



Elementary Report Card Guide

A Professional Development
Steering Committee Project

HISPANIC ENGLISH
Catholic
Teachers
ASSOCIATION

Welcome to OECTA Elementary Report Card Guide: Issues and Answers

Elementary Report Card Project Writing Team

Anne Horton

Anne is a teacher librarian at St. Nicholas School in Bolton and the Chair of OECTA's Elementary Schools Committee. She has been on several writing teams for the Dufferin-Peel Catholic School Board, including the Senior Kindergarten Report Card and the Grade 5 Science program. Anne is a member of the Executive of the Dufferin-Peel OECTA Elementary Unit.

April Westover

April is a Grade 3 teacher at St. Margaret School in Thunder Bay. She has been involved in the TIPP's curriculum project where she assisted in the design of Environmental Studies Units applicable to Northern Ontario communities. April also has extensive experience in the use of practical assessment tools for classroom teachers.

Amanda Wren

Amanda is a Grade 4 teacher at St. John the Apostle in Ottawa. Amanda was involved in writing guides to assist teachers in the area of Special Education. She has her specialist in Special Education and enjoys curriculum writing.

V2006

Table of Contents

SECTION

1	INTRODUCTION	1
2	THE REPORT CARD	2
3	THE KINDERGARTEN REPORT CARD	10
4	INDIVIDUAL EDUCATION PLAN (IEP)	12
5	ONTARIO STUDENT RECORD (OSR)	14
6	ADMINISTRATIVE REQUESTS, RIGHTS AND LEGAL ISSUES	16
7	TECHNOLOGICAL ISSUES	18
8	LINKS, RESOURCES AND REFERENCES	22

SECTION 1

Introduction

The OECTA Elementary Report Card Guide* is a resource for teachers to use when completing student report cards. The guide references the provincial government's Guide to the Provincial Report Card as it applies to each section of the student report card.

Please note that the Ontario Provincial Report Card is currently under review by the Ministry of Education, as are the curriculum documents.

Visit www.edu.gov.on.ca/tools/eduminister/eng/index.html to email the Minister of Education regarding educational issues. The more comments sent to the Minister, the stronger our voice to effect positive changes in education.

The content of this guide is based on Ministry of Education policies and references current in September 2005. Policies subsequent to this date have not been referenced.

* The OECTA Elementary Report Card Guide is a project of OECTA's annual Summer Writing Teams, a program that brings OECTA members together to create classroom curriculum for teachers. The OECTA Elementary Report Card Guide was written by OECTA teachers Anne Horton, April Westover and Amanda Wren in 2005.

OECTA in conjunction with OTF has been actively lobbying the Ministry of Education to revise the Elementary Report Card and reduce the elementary reporting periods to twice a year from the current requirement of three times per year.

Visit www.oecta.on.ca/forteachers/pdsteerfund.htm to become involved with the Summer Writing Teams.

SECTION 2

The Report Card

1. How many reporting periods (report cards) have to be completed per school year?

Schools will use the Provincial Report Card for formal written reports to parents three times a year. The first report should be sent home during the fall.

OECTA is currently lobbying the provincial government to reduce the elementary reporting periods to two times in the school year. You can support this lobby by emailing the Minister of Education, visit www.edu.gov.on.ca/tools/eduminister/eng/index.html

[Reference: Guide to the Provincial Report Card, Grades 1-8, 1998, page 3]

2. Can I write my report cards by hand instead of using the computer?

Teachers who have access to a computer at their school may wish to use the electronic format to prepare their students' report cards.

Teachers who wish to write the report cards by hand should obtain paper copies from their school.

[Reference: Guide to the Provincial Report Card, Grades 1-8, 1998, page 4]
www.edu.gov.on.ca/eng/document/forms/report/1998/repqde.pdf

3. How do I know if I have a sufficient amount of grades/marks for the report card? How much is enough?

There is no set quantity of evaluations, although the teacher needs enough evidence to feel confident about the validity of the assigned evaluation (comments/marks/grades).

However, it is imperative that marks and/or comments on the report card are supported by relevant evidence collected and tracked. Teachers should ensure that they keep documentation to support all report card evaluation.

