactory ratings in performance appraisals in the first 12 months after they begin teaching.
- For new teachers who do not obtain two Satisfactory appraisal ratings within the first year, the program continues into the second year to provide additional support. These teachers remain eligible to complete the New Teacher Induction Program if they receive two Satisfactory ratings no later than 24 months after they begin teaching.
- The designated NTIP superintendent must submit the names of all new teachers who complete the NTIP to the manager of human resources, who completes the NTIP designation to Ontario College of Teachers within 60 calendar days of their second satisfactory performance rating (Section 272 Education Act).

Following a Development Needed Rating:

The principal will:

- Within 15 school days of the teacher's receiving the rating, provide the teacher with an enrichment plan explaining what is lacking in his/her performance and what is expected of the teacher in areas in which performance is lacking;

- Inform the appropriate superintendent, provide all required documentation, and consult with the superintendent as required. This information shall also be shared with the president of the teacher's union;
- With input from the teacher, determine which elements of the New Teacher Induction Program offered by the board are appropriate for the teacher to participate in to improve his/her performance and develop an enrichment plan based on participation in those elements;
- Provide the teacher, the superintendent and the teacher's union a copy of the enrichment plan;
- Provide a copy of the summative report and the enrichment plan with both signatures to the human resources department.

Following an Unsatisfactory Rating:

The principal will:

- Give the teacher written notice of the Unsatisfactory rating within 15 school days of determining that rating, explain the reasons for the rating to the teacher, place the teacher On Review status, and advise the teacher in writing of that fact;
- Explain to the teacher what is lacking in his/her performance, what is expected of the teacher in areas in which performance is lacking and explain to the teacher the ways, if any, in which his/her performance has changed since the previous appraisal;
- Seek input from the teacher as to what steps and actions could help the teacher improve his/her performance and prepare a written improvement plan for the teacher;
- Provide the superintendent and the teacher copies of the Summative Report Form for New Teachers, all documents relied on in conducting the performance appraisal, a brief written summary of the explanations and a copy of the written improvement plan;
- Provide a signed copy of the Summative Report for New Teachers and the improvement plan with both signatures to the human resources department;
- Conduct an additional appraisal within 120 school days from the time the teacher is notified that he/she is On Review status, but no later than 24 months after the teacher begins teaching.

Terminating a Teacher's Employment:

The principal will:

- If an appraisal while On Review status results in a second Unsatisfactory rating, with the results that the teacher has received one Development Needed rating and two Unsatisfactory ratings, the principal must promptly send a written recommendation to the board that the teacher's employment should be terminated. The recommendation must be accompanied by written reasons for the recommendation, as well as copies of all appraisal documents and all documents relied on in conducting the performance appraisals.
- While the board is in the process of considering terminating the employment of the teacher as a result of poor performance, the teacher will be suspended with pay or reassigned until the decision is made.
- Should a teacher's employment with the board be terminated due to unsatisfactory performance, or should a teacher resign while 'on review' status, the Director of Education as the Secretary of the board shall communicate with the Ontario College of Teachers, as required.

Record Keeping of Appraisals:

- Summative reports and copies of the NTIP Strategy Form will be reviewed by the school superintendent and recorded and filed in the human resources department by June 15th each year. These will be kept in the teacher's personnel file.

- .



Enrichment Plan for New Teachers

An Enrichment Plan must be prepared by the principal within 15 school days after the principal has determined that an appraisal of the new teacher's performance has resulted in a *Development Needed* rating. The plan must set out the elements of the New Teacher Induction Program offered by the board that are appropriate for the new teacher to participate in to improve his or her performance. The plan must also provide a description of the teacher's participation in those elements. The principal must seek input from the new teacher in determining which elements the new teacher will participate in and in providing a description of the teacher's participation in those elements.

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (Grade(s), Subject(s), Full-time/Part-time, Elementary/Secondary, etc.)

Provide a description of the element(s) of the New Teacher Induction Program offered by the board to improve the new teacher's performance. Input from the new teacher must be taken into account. The enriched support will be extended into the second 12-month period to improve the teacher's performance.

Competencies Requiring Development

Expectations

Element(s) of NTIP to Be Provided to Teacher

Description of Participation in Element(s) (including topic, strategy, timelines, etc.)

Release Days (if required)

Teacher's Comments on the Enrichment Plan (Optional)

Principal's Comments on the Enrichment Plan (Optional)

Date of Next Performance Appraisal

Date (yyyy/mm/dd)

Principal's Signature

My signature indicates that I developed this Enrichment Plan with the teacher's input.

X

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates that I provided input into the Enrichment Plan.

X

Date (yyyy/mm/dd)

Supervisory Officer's Signature

My signature indicates that the Enrichment Plan has been developed in accordance with the board's policy.

X

Date (yyyy/mm/dd)

Enrichment Plan

Evidence Log for New Teachers (Optional)

Suggestions for Using the Evidence Log

How is the Evidence Log used?

The Evidence Log is an optional resource for principals and/or teachers that may be used as a regularly kept record of demonstrations of teaching. It can provide a vehicle for chronicling noteworthy examples as they occur. The log uses a standardized format for recording. Entries are restricted to facts so that data are objective. Analysis and interpretation follow the collection of log data.

How can the Evidence Log be used in the performance appraisal process for new teachers?

The Evidence Log can be used to record selected information about specific occurrences related to a new teacher's learning and development in relation to the competencies that are the focus of the appraisal process for new teachers. The log provides specific information recorded over time, which the principal and teacher can use to identify patterns that show areas of strength and growth. When kept simultaneously by both the principal and the new teacher, the principal and teacher logs together can be used to encourage personal reflection, promote professional dialogue, and foster learning from experience. Note that there is an individual Evidence Log form provided for each of the eight competencies that provide the appraisal focus for new teachers. Principals and teachers may use the blank Evidence Log form for other competencies if they wish.

Who maintains the Evidence Log?

The Evidence Log may be used by principals and teachers who can each keep their own logs.

What occurrences are relevant for recording in the Evidence Log?

The occurrences or instances that can be recorded in the Evidence Log should be relevant to the eight competencies that are the focus of the performance appraisal process for new teachers. Principals and teachers may also choose to keep logs for other competency areas. Concrete examples of ways in which a competency may be observed in practice are included on the Evidence Log form as a resource. These statements are samples and do not include everything that constitutes good teaching. Their purpose is to help make specific the skills, knowledge, and attitudes expected of new teachers. Principals and teachers may use other examples they identify to develop a shared understanding of what teachers should demonstrate in their teaching.

What sources and kinds of evidence are used?

There is a wide range of possible evidence that can be collected in relation to demonstrations of teaching. "Possible Sources of Evidence", included at the end of this appendix, provides a list of evidence that principals and teachers might reference in their individual Evidence Log.

Where should documents and other materials referenced in the Evidence Log be stored?

Principals and teachers can each set up files to support what they record in their Evidence Log. One approach is to set up a file that contains individual folders related to each of the competencies and use the folders to house evidence gathered.

Evidence Log (Optional Resource)**USER:** ☐ Teacher ☐ Principal**Teacher's Last Name****Teacher's First Name****Principal's Last Name****Principal's First Name****Teaching Assignment****Date (yyyy/mm/dd)**

The Evidence Log is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning**Competency: Teachers demonstrate commitment to the well-being and development of all pupils.**

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process.

It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- applies knowledge effectively about how students develop and learn physically, socially, and cognitively
- responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of special students are met
- shapes instruction so that it is helpful to students who learn in a variety of ways
- effectively motivates pupils to improve pupil learning
- models and promotes the joy of learning
- demonstrates a positive rapport with students

Date of Entry**Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.**

--	--

Evidence Log (Optional Resource)**USER:** ☐ Teacher ☐ Principal**Teacher's Last Name****Teacher's First Name****Principal's Last Name****Principal's First Name****Teaching Assignment****Date (yyyy/mm/dd)**

The Evidence Log is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers are dedicated in their efforts to teach and support pupil learning and achievement.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- assists learners in practising new skills by providing opportunities for guided practice
- provides for active student participation in the learning process
- employs a balance of student- and teacher-directed discussion/learning
- establishes an environment that maximizes learning
- encourages students to excel to the best of their ability
- utilizes a variety of teaching strategies suited to the individual needs of students

Date of Entry**Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.**

--	--

Evidence Log (Optional Resource)**USER:** ☐ Teacher ☐ Principal**Teacher's Last Name****Teacher's First Name****Principal's Last Name****Principal's First Name****Teaching Assignment****Date (yyyy/mm/dd)**

The Evidence Log is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning**Competency: Teachers treat all pupils equitably and with respect.**

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process.

