

Greater Essex County District School Board

A Thumbnail Sketch for

ELEMENTARY ADMINISTRATORS

Assessment and Evaluation

Core French and French Immersion

Drama, Dance, Music and Visual Arts

Early Years

ESL/ELD Programs and English Language Learners

Guidance and Career Education

Health and Physical Education

Language

The Library as a Learning Commons

Mathematics

Science and Technology

Social Studies, History and Geography

Technology in the Classroom

Special Education

Procedures for Assessing Resources

Resources At A Glance

Literacy Checklists

Program Department Staff

2011-2012



A product of the Program Department

Professional Learning Planning Template

BIPSA TARGETED EVIDENCE-BASED STRATEGIES

- A Balanced Approach Literacy
- Non-Fiction Writing
- Three-Part Lesson Mathematics
 Small Group Instruction

 Small Group Instruction Learning Goals, Co-constructed Success C 	
 Effective Use of Technology to Support Lea 	BIPSA - Board Improvement Plan for Student Achievement
KEY SEF RECOMMENDATIONS .	·
	SEF - School Effectiveness Framework
DATA ANALYSIS Student Learning Strengths: • •	Student Learning Needs: • • •
EXISTING SIPSA GOALS • • •	SIPSA - School Improvement Plan for Student Achievement
How can the current student learning need • • •	ds be determined?
PROFESSIONAL LEARNING NEEDS What knowledge and skills do teachers require identified above? • • •	_
PROGRAM DEPARTMENT SUPPOR	RT
How can the Teacher Consultant and Instruction	onal Coach support you in achieving your

professional goals?

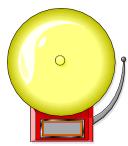
Thumbnail Sketch for Elementary Administrators

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$The\ Big$

Focus	"Look For"	Reference/Notes
STUDENT LEARNING	 ☐ Students: ☐ learn by doing ☐ make choices ☐ learn in pairs, groups, independently ☐ access a variety of resources independently ☐ take responsibility for their own learning 	
Classroom Climate and Learning Environment	 Mutual respect is fostered. Cooperative rules, procedures/routines and consequences are established. Discipline is administered consistently and appropriately. Participation of all students is encouraged. Different learning styles are addressed. Physical environment facilitates learning. Display of student work in a variety of subject areas. Connections between home and school are established and recorded/documented. Students' individual interests and learning styles are addressed. 	
TEACHING	 □ Teacher scaffolds instruction by: □ models □ displays exemplary work □ facilitates practice □ guides the students as they practice □ encourages communication □ provides feedback, honours student error, and celebrates success 	
Program Planning and Instructional Time	 Differentiated instruction and assessment are evident. Learning opportunities are organized around large blocks of time. Program lessons are effectively organized so that important ideas are highlighted. Connections are made to other strands and disciplines. Data is driving student instruction. Long range plans are in place and reflect the expectations in the Ontario Curriculum. Ministry of Education and Training (MOET) and Greater Essex County District School Board (GECDSB) guidelines are followed. 	

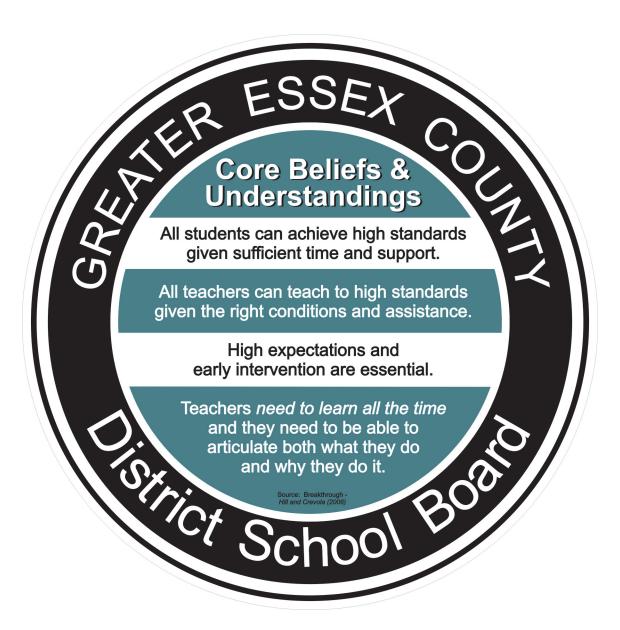
Picture!

Focus	"Look For"	Reference/Notes
ONGOING ASSESSMENT AND EVALUATION Students understand the criteria for success. Assessment is ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning, including: focused observation (observations are noted/recorded) teacher/student conferences self-assessments student files/collections of student work records of assessment for (before and during learning) and assessment of learning (after learning) rubrics are provided Teachers provide ongoing descriptive feedback that is clear, specific, meaningful and timely to support improved learning and achievement. Assessment relates to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles, preferences, needs and experiences of the students. Communication of student progress and achievement is		For further and more specific information on Assessment and Evaluation, refer to the GECDSB Thumbnail Sketch documents: Early Years: pp.34-37 Primary: pp.16-24 Junior: pp.16-24 Intermediate: pp.16-24 Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Grades 1-12, 2010 EQAO: Early Years: n/a
	ongoing and includes: □ dialogue with both students and parents □ formal and informal communication are recorded/ documented	Primary: p.25 Junior: pp.25-26 Intermediate: pp.25-26
HOMEWORK	 □ Focuses on: □ refinement, application, and the development of learning skills □ practice and reinforcement □ preparation for an upcoming activity □ Must be assigned as appropriate to grade and developmental level. □ Homework is never assigned as punishment. □ Homework is never assessed. 	AD-AP Administrative Procedures (14): pp.1-4 AD Policy Regulations (15): pp.1-2
RESOURCES	Resources are grade appropriate and Board approved. GECDSB core resources are being used. GECDSB support resources are being used (Medianet, Math kits, Science kits, Big Books, Literature kits, etc.). Ecoschools involvement and resources are being used.	G ecosio

Thumbnail Sketch documents are updated annually and distributed to all teachers. You can also view these documents on the Board's website (www.gecdsb.on.ca and click on the Teacher link).

For further and more specific information related to these areas, refer to the GECDSB Thumbnail Sketch documents:

Early Years: pp.2-37 Primary: pp.2-25 Junior: pp.2-26 Intermediate: pp.2-26











Thumbnail Sketch for Administrators Introduction

The Greater Essex County District School Board has a collection of Thumbnail Sketch documents which focus on the Early Years, Primary, Junior and Intermediate divisions. These documents articulate Ministry and Board beliefs, with clear and concise expectations and guidelines. Administrators are expected to review all Thumbnail Sketch documents with their staff at the commencement of each school year in order to foster a consistent understanding and practice throughout the system.

The **Thumbnail Sketch for Administrators** is a reference tool meant to assist administrators with a *structured walk-through approach* when observing teacher instruction, organization, and the classroom climate and learning environment. This document compliments the Early Years, Primary, Junior, and Intermediate Thumbnail Sketch documents, and emphasizes expectations of the teaching and learning settings by subject area in Kindergarten to Grade 8 classrooms.

The **Thumbnail Sketch for Administrators** describes and identifies observable characteristics in a quality academic program. It also identifies the resources and support systems available in our system. Connections to Ministry documents and initiatives are referenced and noted throughout.

This resource is intended as an overview to give administrators the opportunity to grasp the essence of the programs for which they are observing. Focus on Assessment and Evaluation

Focus	"Look For"	Reference/Notes
ASSESSMENT PRINCIPLES	 ☐ Assessment practices are fair, transparent and equitable for all students. ☐ Assessment relates to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs and experiences of the students. ☐ Assessment supports all students, including those with special education needs and those who are learning the language of instruction (ELLs). 	Growing Success: Assessment, Evaluation and Reporting, Grades 1-12 (2010) - Chapter One
Students	□ Students: □ are involved in the process of assessment □ understand why, when and how they are being assessed (performance standards) □ understand what they are expected to know and be able to do (content standards/curriculum expectations) □ use descriptive feedback that is connected to the learning goal(s) and success criteria to monitor their progress to the learning goal(s), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning engage in self-reflection, peer and self-assessment	Growing Success: Assessment, Evaluation and Reporting, Grades 1-12 (2010) - Chapter Four
Teachers	□ Teachers: □ integrate assessment seamlessly with instruction □ use a backwards design/design down method of planning □ scaffold learning for students using a model of gradual release of responsibility for learning as follows: □ demonstrates the skills during instruction □ moves to guided instruction and support □ has students share in the responsibility for assessing their own work □ gradually provides opportunities for students to assess their own learning independently □ share learning goals and success criteria with students at the outset of learning □ display learning goals, co-construct success criteria with students, and share samples of student work and/or exemplars to clarify students' understanding □ gather information about student learning before, during and at or near the end of a period of instruction using a variety of assessment strategies and tools □ provide multiple opportunities for students to practise and demonstrate the full range of their learning	Growing Success: Assessment, Evaluation and Reporting, Grades 1-12 (2010) - Chapter Four

Focus	"Look For"	Reference/Notes	
Teachers cont'd	 provide descriptive and timely feedback to the students in order to improve achievement plan additional time and opportunities for students to act upon feedback use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals help students develop skills of peer and self-assessment communicate about assessment to students and parents in a clear, meaningful and ongoing manner maintain a system for selection, collection and storage of student work maintain up-to-date assessment records 		
EVALUATION	Student achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. For students with special education needs and English language learners who may require accommodations but who do not require modified expectations, evaluation of achievement is based on the appropriate subject/grade/course curriculum expectations and the achievement levels. For students who require modified or alternative expectations, evaluation of achievement is based on the modified or alternative expectations rather than the regular subject/grade/course curriculum expectations. Evidence of student achievement for evaluation is collected over time from three different sources (observations, conversations and student products). "Student products" may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation (summative) may include rich performance tasks, demonstrations, projects and/or essays. Assignments for evaluation and tests or exams are completed, whenever possible, under the supervision of a teacher. Assignments for evaluation do not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class. For assignments for evaluation that involve group projects, each student's work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark.	trachievement of the overall expectations is ed on the basis of his or her achievement of a specific expectations. dents with special education needs and English e learners who may require accommodations but not require modified expectations, evaluation of ment is based on the appropriate subject/grade/curriculum expectations and the achievement levels. dents who require modified or alternative ations, evaluation of achievement is based on the dor alternative expectations rather than the subject/grade/course curriculum expectations. See of student achievement for evaluation is ead over time from three different sources rations, conversations and student products). In products may be in the form of tests or and/or assignments for evaluation. In products may be in the form of tests or and/or assignments for evaluation. In products for evaluation (summative) may include reformance tasks, demonstrations, projects essays. The products of the overall expectations is each of the decomposition and Reporting, Grades 1-12 (2010) - Chapter Five For further and more specific information on Assessment and Evaluation for each division, refer to the GECDSB Thumbnail Sketch documents: Early Years: pp.34-37 Primary: pp.16-24 Junior: pp.16-24 Intermediate: pp.16-24 Intermediate: pp.16-24 Intermediate: pp.16-24 Griphy Years: n/a Primary: p.25 Junior: pp.25-26	
RESOURCES	 □ Growing Success: Assessment, Evaluation and Reporting in C Edition, Ministry of Education (2010). □ Reporting Student Learning: Guidelines for Effective Teach Communication, Ministry of Education, (2010). □ Comment Framework: Progress Reports and Report Cards, L Sub-committee, (2011). □ Video supports for understanding the framework, clarifying habits, and for building report card comments: http://ae. □ First Class Conference: AER Updates 	ner-Parent-Student ondon Region MISA AE	

Focus on Core French and French Immersion

Focus	Focus "Look For"	
STUDENT LEARNING Classroom Climate and Learning Environment	Students: actively listen, speak, read and/or write participate in communicative activities/ experiences Students speak in full sentences. Students ask questions of their classmates. On display: word wall (common vocabulary words and accents) labeling of common classroom objects reference posters of verb formation, verb tenses, adjective agreement, etc. editing code chart evidence of French Canadian culture around the room student/teacher developed anchor/ reference charts multiple examples of student work Technology is available to students (computers, CD player and/or cassette players, French Music, listening tapes). Multiple flexible groupings of students: pairs small groups	Reference/Notes
TEACHING	□ large groups □ French is used as the language of communication.	
Program Planning and Instructional Time	Since the student is learning French as a second language, some teacher assistance may be required at all levels. A variety of instructional strategies are used which allows the students to know, to do, and to apply concepts taught. Instructional methods are based on students' needs. Numerous opportunities exist for students to interact in small and large groups.	

Focus	"Look For"	Reference/Notes	
Program Planning and Instructional Time cont'd	 Use of facial expression, body language and intonation are modeled by the teacher (students are encouraged to use facial expression, body language and intonation). Students are praised in French. Lessons include an appropriate balance of oral, reading and writing skills. Activities are designed to develop a desire to communicate. Activities are interesting, relevant and meaningful. 		
RESOURCES	 GECDSB core resources and Ministry initiatives factor predominately in the classroom. A wide variety of published material is available to students Big Books leveled literature novels (fiction and non-fiction) range of genre reference materials school library materials videos 	For these teacher support resources, contact David Joseph. French Immersion Handbook Core French Teacher's Handbook	

CORE FRENCH

For further and more specific information on *Core French* for each division, refer to the *GECDSB*Thumbnail Sketch documents:

Early Years: n/a Primary: n/a Junior: pp.58-60 Intermediate: pp.59-61

FRENCH IMMERSION

The teacher uses French all the time, speaking English only if the student's health or safety is a risk or during English Language Arts. All other aspects of an Immersion classroom should mirror the practices outlined in each subject area.