[Reference: Policy to Practice Resource Document, 2003, page 27]

Refer to OECTA's 2001 document A Discussion Paper on Assessment, Evaluation and Reporting for Ontario Beginning Teachers [in PDF format]
www.oecta.on.ca/agms/agm2001/other/discassessmt.pdf

According to the Ontario College of Teachers' Standards of Practice for the Teaching Profession: www.oct.ca/publications/pdf/standards_e.pdf

“Members of the Ontario College of Teachers apply professional knowledge and understanding of the student, curriculum, teaching, and the changing context of the learning environment to promote student learning. They conduct ongoing assessment and evaluation of student progress. They modify and refine teaching practice through continuous reflection.”

Assessment and evaluation of students

Members of the Ontario College of Teachers:

- (a) communicate clear, challenging and achievable expectations for students
- (b) gather data on student performance using a variety of assessment strategies
- (c) keep a continuous and comprehensive record of group and individual achievement
- (d) report and provide ongoing feedback of individual achievement to students and parents.

[Reference: Standards of Practice for the Teaching Profession, page 15]
www.oct.ca/publications/pdf/standards_e.pdf

The Policy to Practice Resource Document, 2003, which is available from your school board, states:

- (e) don't mark everything; checklists provide excellent feedback to students with minimal teacher time required;
- students should have multiple opportunities for feedback prior to evaluation in order to improve their learning;
- use quality assessment tasks and properly record evidence of achievement from tasks;
- use professional judgement to determine grades.

[Reference: Policy to Practice Resource Document, 2003, Part 4: Classroom Practices (B) The Planning Cycle – (iii) Determining the Grade and Completing the Report Card]

4. *Must every expectation be reported on by the end of the year?*

No, the revised Ontario Curriculum: Social Studies Grades 1-6, History and Geography Grades 7-8, 2004 policy guide states: “All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations.”

[Reference: Guide to the Provincial Report Card, Grades 1-8, 1998, page 10]
www.edu.gov.on.ca/eng/document/forms/report/1998/repge.pdf

5. How many times in the school year do I have to report on math, social studies and the arts?

As outlined on page 12 of the Guide to the Provincial Report Card, Grades 1-8:

Math

The five math strands must each be reported on two times by the end of the school year.

Art

The three art strands must each be reported on at least once by the end of the school year. If teachers choose to report on these strands more often, they may.

Social Studies/History/Geography

Social studies must be reported on each term. Remember that you are reporting on the skills under each strand. You are evaluating overall expectations, not specific expectations.

Science and Technology

Science and technology must be reported on each term with reference to the strand that was taught.

Please note that your evaluation and reporting should focus on overall expectations, which are broad in nature. Teachers are directed to use their professional judgement on which specific expectations they use in order to accomplish this.

[Reference: Guide to the Provincial Report Card, Grades 1-8, 1998, page 10]
www.edu.gov.on.ca/eng/document/forms/report/1998/repग्de.pdf

6. Can I report on a student's behaviour in the learning skills section of the report card?

Yes, you can comment on a student's behaviour in "Learning Skills" on the report card. The Guide to the Provincial Report Card, Grades 1-8 states: "The learning skills identified on the report card can be demonstrated by the student in all subjects and in other behaviour at school."

[Reference: Guide to the Provincial Report Card, Grades 1-8, 1998, page 3]
www.edu.gov.on.ca/eng/document/forms/report/1998/repग्de.pdf

"The learning skills can be demonstrated by the student across all subjects and in other behaviour at school. Appendix D, Sample Learning Skills Descriptions, outlines some behaviours that show development of each of the skills named in this section. These lists are not exhaustive. They are designed to assist teachers but certainly not to limit or confine their observations."

[Reference: Guide to the Provincial Report Card, Grades 1-8, 1998, page 11]
www.edu.gov.on.ca/eng/document/forms/report/1998/repग्de.pdf

7. How do I report on “next steps”?

The Guide to the Provincial Report Card, Grades 1-8 states: The report card should, “provide parents with the information that they need to identify how they can support their child’s learning at home.” And, “Subject teachers who wish to provide information about how students demonstrate the learning skills in particular subjects should include such information, where significant, with their comments on strengths, weaknesses and next steps. Appendix D, “Sample Learning Skills Descriptions,” lists some behaviours that show development of each of nine learning skills and may assist teachers to identify strengths weaknesses and next steps.