It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- demonstrates care and respect for students by maintaining positive interactions
- promotes polite and respectful student interactions
- addresses inappropriate student behaviour in a positive manner
- communicates information from a bias-free, multicultural perspective
- ensures and models bias-free assessment to address equality
- values and promotes fairness and justice and adopts anti-discriminatory practices in respect of gender, sexual orientation, race, disability, age, religion, and culture

Date of Entry**Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.**

--	--

Evidence Log (Optional Resource)USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Evidence Log is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers provide an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- provides learners with appropriate opportunities for independent practice of new skills
- employs effective questioning techniques that encourage higher-level thinking skills
- provides guidance and appropriate feedback to learners on attainment of new concepts/skills
- encourages feedback, risk taking, questioning, and experimentation by establishing a non-threatening learning environment
- encourages students to be cognisant of their personal strengths and capabilities to pursue possible career paths

Date of Entry**Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.**

--	--

Evidence Log (Optional Resource)USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Evidence Log is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Knowledge

Competency: Teachers know their subject matter, the Ontario curriculum, and education related legislation.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- teaches the Ontario curriculum by exhibiting an understanding and ability to explain subject areas
- demonstrates mastery of subject knowledge and related skills
- presents accurate and up-to-date information
- implements and effectively explains statutes and regulations with regard to student safety and welfare
- knows, follows, and explains appropriate legislation, local policies, and procedures

Date of Entry**Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.**

--	--

Evidence Log (Optional Resource)USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Evidence Log is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Practice

Competency: Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their pupils.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- develops clear and achievable classroom expectations with the students
- models and promotes effective communication skills
- chooses pertinent resources for development of instruction to address student needs
- uses instructional time in a focused, purposeful way
- organizes subject matter into meaningful lessons
- assists students to develop and use ways to access and critically assess information
- uses a clear and consistent format to present instruction

Date of Entry**Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.**

--	--

Evidence Log (Optional Resource)**USER:** ☐ Teacher ☐ Principal**Teacher's Last Name****Teacher's First Name****Principal's Last Name****Principal's First Name****Teaching Assignment****Date (yyyy/mm/dd)**

The Evidence Log is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Practice**Competency: Teachers communicate effectively with pupils, parents, and colleagues.**

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- provides ongoing feedback to parents through newsletters and bulletins
- demonstrates a positive, professional attitude when communicating with parents, students, and colleagues
- follows school/board guidelines on reporting with diligence
- conducts teacher–student conferences
- communicates clear, challenging, and achievable expectations for students

Date of Entry**Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.**

--	--

Evidence Log (Optional Resource)**USER:** ☐ Teacher ☐ Principal**Teacher's Last Name****Teacher's First Name****Principal's Last Name****Principal's First Name****Teaching Assignment****Date (yyyy/mm/dd)**

The Evidence Log is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Practice

Competency: Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement, and report results to pupils and parents regularly.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- uses a variety of techniques to report student progress
- uses a variety of appropriate assessment and evaluation techniques
- engages in meaningful dialogue with students to provide feedback during the teaching/learning process
- uses ongoing reporting to keep both students and parents informed and to chart student progress
- gathers accurate data on student performance and keeps comprehensive records of student achievement

Date of Entry**Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.**

--	--

Evidence Log (Optional Resource)**USER:** ☐ Teacher ☐ Principal**Teacher's Last Name****Teacher's First Name****Principal's Last Name****Principal's First Name****Teaching Assignment****Date (yyyy/mm/dd)**

The Evidence Log is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN:**Competency:**

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process.

It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

-
-
-
-
-

Date of Entry**Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.**

--	--

Possible Sources of Evidence

The following list provides examples of possible sources of evidence that principals and teachers may reference in the Evidence Log.

- Age-appropriate assessment tools, including modifications for students
- Classroom assignments and assessments, including modifications/accommodations for students with learning exceptionalities and special needs
- Differentiated lessons and assessments
- Feedback on assignments from teacher and/or student
- Flyers, pictures, treasure boxes
- Goal-setting activities
- Learning centres
- Lessons and assignments that show authentic assessment practices
- Letters to parents, monthly classroom newsletters that reflect the diversity of the school community
- List of classroom expectations and routines
- List of daily/weekly routines and use of instructional time
- Log of student remedial support
- Manipulatives, media tools
- Multifaith calendar
- Open house/curriculum night/education week materials
- Parent conference materials
- Parent/teacher/student interviews and conferences
- Photos of classroom bulletin boards, student activities
- Plans showing results of collaboration with other teachers (e.g., in English as a Second Language)
- Posters, photos, bulletin boards, displays of student work
- Reading and reasoning targets, data analysis, and prompts
- Records of student achievement
- Reflective journals
- Resources and classroom materials that reflect diversity
- Sample lesson and unit plans using modules, curriculum integration
- Sample progress reports and report cards
- Sample safety routines
- Samples of student reflection
- Samples of student work
- Samples of tests, rubrics, checklists, anecdotal comments
- Self and peer assessments
- Student of the week certificates, positive notes
- Student portfolios
- Student presentations
- Student-designed assignments
- Use of achievement charts/performance standards
- Use of classroom data to improve lessons
- Use of community resources and guest speakers
- Use of curriculum unit planner
- Word wall and classroom visuals

Add Other Sources of Evidence

Evidence Log

Improvement Plan for New Teachers

An Improvement Plan must be prepared by the principal within 15 school days after the principal has determined that an appraisal of the new teacher's performance has resulted in an *Unsatisfactory* rating. This plan must set out steps and actions that the new teacher should take to improve his or her performance. The principal must seek input from the new teacher as to what steps and actions could help the teacher improve his or her performance.

The duties of the principal may be delegated to a vice-principal in the same school, or an appropriate supervisory officer.

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (Grade(s), Subject(s), Full-time/Part-time, Elementary/Secondary, etc.)

Competencies Requiring Improvement

Expectations

Steps and Actions for Improvement (teacher input must be taken into account)

--

Support (for example, from principal, from board)

--

Sample Indicators of Success

--

Date of Next Performance Appraisal

Date (yyyy/mm/dd)

--

Teacher's Comments on the Improvement Plan

--

Principal's Signature

My signature indicates that I developed this Improvement Plan with the teacher's input.

X

--

--

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates that I provided input into the Improvement Plan.

X

--

--

Date (yyyy/mm/dd)

Supervisory Officer's Signature

My signature indicates that the Improvement Plan has been developed in accordance with the board's policy.

X

--

--

Date (yyyy/mm/dd)

Improvement Plan

The *Individual NTIP Strategy* Form

The *Individual NTIP Strategy* form is intended to serve as a vehicle for discussion and learning, as well as a means of planning, tracking, and recording the NTIP induction elements in which each new teacher participates. It contains no evaluative elements and is intended as a tool to reflect completion of the NTIP individualized program. This form is not a checklist.

The program requires that the *Individual NTIP Strategy* form be used. Please refer to the on-line appendices at <http://faab.edu.gov.on.ca/NTIP.htm> for the current year's form.

The New Teacher Induction Program (NTIP) requires that the *Individual NTIP Strategy* form be used. The following chart summarizes the process.

Principal	New Teacher	Beginning LTO Teacher*	Mentor
<ul style="list-style-type: none"> as part of school level orientation, the principal will provide information on the elements of NTIP: orientation, professional development and training, mentoring, and the TPA for new teachers the principal gives the Individual NTIP Strategy form to the new teacher and indicates that this is the form to be used to record and track supports needed in each of the NTIP elements (excluding TPA) the principal, based on the definition of new teacher in the <i>NTIP: Induction Elements Manual (2008)</i>, communicates to the new teacher the elements in which he/she needs to participate the principal lets the new teacher know that the mentor can collaborate with him/her on the completion of the form and that once they have discussed needs and planned strategies, the new teacher will then share the plan with the principal so that the he/she can approve and allocate the appropriate resources the principal does not evaluate the NTIP Individual Strategy Form or Induction elements 	<ul style="list-style-type: none"> as part of school level orientation, the new teacher receives information on the NTIP: orientation, professional development and training, mentoring, and the TPA for new teachers the new teacher receives the NTIP form from the principal along with an explanation of its use the new teacher is responsible for the Individual NTIP Strategy form once the new teacher understands which category he/she is in and in which elements he/she must participate, the new teacher collaborates with the mentor and principal (or others as needed) to determine what participation in those elements will look like including topics, strategies, timelines etc (excludes TPA). Once ready the new teacher shares the plan with the principal so that the principal can approve and allocate the appropriate resources 	<ul style="list-style-type: none"> as part of school level orientation, the beginning LTO teacher receives information on the NTIP: orientation, professional development and training, mentoring, and evaluation processes (if applicable) the beginning LTO teacher receives the NTIP form from the principal along with an explanation of its use the beginning LTO teacher is responsible for the Individual NTIP Strategy form once the beginning LTO teacher understands which category he/she is in and in which elements he/she must participate, the beginning LTO teacher collaborates with the mentor and principal (or others as needed) to determine what participation in those elements will look like including topics, strategies, timelines etc (excludes TPA). Once ready the beginning LTO teacher shares the plan with the principal so that the principal can approve and allocate the appropriate resources 	<ul style="list-style-type: none"> as part of mentor training, the mentor receives information on the NTIP: orientation, professional development and training, and mentoring the mentor works in consultation and collaboration with the new teacher or the beginning LTO teacher to determine what participation in the elements will look like including topics, strategies, timelines, etc.