For further and more specific information on **French Immersion** for each division, refer to the **GECDSB Thumbnail Sketch** documents:

Early Years: pp.67-68 Primary: pp.58-63 Junior: pp.61-64 Intermediate: pp.62-63

Focus on Drama, Dance, Music and Visual Arts

Focus	"Look For"	Reference/Notes
STUDENT LEARNING	Effective learning in The Arts on two artistic processes: the creative process the critical analysis process the critical analysis process interconnected embedded in every aspect of every Arts discipline the vehicle for students to acquire and apply artistic knowledge and skills Students: should not learn about the concepts of the	Ontario Curriculum, The Arts, Grades 1-8 (2009): see pages 19-28 for teacher/ student guidelines or "look fors" on the Creative Process and Critical Analysis Process. For additional information and
	various Arts in isolation, but through meaningful, creative activities are actively engaged (aesthetically, kinesthetically and cognitively) in applying skills, problem-solving, practicing/refining, sharing performances/products and analyzing their own work and the work of others routinely use vocabulary appropriate to the Arts discipline use manipulatives, technology and tools/instruments specific to the Art form	resources, consult the "resource" section of the following websites: CODE (Council of Ontario Drama and Dance Educators) http://code.on.ca OMEA (Ontario Music Educators Association) http://www.omea.on.ca OSEA (Ontario Society for Education Through Art) http://www.osea.on.ca

For further and more specific information on **Drama**, **Dance**, **Music and Visual Arts** for each division, refer to the **GECDSB Thumbnail Sketch** documents:

Early Years: pp.58-64 Primary: pp.49-52 Junior: pp.48-52

Intermediate: pp.49-53

Focus	"Look For"	Reference/Notes
Classroom Climate and Learning Environment	 □ Displays (may include) □ word wall containing commonly used vocabulary which reinforce the Fundamental Concepts outlined for each grade level in the curriculum document □ performers - pictures of various types of dancers (e.g., ballet, modern, jazz, Cirque du Soleil), actors (mimes, clowns, children actors, adult actors), musicians and artists (Teachers can access videos through MediaNet.) □ instruments - families of instruments, period instruments □ composers □ good quality prints - see the Talking About Visual Arts Kit located in your school library □ fingering charts - recorder, flute, clarinet, alto sax, tenor sax, trumpet, trombone, baritone, tuba 	
	 □ Readily available manipulatives (students use set procedures to safely and efficiently access equipment/resources) and technology □ Access to (facility requirements) □ desks, tables and chairs (preferably stackable) □ water □ open area or an area that can be cleared and restored quickly □ storage space □ good quality CD player/sound system, video camera □ computers and SMART Board, where applicable □ supplies (see Thumbnail Sketches for a list of supplies) 	

Focus	"Look For" Reference/No			
TEACHING	☐ The Fundamental Concepts are the basis for skill and concept development in each grade	Ontario Curriculum, The Arts, Grades 1-8 (2009)		
	 ☐ A variety of developmentally-appropriate instructional strategies for ☐ whole group ☐ small group ☐ independent 			
	 Activity centres (e.g., computer, listening, viewing, writing, investigation, composing) 			
	☐ Teacher coaches/prompts as student work			
	Students have opportunities to practice skills, receive feedback, and adapt/modify/refine work before summative assessments	curriculum.org/arts/ index/shtml		
Program Planning	☐ Three-part lesson format			
	PRIMARY			
1.	DRAMA, DANCE, MUSIC AND VISUAL ARTS warm-up/review/set up consisting of distributing materials, gan	nes stretches and		
1.	warm-up movements, skill modelling and practice, familiar songs, reading/clapping exercises and tone matching			
2.	skill in familiar and in new contexts, student exploration and creating, rehearsing/			
3.	refining 3. summary consisting of working on the reinforcement/development of a variety of skills within familiar contexts/repertoire, sharing performances/products and clean up			

Focus		"Look For"		For" Reference/No			
Progr Plann cor							
		JUNIOR AND I	NTE	RMEDIATE			
		DRAMA, DANCE A	ND \	/ISUAL ARTS			
	1. 2.	warm-up/review/set up consisting of dis warm-up movements, skill modelling and focus on concept or skill consisting of	stribut I prac teach	ting materials, games tice iing a new concept/sk	ill, application of		
	3.	refining summary consisting of working on the re	skill in familiar and in new contexts, student exploration and creating, rehearsing/ refining summary consisting of working on the reinforcement/development of a variety of skills within familiar contexts/repertoire, sharing performances/products and clean up				
		MU	SIC				
		VOCAL		RECORDER/INST	RUMENTAL		
	 3. 	warm-up/review consisting of familiar songs and/or vocal exercises (e.g., breathing, tone production, extending vocal range, pitch - matching, step versus leaps) and/or reading exercises (e.g., rhythm notation) focus on concept or skill consisting of teaching a new concept/skill, student exploration, application of skill in familiar and in new contexts summary consisting of working on the reinforcement/development of a variety of skills within familiar pieces	 students follow procedures to access the necessary resources, sanitize mouthpieces, take their seats teacher or student-led warm-up exercises (breathing, tone production, extending range, articulation, etc.) reading skills exercises (rhythms, pitches and fingerings) 		w procedures to ecessary resources, hpieces, take their ident-led warm-(breathing, tone ktending range, etc.) exercises (rhythms, ingerings) or skill consisting concept/skill, review, oractice, application in new contexts e reinforcement/ of a variety of skills pieces (pitch, ing, dynamics,		
RESOURG	ES	GECDSB school-based kits					
Drama and Dance Kit Music Kit NOTE: These kits remain at the school. Inventories are completed annually and submitted to the Arts Consultant. Replacement items are charged to the school.							

Focus on Early Years

Focus	"Considerations"	
TIMETABLING	 Students should have a minimum of one hour of uninterrupted child-directed play-based learning time in both the morning and afternoon each day. Transitions and interruptions should be minimized to optimize blocks of play-based learning time. Whole group instructional time should be brief at the beginning of the school year, approximately 10 minutes and moving towards a maximum of 20 minutes. Just because children can sit for more than 20 minutes does not mean they should. Small group instruction can occur throughout the day, when appropriate. A quiet area should be available in the room for students who require a space to relax or rest. Whole group rest or nap time is not appropriate. Literacy and numeracy are integrated throughout the day. It is not necessary nor appropriate to include each component of the balanced literacy approach in the daily schedule. 	
OUTDOOR EDUCATION	☐ Consideration should be given to outdoor education opportunities which differ from supervised outdoor play. The natural environment provides the perfect context for inquiry and the emergent curriculum.	
COLLABORATION	 □ Foster partnerships and positive relationships with and between early years teachers, ECEs EAs, grade one teachers and other staff who work with Kindergarten students. Through ongoing collaboration, each professional can bring their strengths and knowledge to program planning and delivery. □ Open communication is vital to building and maintaining these positive relationships. Talk early and often. How does the team decide who does what when? Who does circle? Who empties the water table? Who tidies up the paint? □ The teacher is responsible for the mandated assessments and entering data onto MISA (DIBELS, Marie Clay, DRA). The ECEs may conduct other assessments as deemed appropriate by the team. □ The Early Years teacher must prepare and sign the progress report and report cards. The ECE may also sign these documents and can share their observations and assessment data with the teacher during report card preparation. 	

Expanding the school system to welcome younger children does not mean subjecting them to the rigors of a classroom environment typical of the older grades. The Pascal Report made clear that the goal here is not to replicate the sort of teacher-directed program that characterizes grade school; it is to create an environment of child-directed activity that mobilizes the child's interest and imagination. This is precisely the reason why play is so important. (Hirsh-Pasek, et al, 2009 in Shanker, 2010)

Criteria for an Exemplary Early Learning Kindergarten Timetable

Criteria	✓
Transitions are kept to a minimum.	
Literacy and numeracy are integrated throughout the day (rather than delivered in an isolated block of time once a day).	
There is a balance among the six learning areas.	
There is a balance of exploration or investigation, guided instruction and explicit instruction.	
There are opportunities for learning through different forms of play in the physical environment and the activities.	
A large block of time for play-based learning (at least 60 minutes in the morning and afternoon): • children's ideas and thinking are evident in the planning • ELK team planning is evident	
Levels of support are evident (large group, small group and individual instruction).	
Large group instruction time is brief and focused (progressing from 10 minutes at the beginning of the year to a maximum of 20 minutes).	

Adapted from the Ministry of Education, May 2010



There is no published evidence of literature supporting readiness activities such as copying forms, sequencing or other paper and pencil tasks. It is important then that children are provided with many opportunities for authentic writing and it is here that letter naming and letter writing can be taught together in the same meaningful context. Writing is an integral part of the emergent literacy process. Kindergarten teachers provide writing centres where children are encouraged to continue their exploration of writing as a means of self-expression and communication. The skills of writing are not taught by pre-planned drills and letter formation. They are learned by providing children with the tools and encouragement they need to continue their natural desire to construct meaningful communication through print – the process they began long before they came to school.

Focus on ESL/ELD Programs and English Language Learners

Focus	"Look For"	Reference/Notes
Classroom Climate and Learning Environment	Students are:	

Focus	"Look For"	Reference/Notes
TEACHING	□ Teachers are: □ using a variety of strategies and modalities to teach, focusing on the big ideas of instruction □ assigning peers, mentors and buddies to allow for maximum student participation □ grouping and regrouping students across the day or class period □ using pictures, models, graphs, diagrams, charts, graphic organizers, etc. to organize information and to elicit student talk □ talking about what is on the walls and showing students how to make use of the information eliciting students' background knowledge about the topic □ helping students connect what they know in one language to their learning in the other giving second language learners time to work on aspects of academic language both orally and in writing □ valuing students' ability to use two languages placing more emphasis on students' understanding of the big ideas from content area instruction and less on how they express that knowledge □ modeling language for students and allowing them to practice expressing academic concepts in English	
ASSESSMENT	 □ There is a system in place to document students' developing proficiency in listening, speaking, reading, writing and understanding of content. □ Different assessments are used to measure language proficiency and academic knowledge. □ Assessments allow students to demonstrate their understanding of the content through a variety of 	We would like to acknowledge contributions from Dr. Nancy L. Commins.
	modalities beyond paper and pencil tests. Rubrics are posted with examples of students' work. Teachers observe students interacting informally across different settings and in both languages, if possible.	For further and more specific information on English As A Second Language for each division, refer to the GECDSB Thumbnail
RESOURCES	A list of all resources provided for self-contained ESL/ELD classrooms as well as a list of resources is available on a loan basis from the Kit Centre. To access more information about ELLs, go to the following link: http://www.edu.gov.on.ca/eng/document/esleldprograms/index.html and http://www.edu.gov.on.ca/eng/document/esleldprograms/guide.html	Sketch documents: Early Years: n/a Primary: pp.64-67 Junior: pp.65-67 Intermediate: pp.64-66

Focus on Guidance and Career Education

Focus	"Look For"	Reference/Notes
OVERVIEW	The Guidance and Career Education program delivery consists of structured developmental lessons, workshops and seminars designed to assist students in achieving required competencies. It is presented systematically through classroom and group activities from Kindergarten to Grade 12. The purpose of the Guidance and Career Education program is to provide all students with the knowledge and skills appropriate to their developmental level. The program is organized to help students acquire, develop and demonstrate competencies within personal development, career development, and interpersonal development.	
STUDENT LEARNING Classroom Climate and Learning Environment	 ☐ Students in Grades 1 to 6: ☐ demonstrate an understanding of and use learning skills, preferences and strategies ☐ set goals and monitor their progress ☐ adapt to change ☐ demonstrate socially acceptable responses to a variety of situations in school ☐ get along with others ☐ demonstrate their understanding of being a responsible citizen at school and in the classroom ☐ identify their personal interests, strengths, competencies and accomplishments ☐ explore and are able to obtain information about education, training and careers ☐ are able to apply decision making skills for education and career decisions ☐ Students in Grades 7 and 8: ☐ demonstrate the skills to manage their own behaviour ☐ demonstrate appropriate behaviour at school and in the community ☐ get along with others ☐ demonstrate social responsibility at school and in the community ☐ demonstrate self-assessment skills ☐ explore and obtain information about education, training and careers ☐ demonstrate knowledge about work, society and the economy 	

Focus	"Look For"	Reference/Notes
Classroom Climate and Learning Environment cont'd	 demonstrate awareness of secondary school opportunities demonstrate decision making skills for education and career choices apply knowledge of their learning skills, preferences, strengths and interests in planning and decision making set goals and monitor their progress adapt to change Technology is available to students (computers, overheads, listening tapes, etc.). 	
TEACHING	 □ To align the Guidance and Career Education program with the Ontario curriculum, teachers must ensure that classroom learning across all grades and subjects provide ample opportunity for students to:	College
Program Planning and Instructional Time	☐ The curriculum builds on and reinforces aspects of all curricula and makes "real world" connections.	University
RESOURCES	☐ GECDSB core resources and Ministry initiatives: ☐ Choices Into Action, 1999 ☐ 8-2-9 Transition Guide for Students and Parents ☐ Career Cruising www.careercruising.com	Apprenticeship

For further and more specific information on Guidance and Career Education for each division, refer to the GECDSB Thumbnail Sketch documents:

Early Years: n/a Primary: pp.55-57 Junior: pp.55-57 Intermediate: pp.56-58



Focus on Health and Physical Education

Focus	"Look For"	Reference/Notes
STUDENT LEARNING	☐ Students: ☐ are dressed appropriately for active participation ☐ are active ☐ are engaged in movement competence skills ☐ display an awareness of space and the safety of others ☐ work in pairs, groups, independently ☐ have regular access to the gym facility ☐ have access to and safely use the equipment ☐ are engaged in 20 minutes a day of vigorous physical activity	
Classroom Climate and Learning Environment	 □ On display: □ safety considerations □ signs above all activity areas prohibiting entry unless accompanied by a staff member □ Student work connected to Living Skills Movement Competence and/or Healthy Living strands □ Learning goals for Healthy Living Movement Competence and Living Skills □ Success criteria, as needed □ Procedures are in place for: □ safe and efficient exit, entrance and movement of students □ appropriate apparel for safety and hygiene purposes □ safe and efficient access to equipment and manipulatives □ Technology is available to students (computers, overheads, listening tapes, etc.). 	
TEACHING	☐ Safe instructional practices are evident. ☐ A variety of instructional strategies are used. ☐ Cooperative group activities occur. ☐ Three part lesson format: ☐ before/minds on ☐ during/action ☐ after/consolidation	
Program Planning and Instructional Time	 Developmentally appropriate opportunities for skill development, movement education, games/sports and health related activities are considered. Provide 20 minutes (mandatory) of daily, vigorous physical activity in Grades 1 to 8. 	

Focus	"Look For"	Reference/Notes
Program Planning and Instructional Time cont'd	 Connections between the School Food and Beverage Policy (PPM 150) and the topics of Healthy Eating, Personal Safety & Injury Prevention and the Living Skills are integrated 30 percent of instructional time in HPE is allocated to health education Offer maximum participation in all activities and in a variety of contexts by using all available resource and facilities (e.g., gymnasium, outdoors, classroom, hallways, community facilities). Skills and activities always relate back to curriculum expectations. Program is inclusive and preserves the dignity and self-respect of all students. Balance of games, dance, sport and non-traditional activities are offered. 	
RESOURCES	☐ GECDSB core resources and Ministry initiatives factor predominantly in the classroom. ☐ Lungs are for Life, Grades 4-8 ☐ Always Changing Grades 5/6 ☐ Vibrant Faces, Grades 7/8 ☐ Heart Health Toolkits ☐ Ontario Health and Physical Education Safety Guidelines, OSBIE guidelines ☐ Moving to Inclusion (if necessary) ☐ There are many resources or supports to facilitate your effective implementation of the Daily Physical Activity (DPA) mandate of 20 minutes of moderate to vigorous physical activity each day: ☐ Daily Physical Activity In Schools, Primary/ Junior/Intermediate documents (Teacher Resource Guide, 2005) ☐ DPA kits developed specifically for each division	OPHEA Resource document (by grade level) http://hpe.ophea.net Username: Greater Essex County DSB Password: hpenr4 Guidelines for the Accommodation of Religious Requirements, Practices and Observations Think Literacy, Health and Physical Education Approaches GECDSB (intranet:
For further and more specific information of Health and Physical Education for each division, refer to the GECDSB Thumbnail Sketch documents: Early Years: pp.65-66 Primary: pp.53-54 Junior: pp.53-54 Intermediate: pp.54-	DPA conference on FirstClass OPHEA monthly DPA Activity Cards and Supplemental Activity Cards (on FirstClass) Movin' with the Music (CD that compliments the Activity Card resource, eight per school) Exercise in Disguise 1 Exercise in Disguise 2 (cross-curricular DPA resource) Everybody Move (CD, DVD and book) DPA Activity Posters (two sets per school) Daily Physical Activity Music (CD, eight per school) DPA school contact person Everyone Jump: Kids Changing Diabetes Resource Kids Into Action for PR, JR, INT (CD) Feel the Vibe (DVD)	physical education) OPHEA Safety Guidelines in pdf: links and passwords to OPHEA Resource document www.ontariosafety guidelines.ca Username: Greate Essex County DSB Password: safenr4 Swim to Survive Grade 3 Program