[Reference: Guide to the Provincial Report Card, Grades 1-8, Appendix D, page 29]
www.edu.gov.on.ca/eng/document/forms/report/1998/repग्de.pdf

Your anecdotal comments should focus on what skills the student has learned during each reporting period. Describe significant strengths and weaknesses, identify next steps for learning, and provide suggestions for how parents can support those next steps at home.

For students whose achievement is recorded as “R”/“Below 50,” describe specific remedial measures that are planned and the parental support that will be required.” .

Best practices would suggest that prior parent communication would have been established before any student receives an R on his/her report card.

Many boards have established a policy about protocol when reporting “R.” Check with your board to further address this issue.

[Reference: Guide to the Provincial Report Card, Grades 1-8, 1998, page 9]

8. Do I have to create all my comments from scratch?

Check with your board or school plan to see what comment banks or programs are offered to assist with report card completion, such as Eteacher or MarksBook.

Whichever method of comment building you use, ensure that comments address overall expectations and are supported by documentation.

9. Can I personalize my students’ report card comments or do I have to use Ministry language?

Ask your board for a guide to writing report cards. Also, ask your principal about specific requirements he/she wants included when completing report cards. This varies from board to board, and from school to school.

The Ministry of Education states, “Teachers will use the general descriptors in the four achievement levels as the basis for assessing student work. These descriptors encourage teachers and students to focus on what the student has learned and provide specific information to students about what they can do to improve.”

[Reference: Guide to the Provincial Report Card, Grades 1-8, 1998, page 6]
www.edu.gov.on.ca/eng/document/forms/report/1998/repग्de.pdf

Be aware that the Ministry is revising its curriculum documents, and report cards must reflect these changes. The tables, Appendix A and B, illustrate an old achievement chart and a new achievement chart. Note that the language has changed in the Social Studies, Grades 1 to 6, History and Geography, Grades 7 and 8, and in Mathematics, Grades 1 to 8. To view samples of charts in PDF format.

Visit www.oecta.on.ca/forteachers/elemrcardguide/pdfs/charts.pdf

The draft achievement charts for the other curriculum documents are in process of becoming the revised documents. If you feel that the removal of any descriptors or qualifiers, such as “with assistance” is appropriate for the elementary level student, you can again email your comments to the Minister of Education.

Visit www.edu.gov.on.ca/tools/eduminister/eng/index.html

10. I would prefer to work on report cards during the school day because finding time after school is difficult.

Ask your administrator if there is time available for you to work during the school day on your reports.

Some units have collective agreements that provide Professional Activity Days for report card writing and for interviews. Check with your local unit president about your collective agreement’s policy on report cards.

11. Must the classroom teacher sign elementary report cards?

There is no place in the policy document, Guide to the Provincial Report Card, Grades 1-8, that states report cards must be signed by teachers. The Provincial Report Card, however, does have a line at the bottom of page 2 for a signature by the teacher and the principal.

12. If I teach only some of the subjects and specialty teachers are responsible for marks and comments for other subjects, why is just my signature required on the report card?

There is no reference to this in the Guide to the Provincial Report Card, Grades 1-8. Elementary teachers should look at the secondary report card model, and request that the Minister of Education make revisions.

Visit www.edu.gov.on.ca/tools/eduminister/eng/index.html

13. What are my obligations in holding Parent-Student-Teacher Conferences?

The Guide to the Provincial Report Card, Grades 1-8, states there is no timeline for conferences, nor does it state the number required for each student in a school year. The document states: “Communication about student achievement should be continuous throughout the year and should include, in addition to the report card, such things as parent-student-teacher conferences, portfolios of student work, interviews, phone calls, informal reports, and so on.”

[Reference: Guide to the Provincial Report Card, Grades 1-8, page 2]
www.edu.gov.on.ca/eng/document/forms/report/1998/repqde.pdf

It may be necessary to schedule interviews before and, in some cases, during the evening. Principals are required by the *Education Act* to ensure “a safe teaching and learning environment.” (Consolidated Ontario Education Statutes and Regulations, 2004, p. 1109). Speak to your administrator about what you need in order to feel comfortable and safe while conducting your interviews with parents. As well, the *Occupational Health and Safety Act* guarantees teachers these three rights:

1. the right to know about workplace hazards
2. the right to participate in the identification and resolution of hazards
3. the right to refuse unsafe work.