<ul style="list-style-type: none"> the principal, as catalyst in the new teacher's professional growth, through collaborative leadership, has an ongoing role in monitoring progress and reallocating resources as needed throughout the year the principal records on the <i>Summative Report Form for New Teachers</i> the NTIP induction elements in which the new teacher has participated/is participating (as previously communicated to the teacher by the principal based on the definition of "new teacher" in the <i>NTIP: Induction Elements Manual, 2010</i>). once the new teacher has received two <i>Satisfactory</i> ratings on performance appraisals for new teachers, the principal signs the form to indicate that the NTIP has been completed 	<ul style="list-style-type: none"> the new teacher continues to collaborate with the mentor to work through the plan, making adjustments if necessary the new teacher is in conversation on an on-going basis with the principal and mentor as they progress through the plan the new teacher signs the form once participation in the NTIP induction elements has been completed. 	<ul style="list-style-type: none"> the beginning LTO teacher continues to collaborate with the mentor to work through the plan, making adjustments if necessary the beginning LTO teacher is in conversation on an on-going basis with the principal and mentor as they progress through the plan <p>*Beginning full-time continuing education teachers who are participating in the induction elements of NTIP should also use the INS Form.</p>	<ul style="list-style-type: none"> the mentor meets with the new teacher or the beginning LTO teacher to work through the plan, suggesting adjustments if necessary the mentor continues to collaborate with the new teacher or the beginning LTO teacher to work through the plan, suggesting adjustments if necessary
---	---	---	---

INDIVIDUAL NTIP STRATEGY FORM



Name:

New Teacher Induction Program (NTIP) Elements	Professional Learning Goals	Strategies for meeting my goals	Principal Initials*
<p>*The principal only needs to initial the elements in which the new teacher /beginning LTO teacher has participated in the event that the new teacher transfers schools/boards before completing the NTIP</p>			
Orientation			
Board level (See section 4.3 in NTIP Induction Elements Manual)			
School level (See section 4.3 in NTIP Induction Elements Manual)			
<p>Professional Development and Training - <i>These opportunities must be differentiated to meet the needs of the teachers' specific assignments (e.g., rotary, itinerant, self-contained, elementary, secondary...etc.)</i></p> <p>Opportunities might address: Classroom Management; Planning, Assessment and Evaluation; Communication with Parents; Teaching Students with Special Needs and other Diverse Learners; Education Priorities (e.g., Literacy and Numeracy strategies, Student Success, Safe Schools, PAL, FSL, Early Learning, Equity and Inclusive Education)</p>			
<p><u>Area of PD and Training</u></p> <p>• e.g., Classroom Management</p>	<p><u>Professional Learning Goals</u></p> <p>e.g., Developing effective classroom routines.</p>	<p><u>Strategies for meeting my goals</u></p> <p>e.g., Attend workshop; meet with mentor; dialogue with colleagues.</p>	

Mentoring – Development of NTIP Individual Strategy with Mentor; Mentoring activities (e.g., planning, dialogue, professional development, other)

<u>Mentoring Activity</u>	<u>Professional Learning Goals</u>	<u>Strategies for meeting my goals</u>	
<ul style="list-style-type: none"> e.g., <i>Planning</i> 	e.g., <i>Develop effective strategies to maximize uninterrupted learning time and student time on task.</i>	e.g., <i>Observe mentor; engage in pre and post observation dialogue with mentor.</i>	

SIGNATURES ARE REQUIRED UPON COMPLETION OF THE NTIP.

I have participated in the NTIP elements described above.

Teacher* Signature: _____

Date: _____

*The new teacher should keep a copy of the completed form.

This new teacher has completed two satisfactory teacher performance appraisals and his/her name will be forwarded to the Ontario College of Teachers for NTIP notation.

Principal Signature: _____

Date: _____

Summative Report Form for New Teachers

This form must be used for each appraisal. The duties of the principal may be delegated to a vice-principal in the same school, or an appropriate supervisory officer.

Boards are not allowed to remove any of the content from this approved form. Boards may add information, such as additional competencies (Section 277.32 of the *Education Act*), as long as this does not affect the substance of the form or mislead, and the form is organized in substantially the same way as the approved form.

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (Grade(s), Subject(s), Full-time/Part-time, Elementary/Secondary, etc.)

Meeting and Classroom Observation Dates (yyyy/mm/dd)

Pre-observation:

Classroom

Post-observation:

Instructions to the Principal

1. This report must be completed after the post-observation meeting.
2. A copy signed by the principal must be provided to the teacher within 20 school days after the classroom observation (or 15 school days if the appraisal has resulted in a performance rating that is not *Satisfactory*).
3. The teacher must sign this report to acknowledge receipt of the report. At the request of either the teacher or the principal, the teacher and the principal must meet to discuss the performance appraisal after the teacher receives a copy of this report.
4. A copy of this report signed by both the principal and the teacher must be sent to the appropriate board.
5. In preparing the summative report, the principal must:
 - assess the teacher's performance in relation to the eight competencies for new teachers (at a minimum) and provide comments for each competency;
 - indicate whether the teacher has participated in the New Teacher Induction Program;
 - provide an overall rating of the teacher's performance in accordance with the rating scale;
 - provide growth strategies for the teacher's development.

Participation in the New Teacher Induction Program

The teacher participated in/is participating in (Check all that apply):

☐

Orientation

☐

Mentoring

☐

Professional Development

Other Appraisal Input Relevant to the Principal's Appraisal of the Teacher's Performance

Instructions to the Principal: A comment must be provided for each competency.

Commitment to Pupils and Pupil Learning

The teacher demonstrates commitment to the well-being and development of all pupils.

The teacher is dedicated in his or her efforts to teach and support pupil learning and achievement.

The teacher treats all pupils equitably and with respect.

The teacher provides an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.

Professional Knowledge

The teacher knows his or her subject matter, the Ontario curriculum, and education-related legislation.

Professional Practice

The teacher uses his or her professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of his or her pupils.

The teacher communicates effectively with pupils, parents, and colleagues.

The teacher conducts ongoing assessment of his or her pupils' progress, evaluates their achievement, and reports results to pupils and parents regularly.

Additional Competencies**Overall Rating of Teacher's Performance**

For a description of the ratings, refer to the rubric found in the *Manual for the Performance Appraisal of New Teachers*, Appendix B. (Check the appropriate box.)

☐ *Satisfactory*
☐ *Development Needed*

If the teacher received a Development Needed performance rating in a previous appraisal, use the following rating scale:

☐ *Satisfactory*
☐ *Unsatisfactory*

Growth Strategies for the Teacher

(Check the appropriate box.)

- ☐ An Enrichment Plan (required following a *Development Needed* performance rating) or Improvement Plan (required following an *Unsatisfactory* performance rating) will be developed.

OR

- ☐ The teacher received a *Satisfactory* performance rating. The following growth strategies have been identified for the teacher's consideration to assist in his or her ongoing development:

Growth Strategies:

Principal's Summary Comments on the Appraisal (optional)

Teacher's Comments on Progress to Date (optional)

Principal's Signature

My signature indicates that this performance appraisal was conducted in accordance with Part X.2 of the Education Act and Ontario Regulations 99/02, as amended.

X

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates the receipt of this summative report.

X

Date (yyyy/mm/dd)

Huron-Superior Catholic District School Board

POLICY TITLE:	EMPLOYEE USE OF MEDICAL AND RECREATIONAL CANNABIS	Approved:	February 13, 2019
		Amended:	April 15, 2020
POLICY NO:	6013	Page:	1 of 1

POLICY

The Huron-Superior Catholic District School Board is committed to fostering and maintaining a healthy and safe environment for its employees through the implementation of effective measures to deal with the illegal use of recreational cannabis, and the legal use of cannabis as prescribed for medical purposes. These measures include the provision of appropriate early interventions and the administration of disciplinary action in accordance with the applicable Collective Agreement and the applicable legislation.

In accordance with *Bill C-45 An Act respecting cannabis and to amend the Controlled Drugs and Substances Act* (Cannabis Act), the Board supports its employees in understanding and promoting safe and healthy work environments. Based on an understanding of the contents of Bill C-45, Ontario's Cannabis Act, 2017, effective October 17, 2018, and its effective implementation, the Board will strive to nurture a positive, healthy and safe work environment for employees within our Catholic culture. The development of positive Christian attitudes and healthy life choices surrounding this policy will contribute to a cannabis-free environment, unless medically necessary, for all of our schools and workplaces.