Focus on Language

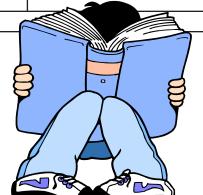
Focus	"Look For"	Reference/Notes
STUDENT LEARNING	 □ Oral language is the basis for all literacy. □ Students: □ read and write daily for a variety of purposes □ are given the opportunity to activate prior knowledge □ are in multiple, flexible groupings for learning based on readiness, interest and learning style □ are engaged in relevant and focused practice □ work in pairs, groups and independently □ are given multiple opportunities for accountable talk 	Please see pages 49-60 for a detailed description of the components of a balanced literacy approach.
Classroom Climate and Learning Environment	 □ Print rich environment. □ On display: □ word walls and/or charts □ student/teacher developed anchor/ □ reference charts (editing codes, process writing model, etc.) and rubrics □ Reference books are readily available and used by students. □ Technology is available to students (computers, overheads, listening tapes, etc.). □ Multiple examples of student work are available (writing folders, shared writing samples, reading logs, etc.). 	
TEACHING	Read Aloud is a key component. Three-part lesson format:	

Focus	"Look For"	Reference/Notes
Program Planning and Instructional Time	 □ The student is allowed to practice the strategy independently. □ The teacher provides timely and relevant feedback to the students as to how they can refine the strategy. □ The teacher provides opportunities for the students to extend their knowledge and skills. □ Literacy block is 100 minutes of uninterrupted time □ Language opportunities are organized around large blocks of time to avoid fragmentation of the language components (Reading, Writing and Media Literacy). □ Language learning opportunities are: □ interesting and purposeful □ integrated into all subject areas □ balanced between explicit instruction and time for students to practice and refine skills both collaboratively and independently 	Literacy for Learning, 2004 Think Literacy Cross- Curricular Approaches in Grades 7-12 A Guide to Effective Literacy Instruction, Grades 4-6
RESOURCES	 ☐ A wide variety of published material is available to students: ☐ Big Books ☐ leveled literature for guided reading ☐ novels (fiction and non-fiction) ☐ literature kits ☐ range of genre and text forms ☐ reference materials ☐ school library materials ☐ In school supports are utilized as needed: ☐ Learning Support Teacher ☐ English As A Second Language Teachers ☐ Instructional Coach 	The Early Reading Strategy: The Report of the Expert Panel on Early Reading in Ontario, 2003 A Guide to Effective Instruction in Reading, 2003 A Guide to Effective Instruction in Writing, 2005 A Guide to Effective Literacy Instruction, Gr. 4-6, Volumes 1-7, 2008

For further and more specific information on Language for each division, refer to the GECDSB Thumbnail Sketch documents:

Early Years: pp.38-48 Primary: pp.26-36 Junior: pp.27-36

Intermediate: pp.27-37



Focus on the Library as a Learning Commons

Focus	"Look For"
	Students:
READING ENGAGEMENT	 are connected to "just the right book" and are offered titles and genres to meet specific individual interests have access to a wide and varied collection of reading material are encouraged to participate and share book talks and critical reviews in multiple formats have opportunities to participate in reading programs (e.g. Forest of Reading)
MULTIPLE LITERACIES	 have opportunities to explore a variety of literacies (e.g. traditional, informational, media, visual, cultural, digital and critical literacies) engage meaningfully with multiple kinds and levels of text and multi- media in a resource-rich environment utilize appropriate technologies to learn and communicate collaboratively (e.g. Web 2.0) demonstrate respect for intellectual property and practice academic honesty
CRITICAL AND CREATIVE THINKING	 examine ideas, information and interpretations creatively and critically develop evaluative criteria for selecting and interpreting texts for personal and academic purposes assess the reliability and relevance of resources in a variety of formats

Focus	"Look For"
DISCOVERY AND GUIDED INQUIRY	 construct meaning, apply critical thinking skills, refine questioning, solve problems, and create understanding develop information literacy skills (e.g. analyse conflicting data and ideas through the inquiry process) engage in the four stages of inquiry: explore, investigate, process and create
LEARNING TO LEARN	 □ relate new information and understandings to prior experiences □ reflect and discuss their learning with others □ set goals for improvement and next steps
LEARNING PARTNERSHIPS	 Evidence of collaborative planning. Teacher librarian and classroom teacher are co-teaching. Students are comfortable interacting with both teachers. Both the teacher librarian and classroom teacher are responsible for assessment and evaluation. Physical environment facilitates learning.

For further and more specific information on **School Library Programs**, refer to the **GECDSB**Thumbnail Sketch documents:

Early Years: pp.76-77 Junior: pp.75-76

Primary: pp.75-76 Intermediate: pp.74-75

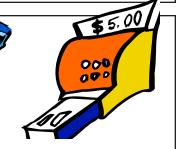
Focus on Mathematics "Look For" Reference/Notes **STUDENT** ☐ Students: **LEARNING** □ are actively engaged in talking about mathematics □ are actively engaged in doing math ☐ use concrete materials and technology □ work in pairs, groups, independently □ have a positive attitude in learning mathematics □ interact with each other to solve problems and discuss solutions Classroom ☐ Teacher displays a positive attitude and engages **Climate and** all students in discussions and activities. On display: Learning **Environment** □ math word wall and charts □ multiple examples of student work showing strategies □ problem solving strategies □ student/teacher developed anchor/ reference charts and rubrics Manipulatives are labeled and readily available to be used by students. ☐ Technology is available to students (computers, overheads, listening tapes, etc.). **TEACHING** ☐ A balance of instructional practices is evident. ☐ A variety of instructional strategies are used: □ activate prior knowledge problem solving □ student centred investigations ☐ Three-part lesson format: ☐ Minds On ☐ Action □ Consolidation Different learning styles are addressed. Communication is encouraged: □ oral □ class learning logs □ journals □ other

Focus	"Look For"	Reference/Notes
Program Planning and Instructional Time	 Math learning opportunities are organized around large blocks of time. Lessons are effectively organized to highlight big ideas in mathematics. 	The Report of the Expert Panel on Early Math in Ontario, 2003
	 New learning is built on prior knowledge and experiences. Connections are made to other strands and subject areas and to the real world. Purposeful practice is planned to reinforce learning. Accountable mathematics talk time is provided. 	The Guide to Effective Instruction in Mathematics, Grades K-6 (5 guides): Number Sense and Numeration, 2003 Geometry and Spatial Sense, 2005 Patterning and Algebra, 2007 Data Management and Probability, 2007 Measurement, 2007 The Guide to Effective Instruction in Mathematics, Grades 4-6 (5 guides): Number Sense and Numeration, Volumes 1-6, 2006 Geometry and Spatial Sense, 2008 Patterning and Algebra, 2008 Data Management and Probability, 2008 Measurement, 2008 Teaching and Learning Mathematics: The Report of the Expert Panel on Mathematics in Grades 4-6
RESOURCES	 □ GECDSB core resources factor predominantly in classroom instruction. □ Math Kit: □ Math manipulatives are labeled and available for students to access independently □ In-school supports: □ Learning Support Teacher □ Instructional Coach □ Intermediate Math Coaches 	
	 □ Targeted Implementation and Planning Supports (TIPS) □ Think Literacy: Mathematical Approaches □ Leading Math Success: The Report of the Expert Panel on Student Success in Ontario, 2004 	
		Marriellaries in ordaes 4-0

For further and more specific information on **Mathematics** for each division, refer to the **GECDSB Thumbnail Sketch** documents:

Early Years: pp.49-51 Primary: pp.37-42 Junior: pp.37-42

Intermediate: pp.38-43



Focus on Science and Technology

Focus	"Look For"	Reference/Notes
STUDENT	☐ Students:	
LEARNING	□ are actively engaged in doing Science	
LLAMMO	 □ use concrete materials and technology 	
	 □ work in pairs, groups, independently 	
	 □ have a positive attitude in learning 	
	Science	
	☐ interact with each other to solve problems	
	and discuss solutions	
	□ reflect on their learning (experience)	
Classroom	On display:	
Climate and	$\ \square$ Science word wall and/or anchor charts	
Learning	for student reference	
Environment	$\ \square$ multiple examples of student work showing	
	strategies	
	 inquiry models and strategies 	
	$\ \square$ co-constructed anchor/reference charts	
	 ongoing Science investigations 	
	$\ \square$ appropriate safety rules for the	
	classroom/situation/activity	
	□ evidence of field trips/authentic learning	
	Reference and interest	
	materials are available	
	to students which are	1
	relevant to the world	
	around them.	
	☐ Technology is available	
	to students	
	(computers, overheads,	
	SMARTboard, listening	
	tapes, etc.).	

Focus	"Look For"	Reference/Notes
Program Planning and Instructional Time	 □ A balance of instructional practices is evident. □ A variety of instructional strategies are used which allow the students to know, to do, and to apply:	
RESOURCES	 □ GECDSB core resources and Ministry initiatives factor predominantly in the classroom. □ Science kits are readily available to be used by the teacher and students. □ Technology such as calculators, computers and SMARTboards are available to students. □ Ecoschools involvement. 	Think Literacy: Science Approaches, Grades 7-12 Be Safe! A Health and Safety Reference for Science and Technology Curriculum, Grades 1-8

For further and more specific information on **Science** for each division, refer to the **GECDSB Thumbnail Sketch** documents:

Early Years: pp.52-57 Primary: pp.43-46 Junior: pp.43-45

Intermediate: pp.44-46

Focus on Social Studies, History and Geography

Focus	"Look For"	Reference/Notes
STUDENT LEARNING	☐ Students: ☐ are actively engaged in grade appropriate activities and assignments ☐ use concrete materials and technology ☐ work in pairs, groups, independently ☐ have a positive attitude in learning Social Studies, History and Geography ☐ relate and apply the knowledge acquired to the world outside the classroom	
Classroom Climate and Learning Environment	 ☐ On display: ☐ word wall and/or charts with vocabulary and symbols ☐ diagrams, charts, maps, tables, graphs ☐ multiple examples of student work ☐ student/teacher developed anchor/reference charts ☐ Reference and interest materials are available to students. ☐ Technology is available to students (computers, overheads, etc.). 	
TEACHING	 □ A balance of instructional practices is evident, beyond the text (e.g., speakers, artifacts, field trips) □ A variety of instructional strategies are used which allow the students to know, to do, and to apply:	

Focus	"Look For"	Reference/Notes
TEACHING cont'd	 ☐ Communication is encouraged: ☐ oral ☐ class learning logs ☐ journals ☐ other 	
Program Planning and Instructional Time	 □ The Social Studies, History and Geography curriculum builds on and reinforces aspects of the Language and Mathematics curricula and makes "real world" connections. □ Study of current events is an integral component. □ Learning opportunities are organized around large blocks of time. □ Connections are made to other strands and subject areas and to the real world. 	
RESOURCES	 □ GECDSB core resources and Ministry initiatives factor predominantly in the classroom. □ Social Studies kits (primary/junior) are readily available to be used by the teacher and students, when applicable. □ Social Studies, History and Geography Internet resources CD, 1999 □ Teacher Librarians 	Think Literacy History Approaches Think Literacy Geography Approaches
Studies, History refer to the GECD	ore specific information on Social and Geography for each division, OSB Thumbnail Sketch documents: onal and Social Development): pp.65-66	

Intermediate: pp.47-48

Focus on Technology in the Classroom



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Focus	"Look For"	Reference/Notes
STUDENT LEARNING	□ demonstrate computer keyboard/mouse competencies when performing computer-based tasks □ can explain the purpose of the activity they are engaged including how the use of technology supports them with the specific learning goals and success criteria of the lesson □ are able to access the SchoolConnect network, curriculum software and the Internet, including curriculum-related web 2.0 tools □ show an awareness of Internet safety issues, protocols for safe use of technology and what it means to be a digital citizen	
Classroom Climate and Learning Environment	 □ Technology is available at the point of instruction for activities that support the delivery of The Ontario Curriculum. This technology may include student-owned laptops or mobile devices, which can be used at the direction of the teacher for curriculum-based activities. In all cases, students are the primary users of technology in the classroom. □ Computers are placed so that student work is visible to the teacher. The teacher moves about the room to monitor student use. □ Interactive technologies are used by both the teacher and student for the purpose of supporting learning in curriculum related activities. These technologies are used during small group instruction and during periods of independent student work. □ Students are given opportunities to collaborate, both in face-to-face and virtual environments. □ Students work created using technology is displayed in the classroom. □ A variety of forms of technology are available for student use including computers, interactive technology and devices for capturing digital images. 	

Focus	"Look For"	Reference/Notes
Program Planning and Instructional Time	 □ Teacher has set up a class on SchoolConnect and each student has a unique login. □ Teacher and students select appropriate software and web 2.0 tools to successfully complete the curriculum related task or assignment. □ Effective use of interactive technologies is evident, where appropriate. □ Classroom technology is used by both teachers and students during the learning process. □ Teachers intentionally plan for the use of technology in their lessons, evident in their lesson plans and the student work products. □ Teachers engage students in exploring real-world issues and solving authentic problems using available resources and digital tools. □ Teachers promote student reflection using collaborative tools (graphic organizers, online document collaboration, discussion prompts, etc.) on an ongoing basis to enable students to discuss their thinking, planning and creative processes. Digital tools are used to make this thinking visible. □ Teachers and students model collaborative knowledge construction on a frequent basis by engaging in accountable talk in both face-to-face and virtual environments. This process is often recorded and reviewed to discuss thinking and understanding. □ Teachers promote and model (in context) digital etiquette and responsible social interactions related to the use of technology and information on an ongoing basis. 	
RESOURCES	 ☐ CIESC ☐ Computers in the Classroom FirstClass Conference ☐ Computers in the Classroom Monthly Newsletter ☐ GECDSB Student Reference Portal ☐ K-12 School Effectiveness Framework ☐ Ministry Guides to Effective Instruction ☐ Think Literacy: Computer Studies 7-12 	

Focus on Special Education

The Greater Essex County District School Board offers a range of special education programs and services for students with special needs. Provision of programs, services and procedures for the identification and placement of students with special needs rests within the legal framework of **Regulation 181/98: Education Act**.

Education For All, JK-6 (2005) and Learning for All, JK-12 (2009), Ministry of Education documents, are key resources for all staff and guides our practice with respect to interventions and supports to enhance learning outcomes for all students. The document reinforces our belief that differentiated instruction, assistive technology, and universal design for learning are necessary components for all classroom planning and program delivery. The tiered approach for interventions and strategies in the regular classroom is based on current research in the areas of early identification and early intervention. All aspects of successful practice in special education rest heavily upon our belief that collaborative, supportive and trans-disciplinary professional learning teams create positive outcomes for all involved.

Recent transformations in special education programs, supports and delivery of service include the following components:

- Placement of a student in a regular class setting is the first option in the range of programs considered by the **Identification**, **Placement and Review Committee (IPRC)** when it meets the needs of the student and is in accordance with parental wishes. Most students with special needs will be encouraged to succeed in the regular classroom with appropriate supports, accommodations, and modifications.
- An Individual Education Plan (IEP) must be developed for each student with special needs using assessments and recommendations from the IPRC, parents and school staff. Curriculum for most exceptional students is based on the Ontario Curriculum, with accommodations and modifications, as necessary. It is also important to note that an IEP may be developed, in consultation with the Educational Coordinator, for a student where documentation and assessment data indicate that the student is in need of accommodations and modifications in order to access the curriculum. Ministry of Education Standards for the IEP (2005) must be followed when developing an IEP. (See Special Education Companion and Resource Guide for the Elementary LST, as well as Ministry of Education Standards for the IEP.)
- ✓ The education of students with special needs is the shared responsibility of the administration, regular and special education teachers, educational support staff, special education services staff, the parent and the student. Success is facilitated when ongoing communication and cooperation exists among all partners.