“As the person in charge of the workplace, the principal must take all reasonable precautions to protect teachers, students and others in the school from hazards.”

[Reference: OECTA’s brochure, Know Your Rights to Safe Work in Schools, 2001]
www.oecta.on.ca/pdfs/safework.pdf

You may wish to suggest to your local unit that parent-student-teacher conferences be negotiated into your contract.

14. Interview times that are convenient for families presents scheduling difficulties. Will the office administration help make these arrangements?

Discuss this issue with your principal. Scheduling interview times is an administrative function and you may want to suggest that extra office support be provided during report card writing periods.

15. Should I enter my own comments in the Religious and Family Life Education section or can one comment be formatted for all students?

There is no reference to this in the policy document, Guide to the Provincial Report Card, Grades 1-8. Speak with your administrator about the board’s policy about Religion and Family Life.

You may use the Catholic Graduate Expectations as a resource to assist with the completion of your report cards. They can be downloaded from the Institute of Catholic Education. Visit www.tcdsb.org/ice/Graduate_Expectations.html

More information on relating the curriculum expectations to Catholic Graduate Expectation at the elementary level can be found on the Elementary Curriculum Unit Project under the Journey Activities for Elementary Students in the Catholic Schools section.

16. What are my obligations regarding page 3 of the elementary report card?

“A completed Provincial Report Card (all three pages), or an exact copy of it, shall be placed in the student’s Ontario Student Record (OSR) folder three times a year, following each reporting period.”

[Reference: Guide to the Provincial Report Card, Grades 1-8, page 3]
www.edu.gov.on.ca/eng/document/forms/report/1998/repग्de.pdf

Parents and students are responsible for completing and signing the response form (page 3).

[Reference: Guide to the Provincial Report Card, Grades 1-8, page 11]
www.edu.gov.on.ca/eng/document/forms/report/1998/repग्de.pdf

The school office or administrative staff is responsible for collecting page 3 of the report card.

17. What if a parent writes an inappropriate comment about the teacher on page 3 of the report card?

Speak to your principal. She/he will speak to the parent/guardian and request that the comment be rewritten or removed.

If the parent or student does not comply, the page is to be returned or destroyed according to the following.

“If certain information or material in an OSR folder is determined, according to the board’s policies, to be no longer conducive to the improvement of the instruction of the student, the principal will have the information or material removed from the OSR folder. Such information will be given to the student if the student is an adult, or it will be destroyed.”

[Reference: The Ontario Student Record (OSR) Guideline 2000, page 22] www.edu.gov.on.ca/eng/document/curricul/osr/osr.html

18. *What support do I require to ensure that my report cards are completed on time?*

Speak to your principal to request extra office support for photocopying, collating and filing. Early setup could be discussed at staff meetings. Completed report cards could be sent to your administrator or to the office, rather than teachers coordinating report card input among themselves (i.e. French, classroom, specialty subjects).

SECTION 3

The Kindergarten Report Card

1. *Are Kindergarten report cards mandatory?*

Kindergarten report cards (JK/SK) are not mandatory. However, the Ontario Student Record Guideline, 2000, states: “Boards may develop and use their own report cards for students in Junior Kindergarten and Kindergarten.”

[Reference: The Ontario Student Record (OSR) Guideline 2000, page 10]
www.edu.gov.on.ca/eng/document/curricul/osr/osr.html

2. *How many Kindergarten reporting periods are required?*

Kindergarten report cards are not mandatory and school boards can develop their own policy regarding reporting periods.

Therefore, Kindergarten teachers are encouraged to provide as much input to the board and their local OECTA unit, on appropriate Kindergarten reporting policy.

3. *Will I be able to access training for doing my board's Kindergarten report card?*

Access to training for Kindergarten report cards is not mandated by policy documents. Your principal should be able to find training for you during the school day.

If your board has its own report card policy then it is your board's responsibility to provide you with report card training. If this presents a problem, contact your unit office.