ADOPTED Board Meeting – February 13, 2019
Motion B-344

AMENDED Board Meeting – April 15, 2020
Motion B-

DISTRIBUTION

- i) Trustees
- ii) Senior Administration
- iii) Principals
- iv) School Staff
- v) Catholic School Councils

PROCEDURAL GUIDELINES
EMPLOYEE USE OF MEDICAL AND RECREATIONAL CANNABIS

PURPOSE

The employees of the Huron-Superior Catholic District School Board are our most valuable resource, and for that reason, their health and safety is of paramount concern. Cannabis will be treated the same as all other recreational substances. The board has adopted this policy to communicate its expectations and guidelines surrounding cannabis use, misuse and abuse.

The board's cannabis policy, with accompanying procedural guidelines is intended to:

- maintain a healthy and safe workplace environment;
- attempt to eliminate the incidents of recreational cannabis use by employees during work hours;
- provide opportunities for employees to develop the skills necessary to identify and access appropriate interventions, when necessary;
- promote healthy life choices through education; and provide the required accommodations for employees on prescribed use of medical cannabis.

OVERVIEW

It is illegal for people under age 19 in Ontario to buy, possess, use and grow recreational cannabis. Smoking, vaping, consuming edible cannabis or using other cannabis products for recreational purposes at the Huron-Superior Catholic District School Board and all of its properties is strictly prohibited. Smoking, or vaping cannabis for recreational purposes in an enclosed workplace is also prohibited. Consuming edible cannabis or using cannabis extracts for a medical purpose related to a disability in an enclosed workplace is allowed, as long as it does not interfere with workplace health and safety or performing essential job duties.

IMPLEMENTATION PROCESS:

- I. It is the responsibility of the board administration to implement this policy and procedural guidelines.
- II. On a regular basis, all employees will be informed about this board policy and procedural guidelines.
- III. A copy of the policy will be posted on the board's website so that employees may review the policy when needed.
- IV. All staff will be oriented to the content of the policy and procedural guidelines.

ESSENTIAL IMPLEMENTATION COMPONENTS:

- A. ***Recreational Cannabis Use*** - Employees under the influence of recreational cannabis on the job can pose serious health and safety risks both to themselves, their fellow employees and students under their care. To help ensure a safe and healthy workplace, the board reserves the right to prohibit recreational cannabis from being brought on to or being present on board and school premises.

Expectations

The following expectations apply to employees and management alike while conducting work on behalf of the board, whether on or off board or school property:

- Employees are expected to arrive to work fit for duty and able to perform their essential duties safely and to standard.
- Employees must remain fit for duty for the duration of their entire shift.
- Use, possession, distribution, or sale of cannabis during work hours, including during paid and unpaid breaks, while on board and school property, is strictly prohibited.
- Employees are prohibited from reporting to work while under the influence of recreational cannabis.
- Employees on medically approved cannabis must communicate to administration / management any potential risk, limitation, or restriction requiring modification of duties or temporary reassignment.
- Employees are expected to abide by all governing legislation pertaining to the possession and use of cannabis.

Roles and Responsibilities

The board will clearly communicate all expectations surrounding recreational cannabis use, misuse, and abuse. To help enforce this policy, administration, management and employees are expected to adhere to the following:

Administration / management will:

- identify any situations that may cause concern regarding an employee's ability to safely perform their essential job duties ;
- ensure that any employee who asks for help due to recreational cannabis dependency is provided with the appropriate support (including accommodation) and is not disciplined for doing so;
- maintain confidentiality and employee privacy.

Employees will:

- arrive to work fit for duty, and remain fit for duty throughout their entire shift;
- perform work safely in accordance with the Occupational Health and Safety Act (*OHSA*);
- avoid the consumption, possession, sale, or distribution of recreational cannabis on board and school property;
- be encouraged to report unfit co-workers to their immediate supervisor;
- be encouraged to seek advice or appropriate treatment, where required;
- be encouraged to follow the substance abuse aftercare program, where established;
- abide by all governing legislation pertaining to the possession and use of recreational cannabis.

Disciplinary Action

In the case of recreational cannabis-related infractions, the guidelines for the administration of fair and equitable disciplinary action will be followed as outlined in Policy 6002 Progressive Discipline of Employees Board

The *Education Act*, as well as the *Safe Schools Act, 2000*, prohibits the use of alcohol, recreational cannabis or illegal drugs by employees while on board and school property or at events sponsored by the board and its schools.

- B. ***Medical Cannabis Use at Work and the Duty to Accommodate*** - The process of accommodating employees is a shared obligation of the board, the employee and any applicable unions and associations representing employees.

The board is committed to providing equal treatment with respect to employment without discrimination because of a prohibited ground (e.g., disability) referenced in the Ontario Human Rights Code (the Code). The board will support employees who require workplace accommodation under any of the prohibited grounds as outlined in the Code.

Duty to accommodate only applies to medical cannabis use related to a disability and not to recreational cannabis use.

- C. ***Requirement of Medical Documentation*** – Employees seeking accommodation will need to provide medical documentation to support a disability-related need and verify that medical cannabis use is not interfering with fitness for work. The duty to accommodate ends if the employee cannot ultimately perform the essential duties of the job after accommodation has been exhausted or if undue hardship would result. Impairment at work from medical cannabis use related to a disability may be prohibited if it interferes with the health and safety or performance of essential job duties and in safety sensitive jobs.

Guidelines

- Employees may be allowed to use medical cannabis with appropriate medical documentation provided from a qualified health care practitioner.
 - If an employee needs to use medical cannabis while at work and requires accommodation to do so, they must inform the Manager of Human Resources or designate.
 - All information provided regarding medical cannabis use is considered confidential and will be treated as such, keeping an employee's privacy as a top concern, second only to safety.
 - Employees who have a medical condition which requires additional accommodation can discuss their cannabis use schedule in the context of the general accommodation plan with the Manager of Human Resources or designate.
 - The Manager of Human Resources or designate will work with the individual who requests accommodation to ensure that the measures taken are both effective and mutually agreeable.
- D. ***Use of Medical Cannabis While at Work*** - If an employee takes medical cannabis during regular work hours, they shall do so only at the recommended dosage and frequency of the doses. The board asks that where possible employees who require medical cannabis use a method of consumption other than smoking or vaping.

Administration / management will:

- respond to any employee queries regarding the use of medical cannabis, while maintaining the privacy of an employee's specific situation at all times;
- ensure that any employee who asks for help due to a medical cannabis dependency is provided with the appropriate support (including accommodation) and is not disciplined for doing so;
- provide accommodation up to the point of undue hardship;
- treat employees who use medical cannabis the same as all other employees using prescription medication;

- address situations in which the immediate supervisor observes behaviour which reasonably leads them to believe that an employee is not fit for duty and/or appears to be impaired and which impacts the employee's ability to perform their job safely;
- ensure that the use of medical cannabis does not adversely affect the safety of the employee, co-workers or students under their care.

Employees will:

- provide medical documentation from their health care practitioner when seeking accommodation to support a disability-related need for use of cannabis for medical purposes;
- cooperate with the Manager of Human Resources or designate in developing an accommodation plan that is mutually agreeable;
- follow the agreed-upon accommodation plan and the guidelines of this policy;
- be encouraged to never share their medication with any other employee, even those who may have a similar prescription;
- be encouraged to maintain ongoing communication with their immediate supervisor and/or the Manager of Human Resources or designate regarding the effects of medical cannabis on their ability to safely perform their job duties;
- be encouraged to never participate in activities which could cause a safety risk, such as driving while impaired due to medical cannabis use.

The goal of the Employee Use of Medical and Recreational Cannabis Policy is to clearly communicate the board's expectations regarding recreational and medical cannabis use on all board and school property. Compliance with this policy is designed to protect the health and safety of all employees. If there is a violation of this policy and its procedural guidelines, Policy 6002 Progressive Discipline of Employees Board will be followed.

Huron-Superior Catholic District School Board

POLICY TITLE:	STUDENT USE OF MEDICAL AND RECREATIONAL CANNABIS	Approved:	February 13, 2019
		Amended:	April 15, 2020
POLICY NO:	7004	Page:	1 of 1

POLICY

The Huron-Superior Catholic District School Board is committed to fostering and maintaining a safe, non-threatening environment for its students, staff and community through the implementation of effective measures to deal with the illegal use of recreational cannabis, and the legal use of cannabis as prescribed for medical purposes. These measures include the communication of preventative curriculum programming, the provision of appropriate early interventions, and the administration of disciplinary action in accordance with the Education Act, board policy, the Criminal Code, and other appropriate legislation.

<u>ADOPTED</u>	Regular Meeting of the Board– Feb. 13, 2019 Motion B-345	<u>DISTRIBUTION</u>
<u>AMENDED</u>	Regular Meeting of the Board– April 15, 2020 Motion B-	i) Trustees ii) Senior Administration iii) Principals iv) School Staff v) Catholic School Councils

Huron-Superior Catholic District School Board

PROCEDURAL GUIDELINES STUDENT USE OF MEDICAL AND RECREATIONAL CANNABIS

PURPOSE

The following guidelines have been developed to assist in the implementation of the board policy and provide the school principals with effective measures on how to address situations related to the illegal use of recreational cannabis, and the legal use of cannabis as prescribed for medical purposes.