THE SUPPORTIVE / INCLUSIVE CLASSROOM

The classroom teacher plays an important role in the success of the student with special needs within the inclusive classroom. Teachers have successfully integrated students with a range of challenges. By knowing the student's learning profile, literacy levels, strengths and needs, the teacher sets the stage for success. Teachers should draw on the expertise and assistance from their PLCs, Special Education staff and community agencies to delineate interventions that can be delivered in the regular classroom. School-based team meetings serve as a critical step in determining necessary interventions for students with special needs. The team approach is a supportive model designed to assist the classroom teacher in determining strategies and interventions appropriate for each student.

There is a range of services provided within the school, the board and our community. At the school level, principal/vice-principal, learning support teacher and special education teacher are available to assist with interventions. Educational support staff such as: Educational Assistant (EA), Child and Youth Worker (CYW), Developmental Services Worker (DSW), Support Worker for the Hearing Impaired (SWHI), if assigned to the school, can support programs of students with special education needs. The Special Education Services from the board level range from Special Education Coordinators, Psychological Services, Social Work/Attendance Counsellors, Speech and Language Services, and Itinerant Teachers – Deaf and Hard of Hearing, Blind/Low Vision. The community agencies are multifaceted. Contact your school LST for more details on community supports. (See **Resource Guide for the Elementary LST**.)

Successful integration of a student with special education needs in your class begins:

- by providing an encouraging, supportive classroom where the exceptional student is a valued member of the classroom community in which diversity is celebrated.
- by providing opportunities for **exceptional** students to contribute, participate, make choices, cooperate, make friends, be successful and take risks, and by promoting feelings of belonging, respect, value, usefulness, happiness, freedom and confidence. Ensure that the student with special needs feels safe and supported while moving through the school. As members of the school community, students with special needs must understand their associated rights/responsibilities and be expected to participate in routines/responsibilities to the best of their ability.
- by providing a plan which involves ongoing communication/collaboration among teachers, parents, special education services, education support staff, students and community agencies, where appropriate. Plan transitions or placements in collaboration with the team. Be aware of the student's strengths/needs including management of health/social/communication needs and instructional strategies. Identify learning expectations that are observable and/or measurable and collaboratively develop the IEP with the special education teacher and LST. The IPRC is a legal process hence the classroom teacher(s) have a responsibility to implement the IEP.
- ▶ by providing ongoing assessment/evaluation as a reflective part of the IEP.
- ✓ by transition planning for next year's classroom.
- ✓ by providing transition planning for students with autism

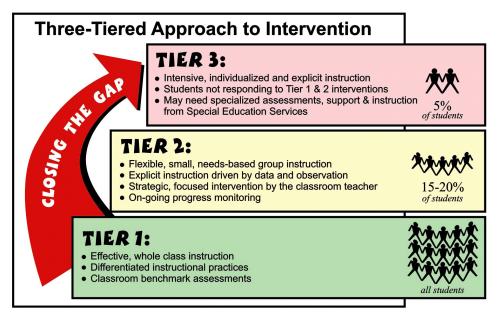
- ✓ (connections for students) by providing support for students with ASD who are transitioning from intensive behvioural intervention (IBI) services delivered through the Autism Intervention Program to applied behaviour analysis (ABA) instructional methods in school
- ✓ (PPM 140) by helping educators use good teaching strategies to help students with ASD be more successful in school and the transition of going from one place or activity to another less stressful. It also helps to make the relationship stronger between school, home and the student's community.
- ✓ (for Early Years only) by providing transition meetings for preschool to Kindergarten students. The primary service providers for children with special needs ages 0-6 are Children First, John McGivney Centre, Thames Valley Children's Centre and Summit Centre. They employ a multi-disciplinary approach to address the child and family's needs. Examples of their services include speech and language, occupational therapist/physiotherapist, social work, resource consultants and psychological services.
- ✓ (for Intermediate only) by providing transition meetings for students from elementary to secondary school. These meetings facilitate a seamless transition for students with special needs as elementary/secondary staff, community agencies and parents meet to discuss strengths/needs and determine pathways for the student's success.

STRUGGLING OR AT-RISK STUDENTS

When a struggling student is in your class, the following procedures briefly outline the steps taken to identify difficulties and gain assistance. Generally, Tier 1 and Tier 2 interventions/ supports are provided by the classroom teacher. A three-tiered approach:

- ✓ promotes early intervention for those at risk
- ✓ sequentially increases the intensity of instructional interventions
- reduces the number of students in later grades identified with special needs

Refer to the Learning for All and Reaching Every Student handouts (Teacher's Essentials CD), Literacy for Learning Framework, K-8, Education for All (pp.38-42) for further explanations on cognitive processes that affect learning and strategies to support these processes.



ACCOMMODATIONS, MODIFICATIONS AND ALTERNATIVE PROGRAMS

According to the Ministry of Education, the terms **accommodations**, **modifications** and **alternative programs** have different meanings and are not used interchangeably. These methods, used for individualizing a program, are written in the IEP and are connected to the report card comments/format. (See **Resource Guide for the Elementary LST**.)

1 ACCOMMODATIONS

Accommodations refer to supports and/or services that are required to "level the playing field" so the student can access the curriculum and demonstrate learning. Accommodations do not alter the provincial learning expectations for the grade level. (For general accommodations, see **Special Education Companion** and **Education for All**. (Refer to the **Teachers' Essentials CD-ROM** for pdf's of these documents.)

Examples of Accommodations:

- ✓ To process: taped books, reading buddy, mathematics grid, assisted technology.
- ✓ To product: oral report, illustrated project, demonstration.
- ✓ To assessment/evaluation: additional time, oral test, scribing.

2 MODIFICATIONS FOR THE STUDENT WITH SPECIAL NEEDS

For modifications for the student with special needs, refer to changes made to current grade level curriculum expectations (e.g., fewer or less complex expectations). Modifications can also refer to lower grade level expectations. Modifications are necessary when the regular curriculum is not meeting the needs of the student identified through the IPRC. For students identified as gifted through the IPRC process, more complex curriculum expectations can also be provided to meet their needs.

Modifications are outlined in the IEP which includes learning expectations in a particular subject at a specific grade level, specific teaching strategies, and methods for assessment/evaluation. (See Resource Guide for the Elementary LST.)

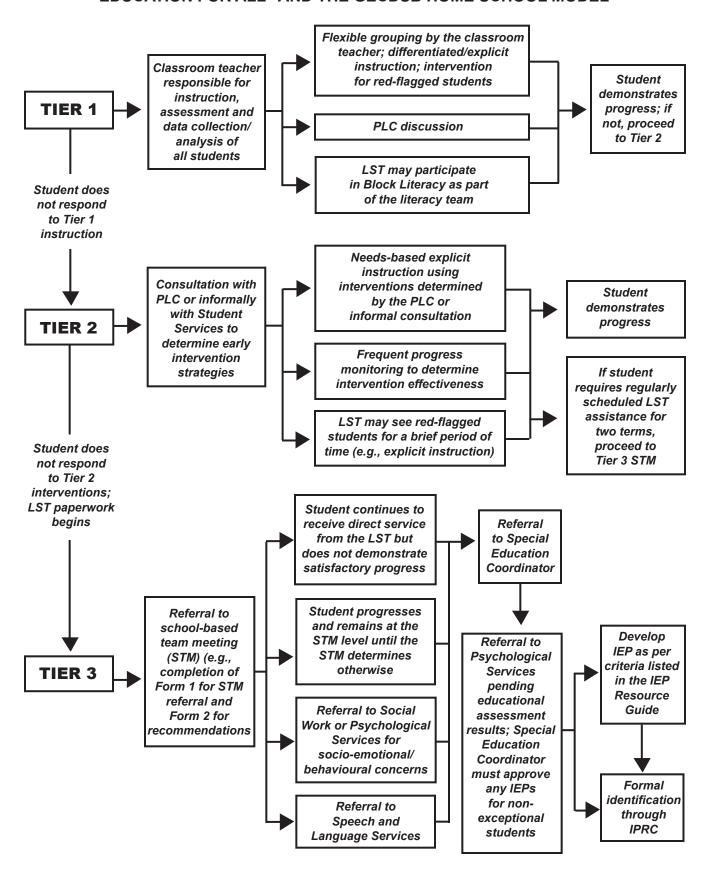
Examples of Modifications:

- ✓ To expectations: significantly below current grade level or fewer/less complex current grade level expectations.
- ✓ To the focus of instruction: functional academics or essential skills, differentiated/enriched.
- ✓ To degree: consider frequency, intensity or duration.

3 ALTERNATIVE PROGRAMS

Alternative programs refers to a curriculum that has been specifically created to meet the learning or behavioural needs of students whose needs are extremely severe. The curriculum expectations have been modified to such a degree that they are not drawn from the Ontario Curriculum. Generally, these programs would address daily living skills, self-help skills, alternative communication skills, orientation and mobility, social skills, behaviour management, anger management, etc.

INTERVENTION AND SUPPORT FRAMEWORK FOR THE DELIVERY OF SPECIAL EDUCATION SUPPORTS AND SERVICES IN SUPPORT OF "EDUCATION FOR ALL" AND THE GECDSB HOME SCHOOL MODEL



SPECIAL EDUCATION RESOURCES

Please refer to the *Resources* folder on our **Special Education** *conference* for a listing of resources available for:

- ✓ Learning Support Teacher
- ✓ Special Education Resource Rooms (Primary, Junior, Intermediate)
- ✓ Gifted: Toolbox for Gifted Education
- ✔ Developmental Disabilities Resource Kits
- ✔ Behaviour
- Assistive Technology
- ✔ Home School Kit
- ✓ Autism Kit



ABBREVIATIONS/ACRONYMS AND WHAT THEY MEAN

AAC	Augmentative and Alternative Communications	LD	Learning Disability
ABA	Applied Behaviour Analysis MID Mild Intellectual Disability		Mild Intellectual Disability
ABAS	Adaptive Behaviour Assessment Scale	OCD	Obsessive Compulsive Disorder
ADHD	Attention Deficit/Hyperactivity Disorder	ODD	Oppositional Defiant Disorder
AIP	Autism Intervention Program	OSR	Ontario Student Record
ASD	Autism Spectrum Disorder	ОТ	Occupational Therapist
BASC	Behaviour Assessment Scale for Children	PDD	Pervasive Developmental Disorder
BMST	Behaviour Management Systems Training	PECS	Picture Exchange Communication System
BE	Behaviour Exceptionality	PIAT	Peabody Individual Achievement Test
CAP	Central Auditory Processing	PPVT	Peabody Picture Vocabulary Test
CAT	Canadian Achievement Test	PT	Physiotherapist
CCAC	Community Care Access Centre	RTI	Response to Interventions
CD	Conduct Disorder	SEA	Specialized Equipment Amount
CDA	Communicative Disorders Assistant	SEAC	Special Education Advisory Committee
CEC	Council of Exceptional Children	SHSSP	School Health Support Services Program
CELF	Clinical Evaluation of Language Fundamentals	SIP	Special Incident Portion
CHADD	Children with Attention Deficit Disorders	SLP	Speech and Language Pathologist
CTCS	Canadian Test of Cognitive Skills	STEPS	Skills to Enhance Personal Success
CYW	Child and Youth Worker	STM	School-based Team Meeting
DD	Developmental Disability	SWHI	Support Worker for the Hearing Impaired
DI	Developmental Instruction	TVCC	Thames Valley Children's Centre
DSW	Developmental Services Worker	VABS	Vineland Adaptive Behaviour Scales
EA	Educational Assistant	WIAT	Wechsler Individual Achievement Test
GAINS	Giving Attention to Individual Needs	WISC-IV	Wechsler Intelligence Scale for Children, 4th ed
IEP	Individual Education Plan	WPPSI-R	Wechsler Preschool and Primary Scales of Intelligence (revised)
IPRC	Identification, Placement and Review Committee	WRAT	Wide Range Achievement Test
JMCC	John McGivney Centre	WRCC	Windsor Regional Children's Centre

STEPS IN REFERRAL OF STUDENTS AT-RISK

before entering JK: only, parent contacts Talk 2 Me – Essex 52-0636. If there are multiple concerns, secial education coordinator. SLP f child with multiple needs (e.g.	STEP 4	 if SLP deems Form 4 appropriate SLP calls parent (informed consent) SLP completes Form 4 and it is signed by parent SLP determines next steps for Speech/Language Services 	 itinerant teacher makes recommendations on Form 3 Part B and may observe child, contact home, and consult with school after reading the audiological or vision report 	 Form 3 Part B is completed by Psychological Services recommending next steps if recommended, Form 4 is completed by Psychological Services for direct service (this may include observation, consultation, assessment, etc.) Psychological Services assesses and determines next steps 	✓ if recommended on Form 3 Part B, Form 4 is signed by parent for formal involvement with Social Work or Psychological Services	 occupational therapist/SLP/physio- therapist visits school to assess student and determines next steps
Student who has not received SLP service before entering JK: ✓ If concerns appear to be speech-language only, parent contacts Talk 2 Me – Essex Preschool Speech-Language Services at 252-0636. If there are multiple concerns, teacher consults with principal, LST and special education coordinator. SLP Children First can be contacted by parent of child with multiple needs (e.g. language/behaviour).	STEP 3	 Form 3 Part A is completed for consultation with SLP school SLP consults with teacher(s), accesses OSR and completes Form 3 Part B with recommendations (this may include assessment) 	 principal/special education coordinator/ LST contacts itinerant teacher for DHH or Blind and Low Vision to review documentation and consult with staff for vision, itinerant teacher faxes Vision Services form to be signed by parent 	 Form 3 Part B is completed by special education coordinator recommending next steps if recommended, Form 4 is prepared by the special education coordinator and an educational assessment is completed by the LST based on the results of the educational assessment, consultation with Psychological Services may be recommended (Form 3 Part A is completed) 	 Form 3 Part A is completed for consultation with Social Work/ Psychological Services Form 3 Part B is completed by Social Work/Psychological Services recommending next steps 	 CCAC case manager visits school to speak with parent and observe child case manager determines if assessment is appropriate
udent who received SLP service before entering JK: School receives SLP report from agency. School SLP receives SLP report from agency. School SLP requests STM forms (if any) s/he needs through LST.	STEP 2	 classroom teacher completes STM Referral Form 1 school-based team meeting convenes to delineate needs and recommendations STM Form 2 is completed 	 once audiological or vision report is sent to school, Form 3 Part A is completed for consultation with itinerant services teacher audiological or vision report must show loss/impairment 	 classroom teacher completes STM Referral Form 1 school-based team meeting is convened to delineate needs and recommendations STM Form 2 is completed when deemed necessary, Form 3 Part A is completed for consultation with special education coordinator 	 classroom teacher completes STM Referral Form 1 school-based team meeting convenes to delineate needs and recommendations STM Form 2 is completed recommending consultation regarding behavioural needs 	 complete referral to CCAC (School Health Support Services) LST/principal to fax form to CCAC teacher informs parent of contact with CCAC
Student who received SLP service before entering JK: School receives SLP report from agency. School SLP receives SLP report from agency. School SLP requests STM forms (if any) s/he needs thr	STEP 1	 teacher meets/contacts parent to express concerns discuss needs with PLC 	 teacher meets with parent to ask if child has had hearing or vision checked unless OSR contains the report(s) teacher informs principal/ LST 	 teacher meets with parent to express concerns, accommodations and strategies discussed with PLC 	 teacher meets with parent to express concerns, accommodations and strategies discussed with PLC 	 teacher meets with parent teacher meets with PLC/ principal/LST to express concerns indicate accommodations used
Speech/ Language Pathology JK Age Ranguage Pathology SK Age and Older Wision		Academic: Special Education Coordinator/ Psychological Services	Behavioural/ Socio-Emotional: Social Work/ Psychological Services	Occupational Therapist/ Physiotherapist		

