



Within this update, please find details and instructions for the distribution of report cards, alternative report cards and IEP summaries, including information in the following areas:

- Distribution Logistics
- Printing and Mailing Procedure
- Ministry Statement on Report Cards
- Parent/Guardian Communication
- Ontario Student Records
- IEPs and Reporting of Alternative Curriculum Programs
- Alternative Report Card Comments
- Distribution of IEPs and Alternative Report Cards
- ELL Progress Updates

Elementary Report Card Distribution and Year End Information

We recognize and appreciate all of your ongoing work to support staff through the challenges of assessment and reporting during remote learning.

The next phase of this work involves producing and distributing The Kindergarten Communication of Learning, Grade 1-8 Report Cards, Alternative Report Cards and IEP Summaries.

Below you will find detailed information to provide direction and answer questions you may have about this process.

Distribution Logistics: Kindergarten Communication of Learning, Report Cards, Alternative Report Cards and IEP Summaries

Timelines and steps for elementary report cards on or after June 13:

1. Generate Report Card PDF (instructions below).
2. Save PDF file to Google drive.
3. Send email notification to SecureDocumentDelivery@tdsb.on.ca specifying SchoolName, ReportCard name, approval to send to parents/guardians to be completed by midnight June 19 and distributed from **June 22 to 26**.

As shared in the last assessment newsletter, the Kindergarten Communication of Learning and Report Cards for all families for which we have emails will be distributed centrally through School Messenger by SIS. Below you will find a link to instructions to prepare the PDF Report Card and PDF Alternative Report Card files for your school to share with SIS. All PDF IEP Summaries will be sent to SIS and Principals are not required to create these PDF files.

- [Kindergarten Communication of Learning – Report Card PDF Preparation Instructions](#)
- [Grades 1 to 8 – Report Card PDF Preparation Instructions](#)
- [Alternative Report Cards – PDF Preparation Instructions](#)

Procedure for Printing and Mailing Report Cards, Alternative Report Cards and Individual Education Plan (IEP) Summaries

While report cards are being distributed centrally via Messenger, some schools will have a number of Kindergarten Communication of Learning, Report Cards, Alternative Report Cards and IEP Summaries to be printed, put into envelopes with address labels, and mailed due to blocked or missing email addresses. Between Friday, June 12 and Monday, June 15, you will receive an email from SecureDocumentDelivery@tdsb.on.ca with a list of students who require reports to be printed and mailed by the school. Steps for printing and mailing:

1. Determine the number of Report Cards, Alternative Report Cards and IEP Summaries to print and prepare for mailing from the list provided.
2. Principals/Admin Teams (with the remote support of the RCA) will work with CUPE staff to determine a plan for printing and preparing these documents for mailing. There is no expectation for teachers to enter schools for this task. Please connect with your SOE if you require additional support to complete this work. Please follow the [Protocol for Staff to Access TDSB Schools During Closure](#). Think about the office space and how to ensure adequate physical distance between people.
3. Please follow the [Protocol for Staff to Access TDSB Schools During Closure](#) as you plan this work. Think about the office space and how to ensure adequate physical distance between people.
4. In order to print documents for designated students, please follow these instructions:
 - [Communication of Learning – Printing](#)
 - [Grades 1-8 Report Card – Printing](#)
 - [IEP - Printing](#)
 - [Alternative Report Card - Printing](#)
5. Once the envelopes are labelled and stuffed with the reports, please place in the TDSB courier bag that will be picked up on the following dates: June 23, 25, and July 3.
6. The envelopes will be delivered by TDSB courier to the TDSB mail room where postage will be added for mailing.

Ministry Statement on Report Cards

The Ministry mandated report card comment: "This report card is for a reporting period that included provincially-mandated school closure from March 13, 2020 – June 30, 2020." will be added to all

elementary report cards centrally, as illustrated in the image below (upper left-hand corner). There is no action required by schools or teachers. This new text box will appear automatically after the Trillium maintenance, currently scheduled for June 13.