It is illegal for people under age 19 in Ontario to buy, possess, use and grow recreational cannabis. Smoking, vaping, consumable edible cannabis or using cannabis extracts for recreational purposes at the Huron-Superior Catholic District School Board and on all of its properties is strictly prohibited. Smoking, or vaping cannabis for recreational purposes in an enclosed workplace is also prohibited.

IMPLEMENTATION PROCESS

- I. It is the responsibility of principals to implement this policy.
- II. At the beginning of each school year all students and their parents or legal guardians may be informed about this school policy, key aspects of this policy and its procedural guidelines.
- III. A copy of the policy will be posted on the board's website so that students and staff may review the policy when needed.
- IV. All staff will be oriented to the content of the policy and procedural guidelines, and the procedures and steps they must take in any related situation.

ESSENTIAL IMPLEMENTATION COMPONENTS

A. PREVENTATIVE CURRICULUM

The goal of preventative curriculum is to promote the development of responsible individuals whose self-esteem and sense of Christian values are firmly established. An effective prevention program helps students make wise decisions about substance use, and thereby reduces the incidents of illegal cannabis use and related problems. The curriculum is intended to promote healthy life choices in a positive school environment.

Expectations

- a) The curriculum will extend from the primary to senior grades, integrated in a variety of subjects and linked to students' developmental stages.
- b) Curriculum expectations will be derived from the Health and Physical Education curriculum documents, Canadian and World Studies curriculum documents, and Religion/Family Life Programs.
- c) Consultation with the Catholic School Council, the parish community, community organizations and agencies is encouraged.
- d) The curriculum component of this program will be reviewed on an ongoing basis to ensure relevancy and effectiveness.

- e) Schools are encouraged to enhance this program by offering a variety of informal activities such as awareness weeks, student activity organizations, special assemblies, field trips and theatrical performances.

B. INTERVENTION COMPONENT

Consistent with the board's concern for the physical, intellectual, spiritual, social and personal well-being of its students, the goal of intervention is to reduce and eliminate the use of cannabis, and to provide assistance for students who have drug-related problems. This intervention program will assist in identifying and assessing these problems, and provide appropriate counselling and referral services.

Identification

Access to school-based intervention and referral services can occur in four ways:

- a) If a concern is brought forward about a particular student, the staff member, in conjunction with the Principal, will determine whether further action is warranted. If so, an interview will be arranged with the student, the designated staff person and the principal to establish whether a problem exists, and if so, the nature of the problem, and if there is to be an appropriate course of action.
- b) Students who believe they are developing problems associated with their use of recreational cannabis can voluntarily approach the counselling staff for an interview. The counselor will encourage students to inform their parents or legal guardians and to seek their involvement and support.
- c) If disciplinary action is necessary, students may be referred to counselling and/or referral service for the use of recreational cannabis. Such infractions will result in students being encouraged to seek assistance.
- d) Students who are encountering problems arising from recreational cannabis use by their parents, other family members, or friends may be encouraged to consult a counselling and referral service.

Counselling

The first step in early intervention is an informal interview with a counselor to explore the nature and extent of any recreational cannabis use and associated problems. The counselor will recommend the most appropriate type of assistance. The counselor may suggest one or more of the following types of intervention:

- a) Individual/group counseling
- b) Educational workshops
- c) Peer counseling

Confidentiality

Students who receive assistance through self-referral, or in response to a request from a school counselor, will be assured confidentiality. Unless legally compelled to do so, the counselor will not divulge the fact that assistance is being provided without prior permission from the student. The counselor will encourage the student to inform his or her parents or legal guardians and to seek their involvement and support.

When assistance results from disciplinary procedure, the parents will already be involved. In such cases the counselors will negotiate with the parents and the student

the way in which progress will be communicated. Parents or legal guardians will be involved in the assistance process.

Communication

The availability of assistance for students will be communicated to students and their parents or legal guardians every year. Counselors will be provided with the necessary training for assessment and intervention and will develop referral links with community agencies.

C. DISCIPLINARY ACTION

The goal of these guidelines is to clearly communicate the board's expectations regarding illegal recreational cannabis use on board property or at board-sponsored events. Compliance with these guidelines is seen as a condition of student attendance at school and participation in school activities. The guidelines are also designed to protect the health and safety of all students by deterring student use of illegal recreational cannabis.

The *Education Act*, as well as the *Safe Schools Act, 2000*, prohibits the use of alcohol or illicit drugs (including cannabis) by students while on board property or at events sponsored by the board and its constituent schools.

Board-sponsored events include out-of-town activities such as field trips, sporting events and festivals.

VIOLATIONS

First Infraction

- a) The student is informed that his or her behaviour is an infraction of board policy and that the infraction will be recorded.
- b) The infraction is reported to the principal or designate and documented.
- c) The student shall be suspended, for a minimum period of one (1) school day and up to five (5) days, at the discretion of the principal.
- d) The student is advised that a subsequent infraction will result in further disciplinary action and is asked to acknowledge that he or she understands.
- e) Parents or legal guardians are informed of the infraction.
- f) Any illegal substances in schools are confiscated and surrendered to the local police services.
- g) In the event of impairment, the student is detained at the school (or event) under the supervision of a board employee in order to ensure his or her safety. If the student refuses to stay under supervision, the police are called to retrieve and return the student home. Otherwise, the student's parents or legal guardians are called upon to retrieve their child. Should parents or legal guardians not be available, attempts will be made to find other responsible adults who can take the student home or provide care. If no other option is available, the student will be taken to a detoxification centre, hospital or, if necessary, to a police station. Parents will be advised of the infraction as soon as possible.
- h) The student will be encouraged to see an appropriate counselor or external agency for assistance. A list of agencies able to provide assistance will be available from the school office.

Subsequent Infractions

- a) The student is informed that his or her behaviour is a second or subsequent infraction of the board policy, and that the infraction will be recorded as such.
- b) The infraction is reported to the principal or vice-principal and documented.
- c) The parents or legal guardians are advised that the student has repeated a violation of board policy.
- d) Any illegal substances, including cannabis, are confiscated and surrendered to the local police services. The student is suspended for a period of five (5) days to be served, at the principal's discretion. The principal may also deny participation in any board sponsored events (e.g., dances, trips, extra-curricular activities) for a period to be determined by the principal.
- f) The student will be encouraged to see the appropriate counselor or external agency for assistance. A list of agencies able to provide assistance will be available from the school office.

Further Disciplinary Action and Exceptions

- a) Should a student have two or more violations on record, the principal may, at his or her discretion, impose more severe sanctions, such as expulsion.
- b) If a first infraction of the policy is deemed to be of a serious nature, the provisions for the First Infraction (section 1) and Subsequent Infractions (section 2) may be superseded and more severe sanctions imposed.
- c) In making a decision regarding the above, the School Superintendent will be consulted, and three considerations will be taken into account:
 - i) Indications that the student will continue using recreational cannabis in violation of board policy;
 - ii) Lack of serious concern on the part of the student about the consequences of his/her cannabis use, and;
 - iii) The level of disruption imposed on other students, staff and the educational process

The imposition of more severe sanctions would be justified by an unfavourable assessment in any of these areas of consideration.

Board-Sanctioned Events and Special Events on Board Property

- a) **Entry into an event:** Upon attempting to gain entry at special school events (e.g., dances, extra-curricular activities), any student who, in the opinion of the supervising staff, appears to be impaired, or in possession of illegal recreational cannabis, will be denied entry to the event, and the parents will be contacted. Police shall be notified.
- b) **During the event:** Any student who, in the opinion of the supervising staff, appears to be impaired, or in possession of illegal recreational cannabis, will be considered in violation of board policy and provisions outlined under First Infraction would apply immediately.
- c) **After the event:** Should it be deemed appropriate, Subsequent Infractions and Further Disciplinary Action and Exceptions as outlined in this policy will be applicable after the event, at the discretion of the principal. If, in addition to the above infraction, the student causes harm to students, staff or property, or is otherwise disruptive, in accordance to board policy and the Safe Schools Act, the student will not be permitted to participate further in any board-sponsored events

(e.g., dances, trips, extra-curricular activities) for a period to be determined by the principal.

ACCESS TO CANNABIS FOR MEDICAL PURPOSES REGULATIONS (ACMPR)

Medical cannabis is subject to different rules than recreational cannabis, and the production and sale of medical cannabis is regulated exclusively by the federal government using Access to Cannabis for Medical Purposes Regulations (ACMPR).