Procedures for Accessing PD and Resources



Resource	Procedure
PROFESSIONAL DEVELOPMENT	Numerous activities for professional growth are offered through the GECDSB. Ministry initiatives, in-service workshops, mini-courses and summer institutes are listed on the online professional development registration BookIt System. Principals also have access to review their staff professional development participation on the BookIt System.
PROFESSIONAL LIBRARY	The Leadership, Education and Development (LEAD) Library is located at the Learning Resource Centre. This library contains books, CDs and videos that cover all areas of professional development. The LEAD Library can be accessed through Medianet via www.mediacentre.ca. Once on the Media Centre's webpage, click the LEAD Library icon to view the list of resources, or search by entering a key word.
TEACHER WORKSHOP AREA IN THE MEDIA CENTRE	Located in the Essex Civic Centre, the Media Centre has lots of room and many large tables for teachers to create items for their classrooms. Our new heavy duty laminator is proving to be very popular with teachers. We also stock bristol board, bulletin board paper, badges and have a large selection of die-cuts. There is always staff on hand to assist you if you are not familiar with the centre or how to use the equipment. There is also a Teacher Centre located at the Catholic Education Centre. Check out mediacentre.ca for more information regarding hours and directions.
BOOKING LOAN KIT AND VIDEO RESOURCES	To book any kit or video resources, simply log onto mediacentre.ca and click the Medianet icon. If you need an account, simply click the Order Form menu and then the Need an Account menu. We will have you set up within one day. For more information on how to book, check out the Media/Kit Conference on FirstClass. The system is easy to use, but if you need extra assistance, please don't hesitate to contact the Media Centre at 519-776-5610 x298. Booking instructions can also be found in the back of this document. We have many types of resources to choose from including Science Kits, Social Studies Kits, Literature Kits, Novel Kits, Just Read Kits, Math Kits, French Kits,
	Big Books, videos and DVDs. Check out the Mediagraphies menu in Medianet to see the alphabetical listing on all of our titles in each media type.
DIGITAL MEDIA HAS ARRIVED: LEARN 360	We have recently added digitized media to our resource collection. It can be accessed via <code>Medianet</code> , the same way you search for other media types. The streamed resources (Digital Video - DX, Digital Images - DI and Digital Audio - DA), are best viewed in a classroom using a data projector, speakers and a computer connected to the network. Streamed media can also be downloaded and used in your custom presentations. Check out the <code>Help Centre section</code> in the <code>Learn 360 menu</code> once you are logged in. The <code>Help Centre</code> is a great place to get started and learn about using digital media. Streamed media can easily be found in the <code>format and multi-media menus</code> on <code>Medianet</code> . Simply select your format, enter a keyword and press submit. Double-click the <code>L360 icon</code> to access the clip.

Resource	Procedure
CORE RESOURCES	All GECDSB core resources are selected and purchased to support and enhance teaching and learning. Resources and their components are included in this document. Core Resource Return/Request Forms are available to principals in electronic format on the Elementary Administrators Conference and are identified by division. For additional resources, these forms should be completed, signed by the Principal, and faxed (519-255-1651) to Debbie Primeau in the Program Department after reorganization day. Surplus resources should also be noted on the form and then returned to the Learning Resource Centre (LRC) with the name of the school clearly marked on the box.
MATH KITS	Math kits are provided to all classrooms. They are bar coded and assigned to teachers by name, division and school location. All requests for additional Math kits due to enrolment or assignment changes are made through the school principal, who completes an Additional/Surplus Math Kit Request Form. Request forms are available in electronic format on the Elementary Administrators Conference and should be completed, signed by the Principal, and faxed (519-255-1651) to Debbie Primeau in the Program Department after reorganization day. Math kits are collected by courier near the end of each school year to be refurbished and/or replenished at the LRC. When they are returned to the school, it is important that they be placed in a secure location for storage over the summer.
SCIENCE KITS School-based Science Kits	A generic, school-based Science kit is sent to each school for primary classes (one for each grade level - EY, 1, 2 and 3) and for junior classes (one shared by grades 4, 5, 6). These kits remain in the school for the entire school year. They contain both consumable and non-consumable items to support the teaching of Science. School-based Science kits are collected by courier near the end of each school year to be refurbished and/or replenished.
Unit-based Science Kits	Other Science kits are available to be ordered through Medianet to support primary, junior and intermediate Science strands. Teachers are encouraged to plan their year and order their kits for the entire school year so that the Science kits arrive at the school without interruption. Science kits are borrowed for a six-week period and are then returned to the LRC where they are checked and replenished. It is essential that kits are returned on time so that the next teacher receives the kit at their scheduled time. Please refer to the appropriate Thumbnail Sketch for the chart that aligns kits to strands.
SOCIAL STUDIES KITS	Social Studies kits are available to be ordered through Medianet to support primary and junior units. The title of each kit corresponds to the Ontario curriculum topics. There are kits for both research/reference and literature. Teachers are encouraged to plan their year and order their kits for the entire school year so that the Social Studies kits arrive at the school without interruption. Social Studies kits are borrowed for a six-week period and are then returned to the LRC where they are checked and replenished. It is essential that kits are returned on time so that the next teacher receives the kit at their scheduled time.

Resource	Procedure
SCHOOL-BASED PROFESSIONAL LEARNING RESOURCES	A wide selection of professional texts has been provided to each school by the Greater Essex County District School Board. Teachers are encouraged to sign out these resources to support and enhance their instructional practice. These texts can be found in the Instructional Leadership Tool Kit at each school. About Teaching Mathematics, Grades K-8 Beyond Monet: The Artful Science of Instructional Integration Breakthrough Classroom Discussions: Using Math Talk to Help Students Learn, Grades 1-6 Creating Young Writers Elementary and Middle School Mathematics Even Hockey Players Read Getting Your Math Message Out to Parents, Grades K-6 Growing Mathematical Ideas in Kindergarten
	 Guiding Readers and Writers Literacy Through Play Literature Circles Math Matters: Understanding the Math You Teach, Grades K-6 The Power of Retelling: Developmental Steps for Building Comprehension Revisit, Reflect, Retell: Strategies for Improving Reading Comprehension Schools That Work: Where All Children Read and Write So You Have To Teach Math Still Learning to Read: Teaching Students in Grades 3-6 Teaching Mathematics Through Problem Solving, Grades 6-12 What Really Matters for Struggling Readers When Kids Can't Read: What Teachers Can Do Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom Writing in Math Class, Grades 2-8 Yellow Brick Roads: Shared and Guided Paths to Independent Reading, Grades 4-12
TEACHER'S PROFESSIONAL BOOKSTORE	The Teachers' Professional Bookstore is located on the GECDSB website (www.gecdsb.on.ca). Professional books are available for purchase by any staff member and are priced at 50% off the publishers' prices.

Early Years Resources

The Kindergerton Dressen 2006 Ministry of Education						
The Kindergarten Program, 2006 Ministry of Education						
	The Full-Day Early Learning-Kindergarten Program, Draft Version, 2010 <i>Ministry of Education</i> (for Full Day Every Day Program only)					
HEALTH & PHYSICAL EDUCATION	Movement Skills (Board-produced activities available through the Teacher Consultant)					
EALT HYSIC UCAT	OPHEA Curriculum Guidelines (staff resources on the Staff Intranet under Physical Education)					
# 4 0	Ontario Safety Guidelines (staff resources on the Staff Intranet under Physical Education)					
	The Report of the Expert Panel on Literacy in Grades 1-3 in Ontario, 2003 Ministry of Education					
	A Guide to Effective Instruction in Reading, 2003 Ministry of Education					
	A Guide to Effective Instruction in Writing, 2006 Ministry of Education					
	LITERACY PLACE will not be replaced beyond the original distribution					
LANGUAGE	 • four teacher guides ✓ Reading ✓ Writing ✓ Working With Words ✓ Planning • 15 Big Books each with a CD • six copies of the small book and shared reading teaching plans • ten Read Aloud Trade Books with teaching plans 					
	one set of tactile alphabet cards FIRST COLLECTIONS will not be replaced beyond the original distribution					
	 one per SK classroom ✓ one teacher guide ✓ four Big Books ✓ six copies of the small books that accompany each Big Book CD's and audiocassettes ✓ one set of posters 					
	The Report of the Expert Panel on Numeracy in Grades 1-3 in Ontario, 2003 Ministry of Education					
	A Guide to Effective Instruction in Mathematics, Number Sense and Numeration, 2003 Ministry of Education					
	A Guide to Effective Instruction in Mathematics, Pedagogy Guide, 2004 Ministry of Education					
	A Guide to Effective Instruction in Mathematics, Geometry and Spatial Sense, 2005 Ministry of Education					
<u>S3</u>	A Guide to Effective Instruction in Mathematics, Data Management and Probability, Kindergarten to Grade 3, 2007 <i>Ministry of Education</i>					
MATHEMATICS	A Guide to Effective Instruction in Mathematics, Patterning and Algebra, Kindergarten to Grade 3, 2007 Ministry of Education					
ਵ	A Guide to Effective Instruction in Mathematics, Measurement,					
A P	Kindergarten to Grade 3, 2007 Ministry of Education					
_	• one teacher guide and CD • one Big Book					
	Kit (one large yellow bin per teacher) on loan from the Learning Resource Kit Centre					
	• a collection of Math manipulatives					
× 10	WINGS OF DISCOVERY					
SCIENCE & TECHNOLOGY	 teacher guide (one per teacher) student resources (one for every two teachers which includes 12 spiral bound learning units, one set of photo cards, one CD/BLM/parent communication, and one curriculum guide) 					
SCI	Kit on loan from the Learning Resource Kit Centre					
F	a collection of Science manipulatives					

Primary Resources

	GRADE 1	GRADE 2	GRADE 3			
THE	The On	tario Curriculum, The Arts, 2009 <i>Ministry of E</i> c	ducation			
HEALTH & PHYSICAL EDUCATION	Movement Skills (Board-produced activities available through the	Teacher Consultant)			
HYS UC/	<u> </u>	uidelines (staff resources on the Staff Intranet un	· · · · · · · · · · · · · · · · · · ·			
표독립		elines (staff resources on the Staff Intranet unde	,			
	The Ont	ario Curriculum, Language, 2006 Ministry of E	ducation			
	Report of the Expert Panel on Literacy in Grades 1-3 in Ontario, 2003 Ministry of Education					
	A Guide to Effective Instruction in Reading, 2003 Ministry of Education A Guide to Effective Instruction in Writing, 2006 Ministry of Education					
		culum, Writing Exemplars, Grades 1-8, 1999 <i>N</i>				
	Collections 1	Collections 2	Collections 3			
LANGUAGE	Student Books: Emergent Orange One In the Sun, Up the Hill, Time To Play, Too Silly! Early Yellow I'm Busy, Where Do Words Go? Under My Hood, With A Friend, Once Upon A Time Early Green Ways To Go, It Looks Like, Around My Place	Student Books: Early Green In My World, Round and Round Fluent Blue People! Places! Keep In Touch, Amazing Animals, All Join In, Tales Near and Far Fluent Purple Let the Feast Begin, Just Watch Me! Feel the Power	Student Anthologies: Fluent Red Spreading My Wings, Tales – Princesses, Peas and Enchanted Trees, Beneath the Surface, Super Senses, Carving New Frontiers			
LA	Teacher Resource Books and Audio Tapes/CD Collection for Emergent Orange, Early Yellow and Early Green	Teacher Resource Books and Audio Tapes /CD Collection for Early Green, Fluent Blue and Fluent Purple	Teacher Modules for Fluent Red			
	One set each of: teaching strategy cards, assessment handbook, home handbook, teaching with picture books and chapter books handbook, poster pack	One set each of: teaching strategy cards, assessment handbook, home handbook, teaching with picture books and chapter books, poster pack	One set each of: learning strategy cards and disk package, assessment handbook, teaching with novels, books and poetry handbook, audio cassette package			
	Write Traits Classroom Kit (kits are not replaced beyond the original distribution) student traitbook, teacher's guide, overheads, two posters, writing pockets					
	First Dictionaries (15) (dictionaries are not replaced beyond the original distribution)	Picture/Thematic Dictionaries (15) (dictionaries are not replaced beyond the original distribution)	Illustrated and Key Words Dictionaries (15) (dictionaries are not replaced beyond the original distribution)			
		rio Curriculum, Mathematics, 2005 Ministry of	· · · · · · · · · · · · · · · · · · ·			
	Report of the Expert Panel on Numeracy in Grades 1-3 in Ontario, 2003 Ministry of Education					
S	A Guide to Effective Instruction in Mathematics, Number Sense and Numeration, 2003 Ministry of Education					
	A Guide to Effective Instruction in Mathematics, Pedagogy Guide, 2004 Ministry of Education A Guide to Effective Instruction in Mathematics, Geometry and Spatial Sense, 2005 Ministry of Education					
IAN	A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3, Data Management & Probability, 2007 Ministry of Education					
MATHEMATI	A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3, Patterning and Algebra, 2007 Ministry of Education					
T A	A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3, Measurement, 2007 Ministry of Education One Primary Mathematics Manipulatives Kit (on loan from the Learning Resource Kit Centre)					
Ž	Math Makes Sense 1	Math Makes Sense 2	Math Makes Sense 3			
	one Big Book one student book (reproducible edition) teacher's guide and CD	one Big Book one student book (reproducible edition) teacher's guide and CD	one student book (reproducible edition) teacher's guide and CD			
	The Ontario Curriculum, Science and Technology, 2007 Ministry of Education					
& GY	Gr 1-2, 2002 <i>Mini</i>	nce & Technology, Exemplars, stry of Education	The Ontario Curriculum, Science & Technology, Exemplars, Gr 3-4, 2002 Ministry of Education			
SCIENCE & TECHNOLOGY	teacher's guide (one per teacher) 4 activity resource books (one per strand.)	Science & Technology Activities Resource 2 one for every two students) SE (one per school which contains a spiral bour	Science & Technology Activities Resource 3 and teacher's guide, a DVD and photo cards)			
S(Additional Science kits are available for grades 2 and 3 upon request from the Learning Resource Centre to support specific units.					
	One Grade 1 Start Up Kit per school (on loan from the Learning Resource Kit Centre)	One Grade 2 Start Up Kit per school (on loan from the Learning Resource Kit Centre)	One Grade 3 Start Up Kit per school (on loan from the Learning Resource Kit Centre)			
\L ES	The Ontario Curriculum, Social Studies, Grades 1-6, 2004 Ministry of Education					
SOCIAL STUDIES	Tapestry 1	Tapestry 2	Tapestry 3			
SOSTL	teacher's guide	teacher's guide	teacher's guide student book (one per student)			

