

LSAAC NEWS

**Article 5.02 ( c )** states that the elected LSAAC Committee shall be called by the Principal AND Teacher Representative no later than **February 18th** in a semestered school year if there are any discrepancies outstanding in staff allocation, including class size, equity concerns, and sunrise/sunset courses.

**Article 5.05 (g)** states that the co-created agenda and all relevant back up materials are to be provided to LSAAC members **at least 2 days in advance**.

**Article 5.03** states that a **statistical report** of class sizes for every school shall be reviewed at a meeting between the Principal and teachers of each school no later than the **first week of March** for semestered schools.

**Article 5.05 (d)** states that LSAAC members have a right to offer administration their input **before** the Principal makes a decision on staffing.

**SSSAC** should receive every school's staffing status reports by **February 20th** from the Teacher Representative of every LSSAC. Any continuing difficulties in resolving staffing discrepancies should be discussed with TSU a.s.a.p.

**NOTE: LSSAC Workshops are available upon request at can be held at TSU or on-site at your school.**

# TSU Notes

Volume 2 Issue 2

January 2011

## GROWING SUCCESS: A TSU GUIDE TO THE SECONDARY SCHOOL REPORT CARD

### Ministry Revised Report Card

*Growing Success* affirms the **professional judgement** of teachers in the assessment and evaluation of students and defines it as “ ... judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and criteria and standards that indicate success in student learning.”

### Reporting Guidelines

When **modifications** to curriculum expectations have been made to support English language learners, the **ESL/ELD** box must be checked

When **modifications** to curriculum expectations

have been made to support special education needs, the **IEP** box must be checked

Teachers may report an “**I**” for Grade 9 and 10 students when there is **insufficient evidence** to determine a grade and this may be used when the student has recently enrolled at a school or when there are mitigating circumstances

An additional **learning skill** has been added in the report on student behaviour – Self Regulation

### Communications

*Growing Success* offers teachers the opportunity to include **anecdotal**

**comments** on student achievement (TSU is currently negotiating an agreement with the board which will also allow for the use of comment banks)

*Growing Success* identifies clear **communication with parents** as a significant objective; however, it does not dictate a specific timeline, type, or frequency

*Growing Success* states that **communication with parents about student achievement can take many forms** such as parent/teacher interviews, phone calls, portfolios of student work and check lists and informal discussions

## Professional Development Concerns

- ◇ Professional development training on the revised report card guidelines is to be **job-embedded** and occur during the school day
- ◇ Ask your administration for PD training on *Growing Success* revised assessment, evaluation and reporting guidelines & IT support if you require it and contact TSU if you are in need of additional assistance and/or experience difficulties.

*“It is worth noting, right from the start, that assessment is a human process ... however crisp and objective we might try to make it, and however neatly quantifiable may be our “results”, assessment is closer to an art than a science.”*

*Growing Success, pg 29*

## GROWING SUCCESS: A TSU Guide to the Secondary School Report Card

### Technology Issues

- ◇ **If in the process of inputting marks/ comments, the technology loses data or prevents you from completing and/or printing your reports on time**, ask your Principal to offer you time during the school day to complete your reports
- ◇ **If access to computers and printers is limited** in a school, ask your administration to make arrangements so that teachers may input marks and print out reports in an area of the school where additional computers are available and confidentiality

can be assured (and students do not have the ability to access them)

- ◇ **If additional computers cannot be provided for teachers**, ask your administration to extend the deadline for the submission of report marks
- ◇ **Call TSU if you experience any technological issues** in completing reports and/or printing them out or experience any difficulties after consulting with your administration
- ◇ The **Joint Technology Committee** will review all technology concerns brought forward to TSU

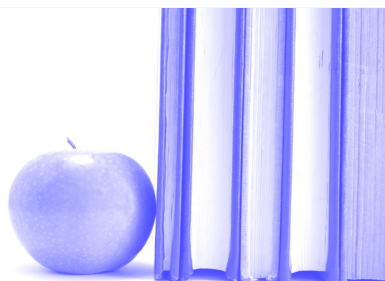
### Growing Success and Credit Recovery Concerns

- ◇ Under *Growing Success*, **Credit Rescue** is no longer to be offered in Ontario schools (contact TSU if an administrator asks you to participate in a Credit Rescue program)
- ◇ At the end of a school year or semester, the **subject teacher's responsibilities** end when the teacher advises via the report card that either :
  - The student is to repeat the course completely
  - The student is to repeat the course at summer/night school
  - The student is recommended for Credit Recovery



### Toronto Secondary Unit

951 Wilson Ave., Unit 20  
Toronto, ON  
M3K 2A7



**We Teach The Love of Learning**

#### TSU Mission Statement

*TSU, in cooperation with Divine grace and in solidarity with the Catholic community, serves the professional and contractual needs of its members.*

#### Core Values

- *Dignity of the Individual*
- *Professionalism*
- *Catholic Education*
- *Faith Based Community*

#### Vision

- To be a proud community of Catholic educators
- To establish and protect collective members rights
- To create, maintain and broaden respectful and collegial relations with partners in Catholic Education.
- To have a commitment to a strategic planning cycle
- To have established, effective communications
- To be recognized and respected advocates for public Catholic Education
- To network with the broader community
- To model Christ by supporting each other as brothers and sisters
- To assist in the professional and spiritual development of our members
- To be effective Catholic advocates of social justice in the broader community