Individuals with a medical need must obtain the authorization of their healthcare practitioner (physician or nurse practitioner) to acquire and use cannabis for medical purposes. This authorization requires a document that is signed and dated by the healthcare practitioner, and must include specific information including the individual's name and date of birth, daily prescribed dosage, period of use, and healthcare practitioner's contact information. Whenever possible, it will be requested that the prescribed cannabis be administered at home.

Medical cannabis will be treated similarly to that of other prescribed medications, and for this reason, procedural guidelines for the *Administration or Prescribed Medications* (Policy 7003) must be adhered to in addition to this policy on cannabis, following the principles of Duty to Accommodate. Although cannabis laws have changed, the human rights protections for people with disabilities or addictions remain the same. The Ontario Human Rights Code will apply to cannabis use for medical purposes in the same way they do for other drugs.



Huron-Superior Catholic District School Board

REPORT TO THE DIRECTOR

Re: Mechanical/Electrical Upgrades and Miscellaneous Improvements (Phase 3)

*Submitted by Steve Brown
Manager of Plant Services*

The Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP) lists Governance as one of its strategic directions. This report relates specifically to:

- Applying resources to initiatives directly related to the strategic plan.

Present: D. Barban (Nor Mech Engineering)
S. Brown (HSCDSB) (Virtually – Skype for Business)

The tenders for the St. Mary's French Immersion Mechanical/Electrical Upgrades and Miscellaneous Improvements (Phase 3) project were opened at the office of Nor Mech Engineering in Sault Ste. Marie on April 7, 2020. Four (4) tenders were received, with results as follows:

<u>Contractor</u>	<u>Total Stipulated Price</u>
Jobst Construction	\$839,320
S & T Group	\$870,093
RF Contracting	\$908,202
George Stone & Sons	\$983,466

The budgeted cost for the project is \$850.000.

Proposed Resolution: That the Huron-Superior Catholic District School Board awards the construction contract for the St. Mary's French Immersion/St. Paul Mechanical/Electrical Upgrades and Miscellaneous Improvements (Phase 3) Project to Jobst Construction, being the low tender.

SB/fm



2020-04-15

Huron-Superior Catholic District School Board

REPORT TO THE BOARD RE: BOARD RESPONSE TO COVID-19

*Submitted by Rose Burton Spohn
Director of Education*

Supportive Environments and Well-Being, Relationships, and Student Achievement are three strategic directions of importance in the Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP). This report relates specifically to the efforts our board has made to support the learning of students; ensure the health and safety of students, employees, families, and other stakeholders; and communicate clearly to all stakeholders, particularly parents and employees, during the COVID-19 pandemic.

Timeline of Events

Over the past several weeks, the following key events related to COVID-19 and K-12 education in our board have occurred:

- **Wednesday, March 11** – The World Health Organization declared COVID-19 a pandemic. The board sent all employees and families a letter about this announcement.
- **Thursday, March 12** – Near the end of the school day, Minister of Education, Stephen Lecce, ordered all Ontario schools to close between Saturday, March 14 and Sunday, April 5. All HSCDSB staff members were instructed to remain out of the board's buildings throughout the closure period to permit caretakers to disinfect all facilities.
- **Friday, March 13** – The board sent all employees and families a letter about the Minister of Education's announcement. Additional direction was also issued to board employees to take home board-issued laptops and personal items for the school closure period.
- **Monday, March 16 – Friday, March 20** – All HSCDSB schools and facilities underwent a deep clean during the March Break period. Key functions of the board (e.g., payroll, accounts payable, human resources, information technology, communications) were transitioned to employees' homes in order to ensure operations continued seamlessly.
- **Friday, March 20** – Phase 1 of the Ministry of Education's Learn at Home program was launched. The first phase of this program provided parents and students with a variety of digital learning resources, virtual homework help, and educational television broadcasts. Since this launch occurred during March Break, families were alerted to these resources via School Messenger.
- **Monday, March 23 – Tuesday, March 31** – All HSCDSB employees began working from home. Teachers, ECEs, and EAs were advised to review the ministry-provided resources, assemble items

for their students on virtual platforms, and plan lessons for their students, in preparation for continuity of learning. During this same period, the board's Digital Learning Steering Committee met several times to discuss logistics related to learning from home for an extended period of time.

- **Wednesday, March 25** – HSCDSB began working with community partners, such as Algoma Family Services, to ensure families in need could receive deliveries of nutritious food (e.g., breakfast items, healthy snacks) while schools were closed.
- **Monday, March 30** – The board began surveying its parents and employees about their access to digital devices and home Internet. Such surveying occurred both electronically and through phone calls to people's homes. Surveying continued for approximately two weeks.
- **Tuesday, March 31** – Members of our board's Curriculum and Special Education Departments, in collaboration with our Communications Department, created, organized, and posted additional resources on our board website. These resources were ordered by grade and subject, making student / parent access from home more efficient. In the early afternoon, Premier Doug Ford announced that all Ontario schools would remain closed to students until at least Friday, May 1. Later that same day, Minister Lecce sent a letter to all parents outlining the second phase of Learn at Home, which involved teacher-led learning. Deputy Minister Nancy Naylor also sent a memo to all school boards with more detailed information about this program.
- **Wednesday, April 1** – In response to the Deputy Minister's memo, which indicated that teachers were to be allowed to access school buildings, the board began working with the Algoma, Porcupine, and Sudbury Health Units to create protocols related to safely entering closed school buildings. Later in the week, these protocols were finalized and shared with relevant staff members.
- **Thursday, April 2** – The board sent a letter to all parents regarding how phase two of Learn at Home would function in HSCDSB.
- **Friday, April 3** – In collaboration with our board's school administrators, IT Department, and the transportation consortia, our board delivered approximately 300 digital devices to the doorsteps of families in need. This delivery also included SEA equipment for students with special education needs. These deliveries occurred simultaneously in the north, east, and central parts of our board. In addition, the board's senior team met virtually with CPCO, CUPE, and OECTA to develop detailed direction to employees about working safely at home and phase two of Learn at Home.
- **Saturday, April 4** – All employees were provided with a memo from the Deputy Minister regarding assessment and evaluation practices during the school closure period.
- **Monday, April 6** – Teacher-led learning began across the board, with many teachers opting to use either Google Classroom or the provincial learning management system (LMS) as methods of delivery. In continued collaboration with our board's school administrators, IT Department, and the transportation consortia, our board delivered an additional 200 digital devices to the doorsteps of families in need. Again, these deliveries occurred simultaneously in the north, east, and central parts of our board.
- **Tuesday, April 7** – The board sent a letter to all parents with an update about the Learn at Home program. This same day, a support system was put into place for students, parents, and employees who were encountering technical difficulties with board-issued devices, Google

Classroom, and/or the LMS.

- **Thursday, April 9** – In collaboration with our board's Plant Department, the board delivered paper-based packages of instruction to approximately 70 students who indicated they had no access to the Internet at home. These packages included sufficient materials for students to learn at a distance for several weeks.
- **Tuesday, April 14** - In continued collaboration with our board's school administrators, IT Department, and the transportation consortia, our board delivered an additional 350 digital devices to the doorsteps of families in need. Again, these deliveries occurred simultaneously in the north, east, and central parts of our board. Note: it is anticipated that further deliveries will occur between Wednesday, April 15 and Friday, April 17.

Key Findings

While it is important to acknowledge that there is still much work to be done to ensure all students can learn effectively from home, there is much that we can celebrate and learn from this situation.

- **Continued Operations** – Despite the busyness and unprecedented changes that have occurred over the past several weeks, the board has largely continued to function as it otherwise would. For example, employees and bills have continued to be paid; key committee, department, and board meetings have continued to occur; schools have continued to respond to parent concerns; and student learning has continued to happen. This has occurred because of people's dedication to the board, its students, and its employees.
- **Strong Foundations** – One of the reasons our board has responded as well as it has over the past several weeks is related to some solid foundations that were laid well before COVID-19 arrived in our region. For example, our board had invested heavily in technology (e.g., Chromebooks for students; laptops for all teachers, ECEs, and administrators; VOIP) and training in technology (e.g., Google Apps for Education, LMS) in previous years. This investment provided us with the ability to redeploy technical devices quickly to families in need and ensure people could adjust as well as possible to this new way of teaching and learning.
- **Teamwork** – It is difficult to overstate the role that teamwork has played throughout this turbulent time. All of the board's employees have contributed and continue to contribute to the success of our students. Parents, students, community partners, trustees, and the clergy have also played key roles throughout the process. The board is grateful to everyone for their cooperation, support, and assistance.

Huron-Superior Catholic District School Board

Lindsay Liske
Chairperson

Rose Burton Spohn
Director of Education



March 11, 2020

Dear Parents and Guardians:

As you may be aware, this afternoon, the World Health Organization (WHO) declared the coronavirus (COVID-19) a pandemic. You may also be aware that, today, Sudbury confirmed its first case of COVID-19 and that Laurentian University has taken the precautionary measure of suspending all in-person classes and activities until further notice.