Junior Resources

		CRADE 6	CDADE 6		
	GRADE 4	GRADE 5	GRADE 6		
THE	The Ontario Curriculum, The Arts, 2009 <i>Ministry of Education</i>				
HEALTH & PHYSICAL EDUCATION	The Ontario Curriculum, Grades 1-8:	The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition 2010 (revised) Ministry of Education			
F. S. E	Movement Skills (Board-produced activities available through the	Teacher Consultant)		
HAS HA	OPHEA Curriculum Gu	uidelines (staff resources on the Staff Intranet u	nder Physical Education)		
로 함 입		elines (staff resources on the Staff Intranet under	,		
		ario Curriculum, Language, 2006 <i>Ministry of E</i>			
	Literacy for Learning, The Report of the Expert Panel on Literacy in Grades 4-6 in Ontario, 2004 <i>Ministry of Education</i>				
	A Guide to Effective Literacy Instruction in Grades 4-6, Volume 1-3, 2006 Ministry of Education				
	A Guide to Effective Literacy Instruction in Grades 4-6, Volume 4-7, 2006 Ministry of Education				
İ	Me Read? No Way! A Practi	cal Guide to Improving Literacy Skills for Boy	ys, 2004 Ministry of Education		
	Me Read? And How! Ontario Teac	hers Report On How To Improve Boys' Litera	cy Skills, 2009 Ministry of Education		
		Ontario Writing Assessment (OWA), Grades 4	-6		
	Literacy In Action 4	Literacy In Action 5	Literacy In Action 6		
AGE	student book 4A (one copy per student) student book 4B (one copy per student)	student book 5A (one copy per student) student book 5B (one copy per student)	student book 6A (one copy per student) student book 6B (one copy per student)		
LANGUAGE	teacher's resource guide (ProGuide 4) shared reading transparency pack poster pack photo cards with teaching notes audio CD pack	teacher's resource guide (ProGuide 5) shared reading transparency pack poster pack photo cards with teaching notes audio CD pack	teacher's resource guide (ProGuide 6) shared reading transparency pack poster pack photo cards with teaching notes audio CD pack		
	media lap book with DVD	media lap book with DVD	media lap book with DVD		
	Write Traits Cla student traitbook	ssroom Kit (kits are not replaced beyond the or student traitbook	iginal distribution) • student traitbook		
	teacher's guide	teacher's guide	teacher's guide		
	overheads	• overheads	• overheads		
	two posters	two posters	two posters		
	• writing pockets	• writing pockets	• writing pockets		
	Canadian School Dictionary (one copy for every two students) Dictionaries are not replaced beyond the original distribution Canadian School Thesaurus (one copy for every two students) Thesauri are not replaced beyond the original distribution				
	The Ontario Curriculum, Mathematics, 2005 Ministry of Education				
	The Report of the Expert Panel on Mathematics in Grades 4-6 in Ontario, 2004 Ministry of Education				
Ø	A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6, Volumes 1-5, 2006 Ministry of Education				
2	A Guide to Effective Instruction in Mathematics, Number Sense and Numeration, Grades 4-6, Volumes 1-6, 2006 Ministry of Education				
MATHEMATICS	A Guide to Effective Instruction in Mathematics, 2008 Ministry of Education Geometry and Spatial Sense, Measurement, Patterning and Algebra, Data Management and Probability				
F	Math Makes Sense 4	Math Makes Sense 5	Math Makes Sense 6		
Ž	one book per student one teacher's resource binder and CD	one book per student one teacher's resource binder and CD	one book per student one teacher's resource binder and CD		
	Junior Manipulatives Kit (on loan from the Learning Resource Kit Centre)				
	Also available for combined classes – Together: A Combined Grade Resource (3/4, 4/5, 5/6) The Ontario Curriculum, Science and Technology, 2007 Ministry of Education				
		Science & Technology Activities Resource 5	1		
SCIENCE &	 teacher's guide (one per teacher) 4 activity resource books (one per strand, one for every two students) Focus on Sustainability to support the STSE (one per school which contains a spiral bound teacher's guide, a DVD and photo cards) 				
SC	Additional Science kits are available to support the specific strands upon request from the Learning Resource Centre				
	Junior Start Up Kit (one per school) (on loan from the Learning Resource Kit Centre)				
AL ES	The Ontario Curriculum, Social Studies, Grades 1-6, 2004 Ministry of Education				
SOCIAL	Tapestry 4	Tapestry 5	Tapestry 6		
SOCIAL	one book per student one teacher's resource book	one book per student one teacher's resource book	one book per student one teacher's resource book		

Intermediate Resources

	GRADE 7	GRADE 8			
	GRADE /	GRADE 0			
THE	The Ontario Curriculum, The Arts, 2009 Ministry of Education				
HEALTH & PHYSICAL EDUCATION	The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition 2010 (revised) Ministry of Education				
F. 5 E	Movement Skills (Board-produced activities available through the Teacher Consultant)				
L A E E	OPHEA Curriculum Guidelines (staff resources on the Staff Intranet under Physical Education)				
포로입	Ontario Safety Guidelines (staff resources of	on the Staff Intranet under Physical Education)			
		uage, 2006 Ministry of Education			
	Think Literacy Success, Grades 7-12: The Report of the Expert Panel on Students At Risk In Ontario, 2003 Ministry of Education				
		nes, Grades 7-12, 2003 Ministry of Education			
	Me Read? No Way! A Practical Guide to Improving Literacy Skills for Boys, 2004 Ministry of Education				
		Improve Boys' Literacy Skills, 2009 Ministry of Education			
	Nelson Literacy 7	Nelson Literacy 8			
	student book A – Step Up	student book A – Global Citizens			
LANGUAGE	 student book B – Fears and Phobias student book C – Make An Impression 	student book B - No Limits student book C - Chasing A Dream			
GU,	 teacher's resource guide transparencies for modelling and shared reading 	teacher's resource guide transparencies for modelling and shared reading			
A N	audio and video package	audio and video package magazines for independent and guided practice			
	magazines for independent and guided practice Write Traits Classroom Kit /kits are not.	replaced beyond the original distribution)			
	student traitbook	student traitbook			
	teacher's guide overheads	teacher's guide overheads			
	two posters	two posters			
	writing pockets	• writing pockets			
	Canadian School Dictionary (one copy for every two students) (dictionaries are not replaced beyond the original distribution)				
	Canadian School Thesaurus (one copy for every two students) (thesauri are not replaced beyond the original distribution)				
	Ontario Writing Assessment, Grades 7, 8 The Ontario Curriculum, Mathematics, 2005 <i>Ministry of Education</i>				
ဟ	Leading Math Success: Mathematical Literacy, Grades 7-12, The Report of the				
ATICS		n Ontario, 2004 Ministry of Education			
	Making Connections 7	Making Connections 8			
МАТНЕМ	student book	student book			
AT	 teacher's resource binder Solutions Manual CD (one per school) 	teacher's resource binder Solutions Manual CD (one per school)			
Σ	Computerized Assessment Bank CD (one per school)	Computerized Assessment Bank CD (one per school)			
	·	(on loan from the Learning Resource Kit Centre)			
 _		Technology, 2007 Ministry of Education			
SCIENCE & TECHNOLOGY	Nelson Science and Technology Perspectives 7	Nelson Science and Technology Perspectives 8			
SCIENCE & ECHNOLOG	 student book (one book for every two students or online version) 4 teacher resource books available online or CD (one per 	student book teacher's resource book			
빌로	strand, one per teacher	colour transparencies (one per school)			
SC	 student success workbook available in print or CD (one per school) test bank CD (one per school) 				
-	strategies for combined grades (one per school) Tive technology kits are sycilable for each grade plue additional kits.	to to aumout the atwands (on loan from the Learning Decourse Central)			
	Two technology kits are available for each grade plus additional kits to support the strands (on loan from the Learning Resource Centre) The Ontario Curriculum, History and Geography, Grades 7-8, 2004 Ministry of Education				
HISTORY & GEOGRAPHY	Close Up Canada 7	Flashback Canada 8			
RY AP	student book	student book			
GR	teacher's resource book	teacher's resource book			
H SH	Gage Physical Geography	Gage Human Geography			
	 student book teacher's resource book 	student book teacher's resource book			

What Every Classroom Should Have

COMPUTER SOFTWARE

- **Adobe Acrobat Reader**
- Clicker 5
- **Easybook Deluxe**
- **Exam View Pro**
- **Explore Learning Gizmos**
- Filemaker Pro
- **FirstClass**

- Geometer's Sketchpad Online Tutorials
- Microsoft Publisher
- Music Ace
- **NetSupport School**
- NOD32 AntiVirus Software
- **Open Office**
- Premier

- **Quicktime Player**
- **SMART Ideas Concept Mapping**
- **SMART Notebook**
- Ultra Key 4
- Word Q

MULTIMEDIA

- **Adobe Photoshop Elements**
- Air Dogs
- Band in a Box
- **Bitstrips for Schools**
- Blue Armadillo
- **Canadian Clipart Collection**

- **Clicker Paint**
- **Comic Life**
- Frames 4
- Internet Explorer
- Kid Pix Deluxe
- Learn 360

- Macromedia Studio MX
- **National Film Board**
- Pixie 2
- **Photo Story 3**
- Student Writing Centre Windows Live Movie Maker

SUBSCRIPTION DATABASES (available at www.gecdsb.on.ca/d&g/portal/subscriptions.htm)

- **Ask Ontario**
- Canada in Context
- The Canadian Encyclopedia
- CPI.Q Canadian Périodicals
- **EBSCO Canadian Points of View**
- **EBSCOhost Research Database**
- E-Stat
- **eLibrary Curriculum Edition**
- eLibrary Elementary
- **Encyclopaedia Universalis**
- Gale Virtual Reference Library
- **General Reference Centre**
- **Grolier Online**

- Grzimek's Animal Life
- **Health and Wellness Resource Centre**
- **Health Reference Centre Academic**
- InfoTrac Student
- Junior Edition K-12
- Kids InfoBits
- **Knowledge Ontario**
- Learn Ontario
- **Literature Resource Centre**
- **Novelist**
- **Novelist K-8**
- **Our Ontario**
- Teen Health and Wellness

EARLY YEARS SOFTWARE

- **ABCircus**
- Bailey's Book House
- **Clicker Paint Math Circus**

- Mathville Kidway
- Millie's Math House Moi... je sais lire
- Pixie 2

- Plumo at the Zoo
- Plumo on the Farm
- Sammy's Science House
- Théo, Léo and Manda

	PRIMARY SOFTWARE	JUNIOR SOFTWARE	INTERMEDIATE SOFTWARE
IMMERSION SCHOOLS	ABCirque Encyclopédie – universalis Lapin Main maternelle 2 Lapin Main maternelle 3 Lapin Main voyage au pays de la lecture Le Sac à mots Les pirates des maths Moi je sais lire Plumo à la ferme Plumo au zoo Sammy, la maison des sciences Théo, Léo and Manda Voyage au fond des maths	Comment ça marche Ecolab – la chaine alimentaire Encyclopédie – animaux et de la nature Encyclopédie – nature Encyclopédie – sciences Encyclopédie – universalis GramR Junior	Comment ça marche Du Nord-Ouest au Pacifique – Une odyssée de la traite des fourrures Ecolab – la chaine alimentaire Encyclopédie – animaux et de la nature Encyclopédie – canadienne Encyclopédie – nature Encyclopédie – sciences Encyclopédie – universalis Explore le Canada Feu Vert Finale GramR Junior Hop! Écrire L'Acadie La physique, une question de principes
LANGUAGE	A to Zap! ABCircus Bailey's Book House Théo, Léo and Manda Word Q	Spellway Word Q Wordway Writeway	Reading and Writing Achievement Spellway Word Q
МАТН	Graphers Kids & Cookies Math Circus – Act 1, 2, 4, 5 Math Strategies Math Trek 1, 2, 3 Mathville 1 Online Mathville Jungleway	Fathom Geometer's Sketchpad Graphers Kids & Cookies Math Circus – Act 1, 2, 4, 5 Math Trek 4, 5, 6 Mathville Middle School Tinkerplots	Explore Learning Mathematics Fathom Geometer's Sketchpad GoVenture Accounting GoVenture Entrepreneur GoVenture Financial Literacy GoVenture Personal Finance Math Circus – Act 1, 2, 4, 5 Mathville Middle School Tabs Tinkerplots

Bookroom resources may include but are not limited to: BOOKROOM RESOURCES **DIBELS** Main Sails (guided reading texts for each junior grade, teacher resource Marie Clay Observation Survey materials guide - one per grade) **DRA Kits** Wiggleworks CASI Kits Grades 4-8 PM Benchmarks Literacy Place Grades 1, 2 and/or 3 resource set **Pearson Math Little Books** Guinn Guided Reading Steps Wright Group Storybox Books Literacy In Action (one per grade of media lap book, photo card set and poster pack) **FOR TEACHERS** Imagine the Learning! A Guide for Elementary Teacher-Librarians and Teachers to Use with Students Teacher-Librarian FirstClass Conference (binder & CD) Workflows Java Client (binder) http://gecdsbtiresources.pbworks.com/ LIBRARY ONLINE DATABASES (periodicals, multimedia, reference) located on the Student Reference Portal - Subscription Databases link Bookcarts for Social Studies and Science - Primary/Junior/Intermediate located in eLibrary Elementary CBC News in Review DVD and Teacher Guide - Intermediate (ten per year beginning in November 2005) eLibrary Elementary database - Primary/Junior/Intermediate Kids Info Bits, Novelist K-8 - Late Primary Kids Info Bits, Junior Edition K-12, Grzimek's Animal Life, Novelist K-8 - Junior Junior Edition K-12, Grzimek's Animal Life, Novelist K-8, Teen Health and Wellness, Health and Wellness Resource Centre - Intermediate SPECIAL EDUCATION PRIMARY SPECIAL EDUCATION RESOURCE ROOM (SERR) JUNIOR/INTERMEDIATE SPECIAL EDUCATION RESOURCE ROOM (SERR) A Guide to Effective Instruction in Reading 2003 Ministry of Ed Literacy For Learning Ministry of Education A Guide to Effective Instruction in Writing 2006 Ministry of Ed Mathematics Ministry of Education documents (see inside front cover) Wildcats Reading Kit Strands ✓ Arts and Entertainment 8-2-9 Transition Binder Grades 7-9 **EduGuide Math Grades 1-3** Every Child Can Read Baskwill and Whitman Alternative DRA Foundations Reading Kit: Level E, F, G Upper Emergent CASI Grade 4 Kit **People and Places Learning Carpet** EduGuide Math Grades 4-6 Science and Technology **Letter Books** Junior Math Kits Sports and Action Phonics and Work Study Kit Level A **Learning Carpet** Write Traits Grades 2 and 3 Kits PM Starters 40 titles **Primary Math Kits** Teaching Children to Read and Write TDSB SCHOOL-BASED PROFESSIONAL RESOURCES available through our Special Education Services Team Education for All, 2005 Ministry of Education Learning For All, 2009 Ministry of Education Me Read? No Way! A Practical Guide to Improving Literacy Skills for Boys Ministry of Education Growing Success: Assessment, Evaluation and Reporting In Ontario Schools, Grades 1-12 (2010) Annual Review of Special Education Plan, 2005 Resource Guide for the Elementary LST, 2008 Brigance Inventory of Basic Skills Shared Solutions, 2007 **Developmental Disabilities Curriculum** Sound Skills Binder Kindergarten - Grade 1 Differentiated Reading Instruction for the Primary Grades Walpole McKenna **Special Education Companion Special Education Guide for Educators** DRA Kit: Developmental Reading Assessment, 2002 Early Reading Intervention RTI Kit, Fall 2009 Special Education Law Students At Risk **Effective Educational Practices for Students with Autism Spectrum** Disorders, 2007 **Transformation Document, 2007** Resource Guide for the CYW, 2005 When Kids Can't Read: What Teachers Can Do Beers **BEHAVIOUR** Be Cool Social Skills Program available in compensatory education schools or through your social worker Bullying Prevention Programs available through your social worker Safe and Caring Classroom Kit With All Due Respect Morrish **ELEMENTARY DEVELOPMENTAL DISABILITIES RESOURCE KITS only available in GAINS classes Bridges Reading Program TVCC Resource Texts Aspergers Information Package** Brigance Early Years and Sample Record Book Buddy Bear Books Associations, Basic Questions CD, Categories, Paving the Way for Success Comparatives and Superlatives, Opposites, Yes/No Questions P.E.E.Ř. Pals Interactive Reading Books Reinforcement Kit Life Skills Activities for Special Children **Structured Learning Environment Work Tasks** Social Skills Activities for Special Children Transition Manual and CD English, French The Social Skills Picture Book **Visual Strategies** Teaching Reading to Your Child with Down's Syndrome **Visual Timers** What Is Autism? Yellow Book: Task Galore **GIFTED: TOOLBOX FOR GIFTED EDUCATION** Blooming With Books: Novel Study Questions Using Bloom's Taxonomy Good For All, Necessary For Some poster Odyssey of the Mind: Spontaneous Problems Being Smart About Gifted Children Foster The Parallel Curriculum Renzulli, Tomlinson, Kaplan, Leppien and Reis The Differentiated Classroom: Responding to the Needs of All Learners Teaching Gifted Kids in the Regular Classroom Winebrenner Tomlinson Elementary Extended and Enriched Program Initiative: A Thumbnail The Warehouse of Thinking poster

