

Memo #3

Date: October 17, 2024

To: Simcoe Muskoka Catholic Elementary Teachers

Re: **Reporting Moratorium; Progress Report Cards – 1 to 8, Kindergarten Reports; Report Card Responsibilities; Movement of Teachers; OTIP Information**

Reporting Moratorium (Progress Reports)

October 23rd to October 31st reports to the office November 1st.

Cut-off date for withdrawn students (clarification below): October 9th

Progress Reports sent home on November 13th.

Parent-Teacher Interviews: Thursday, November 14th (evening) and November 15th (PA Day)

The date of October 9, 2024, has been selected as the cutoff date for the handling of withdrawn students. Students who leave your school after this date are to receive a Progress Report from the teacher.

Progress Report Cards

The intent of the progress report is to comment on the progress to date, not the achievement to date. Teachers are to use their professional judgement to determine where/how a child is progressing and it is **not necessary** to comment on every subject or learning skill. Teachers are to provide an assessment using the four-letter codes (E, G, S, N) for all six of the learning skills and to comment on at least **three of the six** learning skills in the adjacent comment box.

Grades 1-6	Assessment Indicators	Comments
Homeroom Teacher	Yes	Yes
French	Yes	Yes
100 minutes/week subject	Yes	Yes
40 minutes/week subject	Yes*	No*
Grades 7-8		
Homeroom Teacher	Yes	Yes
French	Yes	Yes
40 minutes/week subject	Yes*	No*

*Please refer to page two of Joint Memo: Prep Time. ([HERE](#))

Homeroom teacher is responsible for commenting on: **Religion & Family Life, Language and Mathematics.**

Each teacher is responsible for placing their own assessment indicator and comments into each student progress report.

Please remember that it is not a requirement to fill the entire comment box and point form comments are acceptable.

Progress Reports – Kindergarten

A teacher's task for the Initial Observations is to reveal the thinking and learning (and not the activities) of the child as they relate to the overall expectations, based on their documentation (observations, conversations and demonstrations/products [photos, videos, work samples, etc.]). Teachers present examples from their documentation of key learning demonstrated by this particular child, at this particular time, growth in learning of this child, and frame a next step in learning. **Comments are not undertaken for individual frames.** Comments, for this Communication of Learning:

- Present information in a conversational way that is easy to understand
- Focus on the learning the child has demonstrated, rather than the activities the child has participated in
- Focus on or refer to strengths and growth in learning in relation to the expectations and specific evidence
- Describe what the child is doing rather than what the educators are doing
- May also include the child's interests and preferences in learning.

Please don't feel that you must fill the box!

Options for clear and precise learning comments may include:

- Comments created in collaboration by the educator team to capture a summative statement in concise, everyday language.
- The Prep teacher provides an electronic copy of evaluative comments of each child's learning for the classroom teacher to paste into Key Learning box.

OR

- The Prep teacher provides evaluative comments and the classroom teacher integrates them into the body of the comment for Key Learning, including the name of the prep teacher at the start or conclusion of the comment he/she provides; for example:
 - as a stem at the start of the comment: "Mrs. MacDonald reports"
 - or at the conclusion of the comment: "(Mrs. MacDonald)"

OR

- The Prep teacher, after discussion with the class teacher, enters their evaluative comment directly into the Key Learning box in Gradebook. This approach would require the appropriate setup by the Principal.

Comments may be written in full sentence form or in point form.

Progress Reports - Responsibilities

The following information has once again been provided for your reference. I have provided the outline of who is responsible for each role below. You will notice that proofreading and/or editing other teachers' report cards, **is not** listed as a Role or a Responsibility for Teachers. However, when you submit your Progress Reports to your administrator, they should be considered completed and ready to print. There is an understanding that there may be some minor errors and/or corrections, but the administrator is not our personal editor.

Please contact the Unit office if you have any concerns.

Roles and Responsibilities:

- Teacher accesses data file on-line

- Teacher writes reports and notifies Principal and/or Vice Principal when they are completed
- Teacher sign/copy/distribute report cards
- Make corrections, as required, and print corrections
- Distribute report cards

Roles and Responsibilities of Principal and/or Vice-Principal:

- Enters database information
- Manages report card administration within school
- Reviews report cards prior to distribution
- Arranges for printing of report cards
- Signs report cards.

Who is Responsible for Editing Report Cards?

This topic comes up every year and some clarifications are required. Teachers are responsible for writing/creating their comments. When they notify administration report cards are complete, the assumption is the comments are professionally completed and ready to be sent to families. It isn't the role of the Principal/Vice-Principal to edit comments, for major grammatical errors, spelling etc. They should be looking for minor corrections, not major edits. The Principal or Vice-Principal should not be directing you to have another colleague edit your Report Cards before submitting them. That is a decision you can make as a professional.

Therefore, if you feel your comments require a second or third review (editing), then you need to build time into your schedule to have them reviewed before submitting them to the administration.

Conversely, our understanding with the Board has been that principals shouldn't be dictating tense – as strengths would be in the past tense, and next steps would be in the future tense. As well, the placement of commas, etc., is arbitrary and personal to the writer, and comes across as micromanaging.

If you are experiencing challenges of having your report cards approved by your administration, please reach out to the Unit Office.

Process:

1. Principal prepares database of: a) student data; b) teacher data
2. Principal or administration office designate (this is not a teacher) prints report cards for each class
3. Principal reviews report cards
4. Principal directs teacher to make corrections as required and to print corrected pages

Printing of Report Cards:

Teachers should not be expected to print out copies for the Principal or Vice-Principal to review. However, teachers can be directed – once corrections are made – to print the corrected pages. With the PaperCut System, teachers' access to photocopies should not be negatively affected by printing and/or copying of Report Cards.

Movement of Teachers

When we have multiple teachers working in the same placement there are issues that may come up when report cards are being prepared.

Situation 1:

When a teacher has been absent for an extended period of time, and a Long-Term Occasional Teacher has been hired.

- When the teacher returns, they should be receiving a copy of marks, assessments, comments for subjects and/or strands covered (ideally an electronic copy).
- OR LTO – if they have access to PowerTeacher – could input marks, comments for subjects and/or strands covered directly into the report card.

Situation 2:

When you are going to be absent for an extended period of time and a Long-Term Occasional Teacher needs to be hired.

- Provide the LTO with a copy of marks, assessments, comments for subjects and/or strands covered (ideally an electronic copy).
- OR – if you have access to PowerTeacher – you could input marks, comments for subjects and/or strands covered directly into the report card.

Ideally the principal should be communicating with the incoming and outgoing teacher(s) to remind them of their responsibilities as it applies to report cards.

A teacher that is on an approved leave or has moved from a LTO assignment to a permanent assignment should not be expected to complete Progress Report Cards for the class they have left.

OTIP Information

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* Restrictions apply. [See details.](#)

If you have any concerns, please contact the Unit office at 705-733-9625 or 1 800 558 4815