The latest information that we have from the World Health Organization indicates that the immediate risk of being exposed to the virus that causes COVID-19 is thought to be low for most people. Having a confirmed case close to our board's jurisdiction is concerning, but it is not unexpected. Please be aware that, at this time, to the best of our knowledge, the virus is not circulating within our board's jurisdiction.

However, this is a rapidly changing situation and we are advising all families to monitor the following websites for the most up-to-date information:

- <https://www.ontario.ca/page/2019-novel-coronavirus>
- <http://www.health.gov.on.ca/en/common/system/services/phu/locations.aspx>
- <https://travel.gc.ca/travelling/health-safety/travel-health-notice>
- <https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/health-professionals/guidance-schools-childcare-programs.html>

Please be assured that the Huron-Superior Catholic District School Board remains committed to ensuring the health and safety of all students, employees, volunteers, and visitors to its schools. We have been monitoring and will continue to monitor the situation. We are also committed to working closely with all our local health units to ensure the health and safety of everyone in our care.

In addition to our standard operating procedures related to cleaning, we have taken the following additional precautionary measures:

- **Additional Disinfection** – Since February 4, 2020, at the board's direction, all caretakers increased their disinfection of high-touch surfaces in all schools and board buildings (e.g., door knobs, ledges, desktops, countertops, water fountains, computer areas, bookshelves).
- **Employee Training / Information** – On both November 1, 2019 and January 27, 2020, all board employees received safety releases on general health / universal precautions and pandemic planning. On January 27, 2020, employees also received information about COVID-19 from the Ministry of Health.

Catholic Education Centre

90 Ontario Avenue
Sault Ste. Marie, ON P6B 6G7
Phone: 705-945-5400
Toll Free: 1-800-267-0754
Website: www.hscdsb.on.ca

On March 4, 2020, all board employees received a link to a video from the CBC regarding COVID-19, which employees were encouraged to share with students, families, and colleagues. This same video, which emphasizes the importance of proper handwashing techniques and not touching one's face, was also placed on our board website and shared through our social media accounts.

On March 5, 2020, all school administrators received the suggested precautions for preventing infection from COVID-19 during liturgies from Bishop Marcel Damphousse. These precautions include, but are not limited to, not shaking hands during the Sign of Peace, not drinking from the cup, and not having holy water at liturgies.

- **Hygiene and Cleaning Products** – Our board continues to have on hand a stock of all hygiene and cleaning products, including soap, hand sanitizer, toilet tissue, paper towels, cleaners, and disinfectants.

As the March Break approaches, we encourage everyone to remain informed through the websites mentioned above regarding travel advisories, self-isolation, and self-monitoring of symptoms of COVID-19.

The board will continue to pray for everyone's safety as we navigate through these challenging times. Rest assured that the board will continue to provide updates to our students, employees, parents / guardians, and families through our social media accounts and our board website at www.hscdsb.on.ca.

God bless,



Rose Burton Spohn
Director of Education

Huron-Superior Catholic District School Board

Lindsay Liske
Chairperson

Rose Burton Spohn
Director of Education



March 13, 2020

Dear Parents and Guardians:

Yesterday afternoon, the Minister of Education, on the advice of Ontario's Chief Medical Officer of Health, legally ordered that all of Ontario's publicly-funded elementary and secondary schools will be closed for two weeks following March Break. This closure is in response to the emergence of COVID-19 in Ontario.

This means that, in the Huron-Superior Catholic District School Board, **between Saturday, March 14 and Sunday, April 5, 2020 inclusive:**

- All schools and board facilities will be closed to students, families, volunteers, visitors, and community members / agencies.
- All cooperative education and OYAP work placements will be cancelled.
- All community use of schools permits and internal school bookings will be cancelled. This includes all community programs operating out of the Mount St. Joseph Centre (e.g., Breaking Away).
- All student transportation to and from our schools will be cancelled.
- All practices, tournaments, and competitions for student athletics and arts programs will be cancelled. This includes, but is not limited to, OFSAA.
- All extracurricular activities will be cancelled.
- All field trips scheduled to occur during this time will be cancelled.
- All daycare centres located in our schools will be closed.
- All before and after school programs located in our schools and board buildings, including the After School Autism Program, will be cancelled.

The board's understanding is that the mandated two-week school closure is intended to contain the spread of COVID-19. This two-week time period allows all students, employees, volunteers, visitors, and families – particularly those travelling over the March Break – to reduce their face-to-face contact time with others who may unknowingly be infected with the virus; monitor themselves for symptoms of COVID-19; and self-isolate, self-quarantine, and/or seek medical attention, where necessary. The two-week closure is an extraordinary measure that allows us all to do our part to protect students, families, colleagues, and community members, some of whom are vulnerable and medically fragile. I urge you to recognize and honour the intention of this fourteen-day incubation period so everyone is prepared to return to school healthy on **Monday, April 6, 2020.**

Catholic Education Centre

90 Ontario Avenue
Sault Ste. Marie, ON P6B 6G7
Phone: 705-945-5400
Toll Free: 1-800-267-0754
Website: www.hscdsb.on.ca

During the next three weeks and beyond, our board remains committed to engaging in the deep cleaning of its schools and facilities and to providing you with updates. We acknowledge that many questions still need to be answered, including those related to secondary dual credit and e-learning programs. Additional information about these and other issues will be provided as it becomes available through our social media accounts and website at www.hscdsb.on.ca.

In addition, given how rapidly things are unfolding, we encourage you to continue to monitor the following websites for the most up-to-date information related to travel and COVID-19:

- <https://www.ontario.ca/page/2019-novel-coronavirus>
- <http://www.health.gov.on.ca/en/common/system/services/phu/locations.aspx>
- <https://travel.gc.ca/travelling/health-safety/travel-health-notice>
- <https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/health-professionals/guidance-schools-childcare-programs.html>

Please continue to join me in praying that all those in our HSCDSB family will be held in God's good and gentle hands throughout this time of anxiety and uncertainty.

God bless,



Rose Burton Spohn
Director of Education

Lindsay Liske
Chairperson

Rose Burton Spohn
Director of Education

April 2, 2020

Dear Parents / Guardians:

Earlier this week, in his letter to parents, Minister of Education, Stephen Lecce, announced that Ontario students would continue to learn from home between Monday, April 6 and Friday, May 1, 2020. This letter is intended to provide you with more details about how the Huron-Superior Catholic District School Board will be supporting you and your children during this period.

Although there are many details still to be resolved, particularly related to individual situations, we wish to assure you that, in accordance with the Minister's direction:

- **Teacher-Led Learning** – Teacher-led learning will begin on Monday, April 6. The number of hours that students will be asked to remain engaged in learning activities will vary, from a minimum of five hours per week for our youngest learners to twelve hours per week for our secondary students. You can expect students to have regular contact with their educators through one or more online platforms (e.g., Google Classroom, Brightspace, Class Dojo). In order to ensure that students can access curriculum content easily and reliably, use of live / streamed video will be kept to a minimum.
- **Technological Devices** – Parents / guardians who indicated via our online survey that their students require a technological device (e.g., Chromebook) to learn at home will soon begin receiving deliveries of these devices to their homes. We anticipate needing to make several rounds of deliveries between the afternoon of Friday, April 3 and Thursday, April 9. Our first deliveries will be made via our school bus drivers to parents whose students use specialized equipment and parents of students who completed the online survey by Tuesday, March 31. Our aim is to ensure that families receive the technology they require in a timely manner in order to make learning from home a reality.
- **Telephone Contact with Families** – Although we have attempted to reach all parents, either collectively through our School Messenger system and/or individually through calls from schools, we have been unable to make contact with some households. If you or anyone you know indicates they have not yet received at least one call from us since March Break, please encourage them to contact their local school. Additionally, as was mentioned in a School Messenger message, we urge you to consider accepting calls that display Caller ID Blocked or Unknown Number, since these calls could be our board and/or your local school trying to contact you with crucial information related to your student's education.

In closing, we thank you for your patience, cooperation, and understanding during this highly turbulent time. We acknowledge the existing and emerging pressures that many families are facing: working from home in shared spaces, working with limited child care options, and/or not working because of workplace closures. We encourage you to make your local school aware of any additional supports you might require in order to make learning at home possible. Equally, we ask that you encourage the students in your care to complete their studies faithfully, to continue to do all you can to prevent the spread of COVID-19, and to continue to check our website regularly at www.hscdsb.on.ca for updates.

God bless,



Rose Burton Spohn
Director of Education

Catholic Education Centre

90 Ontario Avenue
Sault Ste. Marie, ON P6B 6G7
Tel: 705.945.5400
Fax: 705.945.5575



2020-04-15

Huron-Superior Catholic District School Board

REPORT TO THE DIRECTOR RE: STATUS OF MENTAL HEALTH SUPPORTS

*Submitted by: Joe Chilelli, Superintendent of Education
Jared Lambert, Mental Health Leader*

The Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP) lists Supportive Environments and Well-Being as one of its strategic directions. This report relates specifically to how we have been:

- Maintaining a safe, inclusive, respectful, and caring climate in all communities.
- Raising awareness and understanding about mental health needs and support.
- Exemplifying a customer service orientation.
- Providing service and support to schools outside of Sault Ste. Marie
- Enhancing the services being offered with an eye to continual improvement.