TECHNOLOGY

Boardmaker

Kurzweil and Training Manual

Clicker 5

Premier

Dragon Naturally Speaking

Sketch Part 1 - Introduction

SMART Board Notebook

SMART Ideas

Write Out Loud: Word Q

Writing With Symbols

Literacy Checklists

A BALANCED LITERACY CLASSROOM ENVIRONMENT

The teacher designs a classroom environment that offers opportunities and space for whole class, small group, and independent work. The classroom environment supports students at their instructional level, includes activities that allow them to take risks, and allows for cooperative learning. The organization provides time for the teacher to observe, instruct using a variety of groupings, and encourage students to engage in meaningful activities for reading and writing. The format should include reading/writing workshops and could include literacy centres. Reading workshops include: read aloud, shared reading, guided reading, and independent reading. Writing workshops include: mini-lessons, some of which incorporate read aloud, modelled writing, interactive/shared writing, guided writing, and independent writing.

Cor	ncerning LITERACY INSTRUCTION, the administrator will see:
	spaces for whole class, small group and individual instruction, independent and cooperative work, and conferences large, comfortable area for the entire class with easel, stand or blackboard (e.g., carpet) tables or groups of desks to encourage cooperative work for groups of 4-6 children
	□ individual spaces for independent work□ teacher has clearly defined areas used for guided reading or writing as well as conferences
	time for read aloud, mini-lessons, independent reading and writing (or reading and writing workshops), guided reading and writing, and shared reading and writing 100-minute uninterrupted literacy block
	the use of flexible grouping □ groups are varied according to needs and strengths □ a system for managing student movement
	a print-rich environment with an ample classroom library or collection of books at appropriate levels for students to read independently and with instruction numerous displays of student work (e.g., published writing, shared writing, signs) classroom libraries (including fiction, nonfiction and poetry) anchor charts (including those constructed with students) big books guided reading books at students' instructional levels word wall
	evidence of integrated curriculum
Cor	ncerning ASSESSMENT FOR BALANCED LITERACY, the administrator will see:
	a reading and/or writing assessment portfolio which includes: student self-assessments and student reflections teacher observations ongoing reading records DRA, CASI, DIBELS, Marie Clay Observation Survey and results reading responses analyzed writing samples (e.g., use of writing continuum, writing exemplars and rubric, 6 traits rubric, Ontario Writing Assessment) attitude and interest surveys student reading logs various assessments to impact explicit, systematic instruction

BALANCED LITERACY LEVELS OF IMPLEMENTATION

Define "proficient" performance. If a teacher or leader performs at the "proficient" level, then this strategy will lead to your student achievement goals:

	Teachers use a variety of data on student reading and writing achievement to inform instruction - what
	is the whole class focus? Small group focus? Individual focus?
	Gradual release of responsibility model is followed consistently- modelled, shared, guided and
_	independent reading and writing.
	Reading, writing, word study and media literacy are integrated into the literacy block.
	A range of texts including a variety of genres at different levels and reflecting diversity are available
	for students.
Ш	Students are purposefully engaged in independent reading activities, to allow for small group instruction and individual conferences.
	Small group instruction is used for guided reading, guided writing and oral language.
	Student groupings are fluid and flexible based on changing student needs.
	Student work is highly visible on the walls - co-constructed anchor charts, success criteria, word walls, etc.
	Students are engaged in accountable talk.
	Rich tasks and clustering of expectations are used occasionally to optimize student engagement and learning.
	Students understand the learning goal(s), success criteria and understand how they will be assessed.
ma	fine "progressing" performance. If a teacher or leader performs at the "progressing" level, then they y be working very hard, but they are missing key elements of implementation and their efforts will not d to the achievement of your goals:
	Teacher use DRA data to guide small group instruction.
	Components of the gradual release of responsibility model are evident.
	Some integration of reading, writing, word study and media literacy is evident.
	A range of leveled texts are available.
	Students are engaged in independent reading and literacy activities to allow for small group instruction.
	Small group instruction is used for guided reading.
	Some evidence of flexibility in student groupings.
	Commercial, teacher created and student created work is visible on the walls.
	Students are occasionally engaged in accountable talk.
	Rich tasks are used occasionally or as culminating activities.
	Learning goals and success criteria are sometimes used with students.
	fine performance that does not meet your standards. Teachers and leaders performing at the "not meet-
_	standards" level are failing to meet the most basic professional requirements you have established.
Spe	ell it out—what professional actions are completely unacceptable in your school or system?
	Minimal data is collected or used to inform instruction.
	No modelling of strategies.
	Whole group instruction is main instructional strategy.
	Student groupings are static and based on ability.
	Small group instruction and individual conferences are rarely used.
	Random texts are available for student use and instruction.

	No word walls, anchor charts or student work evident on walls. Paper/pencil tasks are the focus. Students engage in DEAR, USSR, rather than independent reading. Learning goals and success criteria are not evident.
sign havi to a amo	ally, consider "exemplary" performance by teachers and leaders. This level of performance is ificantly better than "proficient" performance. These professional actions are extraordinary, ing an impact not only in a single classroom or school, but throughout the entire system. The challenge chieve this level of performance would stimulate and encourage higher levels of performance even ng your most veteran, experienced, and qualified staff. Use rich and vivid detail with the most pelling descriptions possible.
grou inclu prov	teacher designs a classroom environment that offers opportunities and space for whole class, small up, and independent work. The classroom environment supports students at their instructional level, udes activities that allow them to take risks, and allows for cooperative learning. The organization vides time for the teacher to observe, instruct using a variety of groupings, and encourage students ingage in meaningful activities for reading and writing.
	Teachers use a variety of data to inform instruction including: Student self-assessments and student reflections Teacher observations Ongoing reading records DRA, CASI, DIBELS, Marie Clay Observation Survey and Results, Oral Language Assessment Reading responses Analyzed reading and writing samples Attitude and interest surveys
	□ Student reading logs Teachers use developmental reading and writing continuums to inform their planning. Gradual release of responsibility model is the foundation of the balanced literacy instruction. Reading, writing, word study and media literacy are meaningfully integrated into the literacy block. An extensive classroom library is available for teacher and student use with a wide range of genres and
	interests, reflecting diversity and a variety of levels. Students are purposefully engaged in self-selected independent reading activities, to allow for small group instruction and individual conferences. Small group instruction is used for a variety of purposes such as word study, just right book selection,
	oral language, guided reading, shared reading and so on. Student groupings are fluid and flexible based on a range of data including changing student needs, interests, and learning styles.
	Student work is highly visible on the walls – co-constructed anchor charts, success criteria, word walls, etc. and students actively use these materials to guide their learning. Students are frequently engaged in accountable talk. Rich tasks and clustering of expectations are used regularly to optimize student engagement and
	learning. Students understand the learning goal(s), success criteria and understand how they will be assessed, and readily engage self and peer assessment. Frequent and varied prompts and/or opportunities exist for parents and caregivers to support and engage in their child(ren)'s learning.

READ ALOUD

The teacher reads aloud daily from texts that are at students' listening level but above their reading level. The purpose can include vocabulary and concept building, reading strategies through think aloud incorporating comprehension strategies, writers' craft lessons, and development of a positive attitude toward reading.

	Teacher reading aloud using think aloud strategies.
	Consider the traits of good writing, including:
	$\ \square$ use of ideas to make a point or to tell a story with supporting details
	$\ \square$ use of voice for individuality, interest, and to convey a sense of audience
	\qed organization of information so that writing conveys a clear message in the proper sequence
	$\ \square$ word choice includes use of extended vocabulary, strong verbs, sensory details, and
	expressive phrases
	□ use of proper conventions as expected for students' respective grade level
	$\ \square$ use of sentence fluency to ensure variety as well as rhythm and flow of student writing
Cor	ncerning LITERACY INSTRUCTION, the administrator will see:
	whole class meetings with the teacher engaging students in learning how to read and write texts chosen from a variety of genre (e.g., fiction, factual, poetry)
	teacher plans indicating a teaching point for chosen text (e.g., reading comprehension strategy or writers' craft)
	teacher reading aloud and stopping at planned places to demonstrate proficient reader strategies, or to point out the author's craft
	students demonstrating understanding and use of comprehension strategies and/or traits of good writing
	the teacher noticing and commenting on student strengths
	lessons including a mini-lesson before, during and/or after reading to teach and model the use of
	effective comprehension strategies and/or writers' craft
	teacher demonstrating reading strategies through think-aloud (e.g., helping students to
	understand what good readers do as they read by talking through their own thought process
	and reading strategies as they read the text)
	students engaged in conversation around the selection and the chosen focus for the read aloud with
	the class, the teacher, in pairs, or in small groups
	students often developing or adding to a classroom chart for future reference
	classroom charts including highlights of previous read aloud lessons (e.g., modelled examples of
	reading responses, graphic organizers)

Con	cerning LITERACY ASSESSMENT for READ ALOUD, the administrator may see:
	students and teacher engaged in conversation about selected texts or writing samples
	students and teacher adding to a reading and/or writing assessment portfolio
	teacher observation of student engagement and comprehension
	teacher observation of student use of comprehension strategies (e.g., questioning, making
	connections and inferences)
	attitude or interest survey
	oral retelling
	reading records
	reading response charts reflecting those modelled in mini-lessons (e.g., KWL charts, story maps,
	retell pyramids)
	whole group consolidation
	teacher observation of student engagement/motivation and awareness of writers' craft
	graphic organizers mirroring those modelled in mini-lessons and on classroom charts
	student self-reflection/evaluation around writing samples
	checklists
	writing samples analyzed for aspects or traits of writing focused upon in recent mini-lessons
	(e.g., voice, organization)

SHARED READING

The teacher reads with the students using text that is visible to all students. For example, large charts, a morning message, big books, an overhead, or a poster so that all students can view the same text. The teacher provides instruction to the whole class and the students read along with the teacher, following the initial reading on the first day of introduction. Small group intervention can follow the shared reading lesson for more intensive instruction. Instructional focus may include concepts of print, comprehension, word solving strategies, fluency and expression. The teacher may revisit the text on subsequent days with a new instructional focus.

Regarding LITERACY INSTRUCTION, the administrator will see:
whole class or small group instruction, using a shared text
□ texts chosen from a variety of genre and form
$\ \square$ teacher plans indicating an instructional focus for chosen text
$\ \square$ a choice of text reflecting the teaching focus or points
\qed the teacher demonstrates effective reading strategies and word solving skills
\qed the students reading along with the teacher, whenever appropriate
\qed students taking risks in a safe, supportive environment, practicing fluent and expressive reading
$\ \square$ students engaged in enjoying the sounds, flow and rhythm of language
$\ \square$ focus on a few teaching points, following initial reading of the text
\qed a very short (approximately 5 minute) lesson when revisiting the text to concentrate on one or two teaching points
□ students engaged in conversation around the selection and the chosen focus for the shared
reading with the class, the teacher, in pairs, or in small groups
Regarding LITERACY ASSESSMENT, the administrator should see:
a correlation between formative assessment results and instruction
□ the teacher commenting on student strengths
\qed the teacher questioning students with a knowledge of their skills and needs
$\ \square$ teacher observation of student strengths and needs
□ use of assessments to indicate needs for instruction

GUIDED READING

The teacher works with a small group of students (usually 4 to 6) who are reading at about the same instructional level, as assessed through current reading records, and/or who have similar needs. Groupings are fluid and change as student levels and needs progress. Students have individual copies of texts and read independently, following a book introduction and discussion with the small group and teacher. The students may read silently, but must read out loud as the teacher observes, coaches, prompts and assesses their fluency. Time is spent in discussions centred around previously taught comprehension and reading strategies. Students are encouraged to use comprehension and reading strategies while reading the selection independently and to find evidence in the text to prove observations, predictions or inferences. The strength of this reading component is in the discussion of the text and strategies for reading. A written follow-up can strengthen comprehension, but is not always necessary. However, rereading of guided reading texts during independent reading is highly recommended to encourage fluency and comprehension.

Concerning LITERACY INSTRUCTION, the administrator will see:
small groups of students reading a text individually and engaging in discussion
 teacher familiarity with selected text students grouped according to their instructional reading level or similar needs/interests use of multiple text copies physical environment of classroom is conclusive to group work and discussion the teacher providing practice for solving unknown words and encouraging the use of all three cueing systems to cross-check (visual, structure, meaning) the teacher asking questions that allow for varied student responses and interpretations students read their own copy independently while guided by the teacher the teacher listening to individual students read while observing strengths or needs, coaching, and assessing progress the teacher provides opportunities for sharing and collaboration before and after students read the text
Concerning LITERACY ASSESSMENT, the administrator will see:
the use of assessment to ensure that students are reading at the correct level of difficulty and to identify needs for explicit instruction
 ongoing reading record analyzed carefully to indicate fluency, and to identify cueing systems used and neglected, as well as comprehension strategies used and neglected anecdotal notes regarding student use of comprehension and reading strategies

INDEPENDENT READING

The teacher should provide time each day for students to practice reading skills modelled during other reading components. Students read texts mostly at their independent reading level (with 95-100% accuracy), but may read other books for interest and motivation. The teacher and student share the responsibility for choosing texts. Often, teachers include texts that students have previously read during a guided reading lesson as part of independent reading selections. Students take responsibility for keeping track of texts read, and working through the challenges of the text. Familiar texts, often including shared reading charts and texts, are revisited to practice fluency and expression during independent reading time. Students can practice word solving and comprehension strategies or respond to reading (independently or in pairs) in ways that have been modelled through other reading components (e.g., read aloud, shared reading, guided reading). The teacher is encouraged to use this time to conference with and assess individual students, or work with a guided reading group or small group for focused instruction.