4. *How can I juggle all the interview times required for so many parents?*

It may be necessary to schedule interviews before and after school, and, in some cases, during the evening. Principals are required by the *Education Act* to ensure “a safe teaching and learning environment.” Speak to your administrator about what you need in order to feel comfortable and safe while conducting your interviews with parents. As well, the *Occupational Health and Safety Act* “guarantees teachers these three rights:

1. the right to know about workplace hazards
2. the right to participate in the identification and resolution of hazards
3. the right to refuse unsafe work"

[Reference: Consolidated Ontario Education Statutes and Regulations, 2004, page 1109]
“As the person in charge of the workplace, the principal must take all reasonable precautions to protect teachers, students and others in the school from hazards.”
See OECTA’s brochure, Know Your Rights to Safe Work in Schools, 2001.
Visit www.oecta.on.ca/pdfs/safework.pdf

You may wish to suggest to your local unit that parent-student-teacher conferences be negotiated into your contract, or additional occasional teacher coverage be provided due to the higher number of interviews required.

5. Do Kindergarten report cards have to be filed in the OSR?

Yes. The policy document states, “(board) report cards will be completed and filed in the OSR folder for each student who has been enrolled in the school for more than six weeks from the commencement of the reporting period.”

[Reference: The Ontario Student Record (OSR) Guideline 2000, page 10]
www.edu.gov.on.ca/eng/document/curricul/osr/osr.html

Note: A new Ministry of Education policy guide on The Kindergarten Program has been released, and is available on the government’s website, www.edu.gov.on.ca

SECTION 4

Individual Education Plan (IEP)

1. When should the ESL/IEP box(es) be checked off on the report card?

At the beginning of each new school year, it is the teacher's responsibility to read the student's OSR, where information regarding specific IEP/ESL programming is documented. The IEP/ESL box(es) should be check marked for any student with IEP or ESL documentation.

2. Do I have to report on the IEP, on the student's report card?

Yes, report on all students who have an IEP/ESL using the Provincial Report Card. However, students that have the IEP box checked off in a subject area will have the following statement placed at the beginning of each subject area modified for IEP students.

“The (grade/mark) for (strand/subject) is based on achievement of the expectations in the IEP, which vary from the Grade __ expectations.”

In most cases the IEP/ESL document is attached to the report card at each reporting time.

Evaluation of students on IEPs is based on the expectations that are modified or accommodated. When writing modification/ accommodations for IEPs, teachers should be aware that they are responsible for implementing IEPs for their students. Teachers are expected to be capable of implementing any strategies listed in the IEP.

[Reference: The Individual Education Plan (IEP) – A Resource Guide, 2004]
www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/index.html

[Reference: Guide to the Provincial Report Card, Grades 1-8, 1998]
www.edu.gov.on.ca/eng/document/forms/report/1998/repgde.pdf

3. What are my responsibilities in the classroom if the IEP/ESL box is check marked on the report card?

Teachers are legally responsible to provide the programming outlined in the IEP and for the ESL student, as outlined in the resource guide:

The classroom teacher:

- contributes first-hand knowledge of the student's strengths, needs, and interests;
- fulfils the role of the curriculum expert on how the IEP can be developed to help the student progress through the Ontario curriculum;
- develops any modified or alternative learning expectations required to meet the student's needs, plans instruction to address those expectations, and assesses the student's achievement of the expectations. (Note that, in some cases, the special education teacher will take direct responsibility for certain aspects of the student's special education program, and will be responsible for developing, teaching, and assessing the expectations related to those areas.);
- develops and later implements teaching, and assessing, individualized teaching strategies that will help the student achieve his or her learning expectations;
- reviews and updates learning expectations at the beginning of each reporting period;
- maintains ongoing communication with the student's parents, other teachers and professionals, and with support staff involved with the student.

[Reference: The Individual Education Plan (IEP) - A Resource Guide, 2004]
www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/index.html

SECTION 5

Ontario Student Record (OSR)

1. *What is an OSR?*

The Ontario Student Record (OSR) is the record of a student's educational progress in Ontario schools. The *Education Act* requires that the principal of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record".