During the 2019/2020 school year, we have experienced much change and encountered a number of new situations throughout the Huron-Superior Catholic District School Board, and Canada at large. This school year has also brought many changes and growth for the mental health team. We are very pleased to detail some of the initiatives and developments that have occurred this year.

Committees and Teams

One of the important aspects of the role of Mental Health Leader is the participation in various committees and teams. Doing so, allows for collaboration with other employees of our board, as well as community partners, to help ensure the mental health needs of our students are met. One example of a new collaboration is the behavior team meetings which the Mental Health Leader attends every two weeks. During these meetings, there is partnering with the behavior team where we provide feedback concerning the mental health treatment of the students discussed while also drawing on the vast knowledge of the team with regards to subjects such as support for students with Autism and behavior management.

Mental Health Newsletters

Another new initiative has been the releasing of a newsletter, Focusing on Mental Health, to all employees of our board. Each month features a specific topic related to mental health, typically focusing on a particular feeling or emotion. The goals of this newsletter are to 1) de-stigmatize mental health topics and encourage discussion of these concepts within our board, 2) provide information about the purpose served by our emotions and why they are

important, 3) provide practical strategies to readers that they may use to improve their own mental health, and 4) increase Mental Health Leader contact and presence with all employees of our board, inclusive of all positions and locations.

Online Counsellor Training Database

For those providing counselling, professional development is a very important part of ethical practice. Consistent training allows for counsellors to provide services that are evidence-based and considered most effective for different mental health challenges. PD for counsellors is often limited due to local availability of sessions, time constraints and budget. For these reasons, and due to the fact that having counsellors attend all day trainings impacts their capacity to serve their schools, counsellors within school boards may receive training specific to their needs infrequently. In order to address this gap, this year, the board has acquired access to a counsellor training database called AllCEUs. This is a library of counsellor training modules that are compiled and presented by a psychologist. With many trainings available, this resource allows the counsellors to complete trainings electronically (videos, articles, and power points) in areas they feel will most benefit them. This resource has also been very useful during recent strike days and since the closure of schools due to COVID-19 as counsellors have been able to access new trainings while they are working from home.

Peer Supervision – Mental Health Team Meetings

At the Huron-Superior Catholic District School Board, we have a strong mental health team with diverse backgrounds. Each member brings something different to the team with regards to their experience and skills. Given that counsellors and nurses on the team manage their own caseloads, much of their work is very independent. For these reasons, a new peer supervision model was introduced at the monthly mental health team meetings. Using this model, clinicians present a case to the team, and then fade out, allowing the rest of the team to brainstorm ideas for potential treatment and intervention avenues in the case. Team members are asked to present cases on a rolling schedule, and typically will select cases from their work that are particularly complex, or have them feeling “stuck.” Steps are taken to ensure that the supervision process is respectful and supportive of all involved. Utilizing this process allows nurses and counsellors to draw from the skills of their team members and helps foster a sense of collaboration and connection among the team. Doing so also allows the team to ensure that our most complex cases with students and families receive higher levels of support. The process has been well received by the team and has been implemented smoothly.

Catholicity and Counselling

One issue that has been raised in the past is how providing mental health counselling to students and families intersects with the principles of the Catholic faith. This question is discussed frequently within our mental health team meetings. Where appropriate, students can be directed to their parish priests for guidance. The mental health team has also reached out to the SMC Chaplain Stephanie Parniak who has volunteered to provide training to the team regarding performing our work through a Catholic lens. We have worked with the counsellors, including those newly added to our team to help them consider their position working within a Catholic system. We have also been reaching out to Sister Pat Carter for ongoing support. Pat helps ensure the Catholic perspective presented in the newsletters is presented accurately.

Ongoing training with our team now includes a Catholic component, including Catholic social teaching.

New Counsellor Position

This year, a new position was added to the counselling team to expand our capacity to serve our students. The successful candidate is a great addition to our team and has a strong background in mental health counselling with youth and families. Given this was a brand new position, there was an opportunity to approach the day-to-day schedule with creativity and in a way that would help to address some of the board's areas of need with regards to mental health.

Remote Counselling

One of the new initiatives undertaken within the new counsellor's schedule was remote counselling via video-conferencing technology. Remote counselling allows the board to offer counselling sessions to students who are underserved by face-to-face counselling in their area. In order to provide this service in an ethical and effective way, a protocol was created for the provision of remote services by the mental health team. Part of the protocol requires the board to secure e-counselling software that meets necessary standards for counselling including those laid out by the Personal Health Information Protection Act. The service was first made available to students in our northern communities as they have been experiencing a reduction in counselling capacity through their local agency this year.

Mental Health Modules

Another new initiative struck by the counselling team this year was the delivery of mental health modules to students of our board in grades 7 and 8. The modules are comprised of 6 presentations that span a host of mental health topics, with each taking a maximum of 60 minutes to be completed. The presentations and the information contained within were retrieved from Teenmentalhealth.org. Our counsellors began delivering these modules at some of their schools with the hope of having each grade 7 and 8 student receive the information. The goals of the modules are to reduce stigma around mental health topics, to outline information about mental health and mental health disorders, and to detail ways to support others and seek help for yourself. The modules were a significant part of the new counsellor's schedule, and we were on track to deliver the modules to each grade 7 and 8 class within Sault Ste. Marie by the end of the year prior to the unexpected school closure. Virtual presentations to grade 7 and 8 students in the north and east schools were also being planned. The rationale for the modules being provided to these grades was to prime these students before they enter high school, making them better prepared to manage their own mental health, and more likely to reach out for support if they have challenges in the future.

Student Support Program

The Student Support Program is a classroom housed within St. Paul's school. This classroom is a section 23 classroom designed for students who struggle to meet success in mainstream classrooms due to behavioral, emotional, and academic concerns. Students receive individualized programming in a setting with higher adult-student ratios. The SSP classroom has a maximum capacity of 8 students at one time. These students have a shorter school day and are able to access transportation to the program each day. The program has

some similarities to other section 23 classrooms including local Care and Treatment Classrooms (AFS program). Until this year, one of the biggest differences between the two was the fact that the students in SSP were not receiving mental health and behavioral treatment. This was amended this year as our new counsellor has been approved to provide treatment on a regular basis to the students of SSP. While SSP is still its own entity, completely separate from Care and Treatment units, providing the treatment piece to these students helps ensure they are having all their needs met by the classroom and are primed for a successful return to their mainstream school.

Support During COVID-19

The mandated quarantine measures and closures of schools due to the COVID-19 pandemic is an unexpected and unprecedented challenge. In addition to the questions and concerns about how the educational needs of our students will be met, many have concerns for the mental health of our students and families. The mental health team has been working diligently to make sure these students and families receive the support they need. The team meets weekly to discuss concerns as well as the schedule for the coming weeks. The counsellors have been reaching out to the students on their caseloads, especially those they feel are most vulnerable. As the situation progresses, and given that timelines are being extended, the team will continue to expand its service delivery capacity and catchment. Given the board has already established a protocol for e-counselling, and secured appropriate software, our counsellors will be able to schedule e-counselling sessions with students and families over video. This will provide the best alternative to face-to-face counselling while our counsellors work from home.

Conclusion

Much has been accomplished in the 2019-2020 school year to date. We continue to be thrilled with the collaborative spirit of our school board and have been able to establish strong relationships with H-SCDSB staff and community partners. It is a privilege to work closely with a dedicated and highly skilled mental health team. We are also very pleased with the level of counseling support being provided by the team. New initiatives, partnerships, and practices have been created, which will benefit the students of our board directly. Next steps include the sharing of our mental health services audit for each of our communities and continuing to build system capacity to support student mental health.

Pope Francis's Pandemic Prayer to Mary

O Mary,
You shine continuously along our journey
As a sign of salvation and hope.

We entrust ourselves to you,
Health of the Sick,
Who at the Cross were near to the pain of Jesus,
Keeping your faith firm.

You, Salvation of the Roman people,
Know what we need, and we trust that
You will provide for those needs so that,
As at Cana of Galilee,
Joy and celebration may return after this moment of trial.

Help us,
Mother of Divine Love,
To conform ourselves to the will of the Father
And to do what Jesus tells us,
He who took our sufferings upon Himself,
And took up our sorrows to bring us,
Through the Cross,
To the joy of the Resurrection.
Amen.

We seek refuge under your protection,
O Holy Mother of God.
Do not despise our pleas,
We who are put to the test
And deliver us from every danger,
O glorious and blessed Virgin.

Amen