Con	cerning LITERACY INSTRUCTION, the administrator will see:
	students reading independently (or, at times, with a partner) usually reading at their independent reading level
	□ students are reading for a purpose
	$\ \square$ students reading for sustained periods of time
	$\ \square$ students learning to self-select appropriate reading materials
	\square a large variety of texts organized in a logical manner for easy selection
	 individual space for students to store independent reading texts and materials (e.g., a book bag, magazine box)
	 students may have individual reading logs that indicate reading for different purposes and in different genres, or a reflection on appropriateness of level
	□ students may practice reading responses modelled by the teacher during mini-lessons
	 the teacher uses time to conference with and assess individual students, pairs of students reading the same text, or work with a guided reading group
Con	cerning LITERACY ASSESSMENT, the administrator will see:
	student assessment portfolios/independent reading portfolios
	□ current reading records
	$\ \square$ student observations, including productive use of independent reading time
	$\ \square$ student interest survey to help in selection of books for interest
	□ student reading logs
	\qed reading response journals or graphic organizers indicating use of comprehension strategies (see Read Aloud)

MODELLED WRITING

The teacher models the act of writing by thinking aloud to show metacognitive processes while composing a text in front of the students. Explicit language and actions model and formulate the concepts associated

with the writing process.

Whole group or small group instruction

the use of chart paper, white board, blackboard, overheads or SMART boards

the teacher composing a piece of writing to demonstrate the use of print conventions, organization or other particular traits of good writing (see Read Aloud for traits of good writing), spelling strategies, or aspects of the writing process (e.g., revising, editing)

the teacher thinking aloud about choices and actions in writing

the teacher demonstrating rereading as a process to help students remember what they are writing

students rereading what the teacher writes

SHARED/INTERACTIVE WRITING

□ a choral reading of the text, as appropriate

Teacher and students work together to compose a piece of writing, sharing the pen at strategic points.

The piece of writing should be for an authentic purpose (e.g., a sign, a letter, a poem, trip plans, diaries and class recollections).

Whole group or small group instruction

teacher and students recording ideas and text, usually on chart paper or overhead

the teacher encourages students to write parts of the text

students responsible for accurately recording any word found on the word wall

students contributing ideas to the writing

students reading and rereading the composition with the teacher

the teacher can reinforce strategies for writing and encoding strategies

□ the teacher models the writing process and encourages student participation

GUIDED WRITING

The teacher works with a small group of students who have similar needs or interests and coaches them as they compose a piece of writing. This component provides focused writing instruction to assist students writing independently.

□ 5 [.]	tudents work with the teacher as they compose an individual piece of writing
	$\ \square$ students are grouped according to similar needs or interests
	$\hfill \square$ the teacher guides, coaches and instructs students as they write independently in a small group
	$\ \square$ the teacher asks the small group to listen as instruction is given to one student
	$\ \square$ students assist peers to brainstorm, create graphic organizers, encode words, revise and edit
	$\ \square$ teacher will accept and expect spelling approximations for unknown words
	$\ \square$ the teacher encourages writing for a variety of purposes, audiences and forms
	$\ \square$ the teacher assists students in self-evaluation and reflection

WRITER'S WORKSHOP/INDEPENDENT WRITING

Independent writing provides students with opportunities to write independently, to discuss and practise writer's craft, and to learn about the writing process. Students will usually have the opportunity to choose their own topic, although authentic reasons for writing (e.g., a goodbye card), genre (e.g., poetry, informational text) and form (e.g., letters, newspaper articles) may be studied as a whole class. The writer's workshop begins with shared or modelled writing or a mini-lesson (e.g., about writer's craft - see Read Aloud - focused lessons on routines, or lessons on the writing process). The group lesson is followed by an extended period of time for independent writing and finishes with a time to share their thoughts about writing as well as pieces of their own compositions.

Concerning LITERACY INSTRUCTION FOR WRITING, the administrator will see:
\square a whole group lesson, followed by an extended period for independent writing, then a sharing
 the teacher beginning writer's workshop with a whole group lesson, often using literature to stimulate students to think creatively and become aware of writer's craft (see Read Aloud) a variety of paper and other writing materials, well-organized and easy to access student writing pieces organized in some logical manner (e.g., individual writing portfolios) students engaged in writing on a self-selected topic the teacher circulating, conferring with students, or taking a guided writing group students engaged in the writing process (e.g., revision) time for sharing ideas and excerpts of writing vehicles for sharing their writing outside of the classroom (e.g., publishing, author's night, class newspapers or publications)
Concerning LITERACY ASSESSMENT FOR WRITING, the administrator will see:
an assessment portfolio, identifying common needs for many students
 phonemic and letter/sound assessments student self-evaluation and reflection writing portfolio writing samples analyzed according to rubrics (e.g., six traits, writing exemplars)
 observation of students' ability to use the writing process, looking for common needs as topics for guided writing or mini-lessons

WORD STUDY

The teacher plans time to introduce and teach words in context (e.g., during shared reading and independent writing) building on students' knowledge of phonemic awareness, letter recognition, letter-sound relationships, phonics and spelling patterns. Merely assigning words to be memorized will be unsuccessful. Practice of unknown words should rely on the use of visualization strategies according to current knowledge of brain and memory research. Working with words on a daily basis is an essential part of a balanced literacy program.

Concerning LITERACY INSTRUCTION, the administrator will see:
daily word study and use of environmental print (e.g., word walls)
 whole group and small group explicit instruction in working with sound, letters and words (e.g., word wall games, segmenting and blending games) with a focus on fluency and decoding strategies word walls reflecting high frequency words, words related to current curriculum study, and word families appropriate spelling aids (e.g., dictionaries appropriate for grade level) encouragement and appropriate response for invented spelling at early stages of development encouragement of conventional spelling for word wall and previously studied words students referencing the word walls
 use of visualization strategies to help further the visual coding mechanism (e.g., look, cover, write, check)
$\ \square$ a viable management system for daily word practice, instructional activities, and assessment
Concerning LITERACY ASSESSMENT, the administrator will see:
current reading assessments records and writing portfolios
 analysis of running records for decoding strategies and comments on fluency (e.g., high frequency word recognition impacts on fluency)
 analysis of writing samples to identify gaps in knowledge regarding letter/sound relationships, spelling patterns, use of environmental print, and conventional spelling of word wall or previously studied words
□ assessment based on word usage and decoding/encoding strategies

The Differentiated Classroom Observation Checklist

PHYSI	CAL ENVIRONMENT
	Presents an inviting, relaxed environment for learning where students feel
	comfortable taking risks
	Provides comfortable desks and work areas
	Contains individual, designated personal spaces for extra texts and other items
	Is designed for quick and easy groupings of tables and chairs
	Is arranged for teacher and student movement during work sessions
	Provides work areas for individual needs, including knowledge/ability levels
	Reflects current context or skills through student displays and artifacts
TEACH	HER BEHAVIOURS
	Works with whole group, individuals, and small groups
	Monitors individuals and small groups
	Uses a variety of ongoing assessment tools such as checklists and surveys
	Applies assessment information to guide instruction
	Addresses the academic, emotional, social and physical needs of students
	Provides time for students to actively process information
	Gives specific feedback to individuals and/or small groups
	Uses a variety of assessment tools before, during and after learning
	Develops class profiles to determine specific student learning needs
STUDE	ENT ENGAGEMENT
	Exhibits on-task behaviour while working alone
	Works effectively in small groups
	Works on their individual knowledge or ability levels
	Uses materials/resources at the student's own level of success
	Feels respected and emotionally safe
	Uses self-discipline
MATER	RIALS/RESOURCES
	Include a variety of reading levels related to the subject or topic
	Are accessible to students
	Support the standards and topic
	Are age-appropriate
	Are up-to-date
	Are available in an adequate number for the class size
	Include appropriate reference sources and materials
INSTR	RUCTIONAL STRATEGIES
	Meets the diverse needs of learners' interests, learning styles, readiness
	Engages students in various flexible grouping designs
	Uses centres and/or stations for individual and small group instruction
	Engages students with projects and/or problem-solving activities
	Presents students with choices in learning activities

Program Department Staff

For specific questions and requests, please contact the following Program Department staff member for assistance by email or phone:

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- 1 Log into any Internet browser (home or school) and key in the following address: mediacentre.ca and click on the MEDIANET icon.
- 2 Select Search Full Catalogue.
- **3** Browse the online catalogue! You can experiment with subject, key word and media types. There is an excellent help section. Use **Format** and select an option to narrow your search by **Media Type** (digitized video, DVD, science kit, big book, junior kit, etc.). Click the **Submit button** (a new page with a list of these specific resources will appear). You may now click on any title for description, length, age group, etc.
- 4 Click on Order Form.
- When you are ready to order, enter the number 30 in front of your 5-digit employee number in the Client Number Box (e.g., <u>30</u>12345). Call Human Resources if you do not know your employee number.
- **6** Enter **Password** (your school's 7-digit phone number (e.g., 2551234) is set temporarily for your very first booking. You will be prompted to change it immediately upon typing this number.
- Pick a Show Date (first available date or your own date). MEDIANET automatically knows your school's courier delivery dates! Click Test Availability button to see if your request is available. Click green Submit button to submit order.
 Note: To check on your own past, current, future and overdue bookings, click the MEDIANET Options button.
- **8** To finish, click the **Logout User button**.



If you are a new teacher or have recently changed schools, please call the Media Centre (519-776-5610 x298) before booking so we can enter your new location.



Learning resources must be placed out for the courier anytime the day before the due date on the shipping label.



If you have any questions about MEDIANET, please call 519-776-5610.



Digital resources have arrived! For more information, check out the Media/Kit Conference which can be found under Public Conferences on First Class.

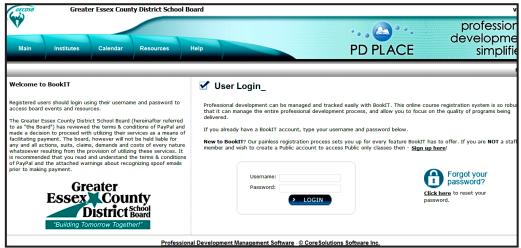


Managing your professional development activities just got a whole lot easier. Using your computer and a web browser, you are now in complete control of registering, de-registering, and evaluating the institute sessions that you attend.

GUIDE for BOOK IT



- 1 Start Internet Explorer or Safari.
- 2 From the Greater Essex County District School Board homepage (http://www.gecdsb.on.ca) or the teachers' area on the Student Reference Portal (http://www.gecdsb.on.ca/d&g/portal/teachers.htm), click on the BookIT link.
- 3 You will be asked to log into **BookIT**. Use your Username and Password.
- 4 Once you have logged in, you will be able to review and select the institutes that you will attend. "My Page" keeps track of your entire Professional Development history. The quickest way to find a PD event is to click on the teal "Institutes" button and then "Browse Upcoming Institutes." There is also an Advanced Search option to help you quickly identify upcoming institutes that meet your criteria.
- 5 Find the institute that you wish to attend and click on the **Register** button. You're registered!
- 6 When you have finished registering, click on the **Logout** link at the top of the screen and the system is ready for the next person. After you attend the institute, make sure that you log back into **BookIT** and complete the evaluation. Once that has been done, you can create your own Certificate of Participation for your professional portfolio.









451 Park Street West Windsor • Ontario • N9A 5V4 Telephone: 519-255-3200 Website: www.publicboard.ca System Speed Dial &

Queen Elizabeth PS

Dial ** then the 3-digit code The number will dial when you The property or lift the bandoot

	Direct Dial Extensions press Speaker or lift the handset					,	A.				
Code	SCHOOL	PR	VP #1	VP #2/PLC		Code	SCHOOL	PR	VP #1	VP #2/PLC	
000	AV Graham PS	20202	20203		20200	052	Queen Victoria PS	25402	25403		25400
001	Amherstburg PS	20002	20003		20000	053	Roseland PS	25502	25503		25500
002	Anderdon PS	20102	20103		20100	054	Roseville PS	25602	25603		25600
003	Beaton PS	20302	20303		20300	055	Ruthven PS				
004	Begley PS					056	Sandwich West PS	25802	25803		25800
005	Belle River PS					057	Southwood PS	25902	25903		25900
006	Bellewood PS	20602	20603		20600	058	Talbot Trail PS				
007	Benson PS	†		<u> </u>		059	Taylor PS	26102	26103	<u> </u>	26100
008	Brock PS					060	Victoria PS (Tec)	26202	İ		26200
009	Campbell PS	20902	20903	<u> </u>	20900	061	Belle River DHS	30002	30003		30000
010	Centennial Central		1	<u> </u>		062	Century SS	30102	30103	30104	30100
011	Central PS	21102	21103		21100	063	Essex DHS	30202	30203	<u> </u>	30200
012	Colchester North PS		1			064	Forster SS	30302	30303		30300
013	Dr. David Suzuki PS	25102	25103		25100	065	General Amherst HS	30402	30403	 	30400
014	Coronation PS	21402	21403		21400	066	Harrow DHS	30502	30503		30500
015	Davis PS	21502	21503	 	21500	067	Herman SS	30602	30603	30604	30600
016	DM Eagle PS	21602	21303	<u> </u>	21600	068	Kennedy CI	30702	30703	5000 :	30700
017	Dougall PS	1 21002		-	21000	069	Kingsville DHS	30802	30803		30800
017	East Mersea PS	+				070	Leamington SS	30002	30003	<u> </u>	30000
019	Eastwood PS	21802	21803	-	21800	071	Massey SS	31002	31003	31004	31000
020	Essex PS	22005	22006	-	22000	071	Riverside SS	31102	31103	31104	31100
020	Forest Glade PS	22102	22103	22200	22100	072	Sandwich SS	31202	31203	J1104	31200
021	Glenwood PS	22302	22303	22200	22300	073	Walkerville CI	31402	31403	-	31400
022	Gore Hill PS	22302	22303	-	22300	074	Western SS	31502	31503	31504	31500
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		+	22703		22600	077	ALC – Leamington				
026 027	Harrow Senior PS	22702 22802		-	22700 22800	078	Directions (IAP)	11110			11200
	Hetherington PS	+	22803	-		000	Leamington Invest	11110			11200
028	Jack Miner PS	22902	22093		22900	080	Facility Services				
029	King Edward PS	22102	22102		22100	081	Grants Officer				
030	Kingsville PS	23102	23103	<u> </u>	23100	082	Maryvale				
031	Lakeshore Discovery	22202	22202	-	22200	083	Media Centre – Essex			ļ	
032	LaSalle PS	23302	23303	-	23300	084	PASS – Amherstburg				
033	Maidstone Central	22502		-	22500	085	PASS – East Windsor				
034	Malden Central PS	23502			23500	086	PASS – Leamington				
035	MD Bennie PS	1 22602	22602	<u> </u>	22500	087	PASS – Mason	11002	11003		11012
036	Marlborough PS	23602	23603		23600	088	Transportation				
037	Maxwell PS	23802	23803		23800	089	Turning Point – Essex				
038	McCallum PS	23902	23903		23900	090	Turning Point – Mason	PROC	GRAM D	EPARTI	MENT _
039	McGregor PS	24002	24003		24000	091	Lambton Kent DSB				
040	McWilliam PS	24102	24103		24100	092	Ministry of Education	Ц	ER ES	SEX CO	Ц
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045	Parkview PS	24702			24700	097	HRDC – Leamington	∐ <i>.</i> ₌. ₌			
046	Pelee Island		ļ		ļ	098	HRDC – Windsor	451 Park Street West			
047	Prince Andrew PS	24902	24903		24900	099	Kits – Eugenie	Windsor • Ontario • N9A 5V4 Telephone: 519-255-3200			
048	Prince Edward PS	25002	25003		25000	100	New Beginnings	Website: www.publicboard.ca			
049	Princess Anne PS		ļ			101	RCC			SEX COL	
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