Visit www.edu.gov.on.ca/eng/document/curricul/osr/osr.pdf

2. *Who is responsible for filing the report cards in the OSR?*

School boards are responsible for ensuring compliance with the policies set out in this guideline. Boards will specify those persons responsible for performing clerical functions with respect to the establishment and maintenance of the OSR. Boards will also develop policies for determining:

- the types of information beyond those specified in this guideline that could be considered to be conducive to the improvement of the instruction of the student;
- the uses of the information and materials contained in the OSR beyond those specified in this guideline (see OSR, section 3.4);
- the relevance of the materials in the OSR, with a view to removing those no longer considered to be conducive to the improvement of the instruction of the student (see OSR, section 9);
- the times other than those specified in this guideline at which it could be considered appropriate to issue report cards (see OSR, section 3.2.3.1);
- the types of information beyond those required by this guideline that could be added to the office index card (see OSR, section 3.5).

In addition, boards will develop procedures to ensure:

- the security of the information contained in the OSR, whether it is maintained electronically or in hard copy, during both the period of use and the period of retention and storage;
- the regular review of the OSR for the removal of any material that is no longer considered to be conducive to the improvement of the instruction of the student;
- the storage of the OSR for the period specified in the retention schedule (see section 8);
- the complete and confidential disposal of material removed from the OSR.

Boards will ensure that all persons assigned to perform clerical functions with respect to the establishment and maintenance of the OSR are aware of the confidentiality provisions in the *Education Act* and the relevant freedom of information and protection of privacy legislation.

It is the duty of the principal of a school to:

- establish, maintain, retain, transfer, and dispose of a record for each student enrolled in the school in compliance with this guideline and the policies established by the board;
- ensure that the materials in the OSR are collected and stored in accordance with the policies in this guideline and the policies established by the board;
- ensure the security of the OSR;
- ensure that all persons specified by a board to perform clerical functions with respect to the establishment and maintenance of the OSR are aware of the confidentiality provisions in the *Education Act* and the relevant freedom of information and protection of privacy legislation.

[Reference: The Ontario Student Record (OSR) Guideline, pp. 5, 6]
www.edu.gov.on.ca/eng/document/curricul/osr/osr.pdf

SECTION 6

Administrative Requests, Rights and Legal Issues

1. What legislation governs elementary and secondary education?

In Canada, education is a provincial responsibility. Elementary and secondary education in Ontario is governed by the Education Act, and any amendments made to the Act. Ontario Statutes and Regulations are now available online at www.edu.gov.on.ca/eng/document/curricul/osr/osr.pdf. You can also obtain the Education Act on paper or CD-ROM from Publications Ontario at www.publications.gov.on.ca/english, the Government of Ontario bookstore. In addition, provincial legislation may be accessed at all depository libraries, at many public libraries and in the reference sections of those university libraries that are open to the public.

Principals

Principals are responsible for the organization and management of individual schools, including any budget assigned to the school by the school board. Principals are also responsible for the quality of instruction at their school and for student discipline. One or more vice-principals may also be assigned to the school to help the principal with his/her work.

Each principal is responsible for:

- determining the organization of the school and ensuring ongoing maintenance of the school buildings
- administering the school's budget
- student admission and placement
- maintaining student records
- ensuring report cards are sent to parents
- developing a school safe arrival program with the help of the school council, parents, and the community (elementary schools)
- ensuring student supervision and school discipline
- assigning teachers to classes and assisting and supervising them
- making recommendations to the school board on the appointment, promotion, demotion and dismissal of teachers, and
- selecting textbooks and other learning materials from the approved Ministry of Education list, with the help of teachers.

Teachers

Teachers are responsible for:

- preparing lesson plans and teaching classes
- encouraging students in their studies and evaluating student work and progress
- supervising students' behaviour and maintaining classroom discipline
- demonstrating good citizenship and respect for all groups of people, and
- acting as teacher-advisers for students in Grades 7-11, e.g. helping students complete their annual education plans and monitoring their school performance and progress toward their career goals.

2. If my principal asks me to change a report card comment that I have made on the report card, do I have to comply?

Yes, you do have to comply with the principal. Make him/her aware that you will redirect the parents to him/her for further discussion, as the comment(s) is/are no longer your comment(s).

3. What if my administrator makes what I consider unreasonable requests regarding my report cards?

The administrator of a school has the right to assign jobs and make requests of staff members. If you feel that a demand (e.g. early submitting of reports for approval, change of comments, etc.) is unreasonable, first try to resolve it on your own. If the administrator is still insistent, follow the directive, but inform him/her that you will be seeking advice from your unit office.

SECTION 7

Technological Issues

1. *What should I do if I have not received adequate training on how to complete the electronic report card?*

Ask your principal for training and support to complete the report card. Once you have been trained, visit OECTA's website for valuable information on completing the Elementary Report Card at www.oecta.on.ca/rcards/index.htm. For further assistance, contact your local OECTA unit office.

2. *Training for the report card is only offered after school. Am I legally required to attend after school in-servicing?*

Training for the report card should occur during the workday. Talk to your principal and find out what is offered. If there isn't a suitable time for training contact your local OECTA unit office for assistance. See www.oecta.on.ca/units/unitsindex.htm

3. *What resources are available to help me with the electronic report card?*

(f) Guide to the Provincial Report Card, Grades 1-8, 1988, Ontario Ministry of Education and Training – www.oecta.on.ca/units/unitsindex.htm

(g) Elementary Report Card – www.oecta.on.ca/rcards/index.html

(h) "Policy to Practice, A Teacher Resource Document to Support the Implementation of the Ontario Provincial Secondary Assessment Policy," 2003

4. *I would like to get more computer training. What should I do?*

Your school board may offer introductory computer courses at reduced cost for employees of the board. Ask your local OECTA unit about courses for teachers. The website www.atomiclearning.com offers online computer training.

5. *What type of computer should I use to complete my report cards?*

You can use either a Mac or a PC for your report cards. “The electronic format is available for Macintosh or Windows in English- and French- language versions.”

[Reference: Guide to the Provincial Report Card, Grades 1-8, page 4]
www.edu.gov.on.ca/eng/document/forms/report/1998/repग्de.pdf

6. *What if technology prevents me from completing and/or printing my report cards on time?*

According to the *Education Act*, you must report to parents. It is the principal’s job to ensure that you have the tools necessary to complete your job. If technology fails you, speak to your principal about being given time during the school day to complete your reports. If this is not possible, seek assistance from your local OECTA unit.
www.oecta.on.ca/units/unitsindex.htm

7. *Do I have to comply if I have been asked to print my own reports?*

You do need to comply with a principal’s request. However, you may seek advice about this from your local OECTA unit. www.oecta.on.ca/units/unitsindex.htm

8. *My report cards are printed by a printer that is accessible to everyone in the school and I have concerns with confidentiality.*

All forms of assessment and evaluation should be kept private. Since the Ontario Provincial Report Card is a legal document, filed in the OSR, it should not be printed in an area of the school where others can access it. Consult the principal and/or IT contact about having the printing of report cards networked to the office printer.

The Ontario Student Record (OSR) Guideline states: “The *Municipal Freedom of Information and Protection of Privacy Act*, which applies to schools operated by school boards, and the *Freedom of Information and Protection of Privacy Act*, which applies to Provincial and Demonstration Schools, prohibit institutions from releasing personal information in their custody or under their control to anyone other than the person to whom the information relates, except in certain circumstances.

[Reference: The Ontario Student Record (OSR) Guideline, page 14]
www.edu.gov.on.ca/eng/document/curricul/osr/osr.pdf

9. *What can I do if I do not have a computer at home to work on my report cards?*

Your employer should supply you with the tools to do your job. If you cannot access a school computer, you have the right to write the reports by hand. If school computers are available, request a laptop to take home for the time you need to complete your reports. If you prefer to work on a desktop model, request that some computers be put aside in quiet areas at your school for teachers to work on during report card time. Ask your principal if arrangements can be made for the school to be accessed during non-school hours for those who wish to work on report cards.

10. *What should I do if access to computers is limited and I cannot adhere to deadlines?*

Discuss your concerns with your principal to see if arrangements can be made for a deadline extension and class coverage. This should assist with the completion of your report cards. If a problem continues to exist, consult with your local OECTA unit. Prior arrangements should have been made by the principal to have several computers, depending on the size of your school, relocated to a private area for report card work periods. Some schools have teachers pre-book the computers for use during planning time or release time.

11. *It is hard to get the technical help when difficulties arise completing report cards.*

In some boards, the computer technicians have extended hours during report card periods. They can be reached by email or on cell phones for calls regarding a downed server, lost information, frozen computers, program glitches, etc. Check with your board and school concerning the provisions in place to assist you during the writing of report cards.

12. *I want to start my report cards early, but required information from administration is not set up early enough. How do I handle this issue?*

Discuss this issue at the first staff meeting of the school year. Establishing a start-up date allows those teachers wishing to input data as it is completed.

13. Am I required to purchase my own disks or jump drives so that I can import and export my report cards from home or school?

It is not the responsibility of teachers to purchase items that are required for their jobs. If however, there is an alternative way for you to import/export report card data to and from school, you should follow those procedures. Most boards in Ontario are equipped with a server, and report card data files can be easily emailed to school and back to your residence. It is also advisable to save a copy of your reports to a disk in the event of a computer or server crash. Some boards are purchasing jump drives for teachers to borrow to assist with the importing and exporting process.

Ask your principal about any new technology that could help you, and if the school budget could cover the cost of computer peripherals.

SECTION 8

Links, Resources and References

Education Act

www.e-laws.gov.on.ca/DBLaws/Statutes/English/90e02_e.htm

Educators' Responsibilities

www.edu.gov.on.ca/eng/document/brochure/whosresp.html

Guide to the Provincial Report Card, Grades 1-8, 1998

www.edu.gov.on.ca/eng/document/forms/report/1998/repग्de.pdf

Institute for Catholic Education

www.tcdsb.org/ice/Graduate_Expectations.html

The Individual Education Plan (IEP)

www.edu.gov.on.ca/eng/general/elemsec/speced/iep/iep.html

The Individual Education Plan (IEP) – A Resource Guide, 2004

www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf

The Kindergarten Program, 1998, 2006

www.edu.gov.on.ca/eng/curriculum/elementary/kinder.html

Ministry of Education

www.edu.gov.on.ca

Ministry of Education Policy Guides

www.edu.gov.on.ca/eng/document/curricul/policy.html

Ministry of Labour

www.labour.gov.on.ca

Ontario Curriculum Unit Planner

www.ocup.org

Ontario Student Record (OSR)

www.edu.gov.on.ca/eng/document/curricul/osr/osr.html

The following document is only available in print form from school boards:

- Policy to Practice Resource Document, 2003, Ministry of Education

The following are OECTA publications and are found on the OECTA website:

- Assessment, evaluation and reporting for Ontario's Beginning Teachers:
A discussion paper www.oecta.on.ca/agms/agm2001/other/discassessmt.pdf
- Combined grades, A discussion paper (March 2000)
www.oecta.on.ca/pdfs/combinedgrds.pdf
- Combined grades in Ontario schools (May 2001)
www.oecta.on.ca/pdfs/combinedgrpamph.pdf
- Healthy Tips for Teachers
www.oecta.on.ca/pdfs/healthytips.pdf
- Know Your Rights to Safe Work in Schools
www.oecta.on.ca/pdfs/safework.pdf
- *Occupational Health and Safety Act*, A teacher's guide (March 2001)
www.oecta.on.ca/agms/agm2001/other/healthsafety.pdf
- OECTA Report on the Implementation of the Provincial Report Card, 1998
www.oecta.on.ca/pdfs/implementrep.pdf
- Parent-Teacher Relationships: Positive and Professional
www.oecta.on.ca/agms/agm2001/other/parenttchr.pdf
- Relationships: Appropriate and Professional
www.oecta.on.ca/pdfs/relationships.pdf

Two reporting periods

OECTA delegates support a reduction of reporting periods to two from the current three. "Report cards are extremely time-consuming. The reduction will allow teachers to deliver more comprehensive reports, reduce interruptions in the school year, and permit more focus on curriculum delivery," advocates said.

Professional Development Department
OECTA, 65 St. Clair Avenue East, Toronto, ON M4T 2Y8
T 416.925.2493 or 1.800.268.7230
F 416.925.5251
www.oecta.on.ca