Please note: The school year in the Education Act ends June 30 (latest date). However, for 2019-20, the last day for teachers and student is June 26, the 194th day of the school year. June 26 is no longer a PA day.



Parent/Guardian Communication Regarding Kindergarten Communication of Learning, Grade 1-8 Report Cards, Alternative Report Cards and IEPs

School Administrators will need to send a communication to families to inform them of the distribution and timelines for reports. For those students with IEPs, please inform parents/caregivers that the two-page IEP Summary will be sent and that they may request the full IEP by contacting their school administrator.

Ontario Student Record (OSR)

At this time, OSRs will not be moved between schools. When schools re-open, OSRs will be moved for those students who have transitioned to new schools. Steps to take to move OSRs will be outlined in a memo sent in August.

Kindergarten Communication of Learning, Grade 1 – 8 Report Cards, Alternative Report Cards and IEPs

When schools reopen, completed report cards and IEPs must be filed in the Ontario Student Record (OSR), as required by the OSR Guideline. Further information about OSR transfers from school to school will be communicated at a later date.

French Cards

Schools should follow their usual process and record the number of hours originally planned for the 2019-2020 school year. An asterisk should be placed beside the 2019-20 school year and this comment should be noted on the card: *“The 2019-20 school year was impacted by school closures. The student is recognized as having met the expectations set for instructional hours.”* French Cards should be completed when schools re-open. School office staff can prepare a label with this comment for teachers to use.

IEPs and Reporting of Alternative Curriculum Programs

The information below will help clarify the expectations for assessment and evaluation of Alternative Reports and IEPs.

Both Alternative Reports and IEP revisions should be completed by June 19, 2020.

- Teachers will continue to communicate regularly with students and their families and provide programming as per TDSB and Ministry guidelines.
- Teachers will continue to provide individual accommodations and modifications as outlined in student IEPs when providing lessons and activities.
- Teachers can focus on existing Term 2 IEP goals/expectations that can be adapted to remote learning and continue to gather evidence as it is available. If these need to be altered to meet the new learning environment, it is appropriate to do so and may be reflected in the IEP.
- If modifications can be made to existing IEP expectations to support learning in the home environment, teachers will make these IEP expectation changes.
- Reporting will continue to focus on students’ strengths and be based on evidence where available.
- If the school has been unable to connect with students/families during the time of school closure, the comments can indicate such.

- Reporting will continue to be comment-based.

Alternative Report Card Comments

Teachers report on IEP goal attainment as they would at any reporting period with the assessment data collected up to March 13, 2020, and including any increases in achievement made during remote learning and updating students’ IEPs accordingly. The IEP goals that were addressed were those that could be adapted and achieved in a remote learning environment using digital and non-digital resources and activities.

The following qualifying statement must be included in all Alternative Report Cards that the teacher needs to type in:

“The comments for [enter student name] are based on demonstrated learning prior to the school closure period, as well as evidence of progress gathered during the school closure period and may not reflect all of the Term 2 goals as outlined in the IEP.”

As per *Growing Success* (p. 62), when an alternative format is used, it should accompany the Provincial Report Card at the regular reporting times. If the student has not been participating, the comment can indicate the report is limited to observed work prior to March 13. Some IEP goals may not have been attained this term, and teachers are honouring the learning and growth that has happened. If the student has been demonstrating development and growth in areas that are not indicated as goals on the IEP, comment on these strengths and indicate IEP goals will be reviewed in September.

Distribution of IEP Summaries and Alternative Report Cards

It is not business as usual when it comes to the distribution of Alternative Report Cards and IEPs. Ideally all IEPs would be sent home to families with Report Cards in June. Considering our current context, the two page IEP Summary will be sent home in June for all students with and IEP. The two page IEP Summary includes:

- Demographic Information
- Reason for the Development of the IEP

- Subjects, Courses, or Alternative Programming to Which the IEP Applies
- Profile of Strengths and Needs
- Accommodations (Instructional, Environmental and Assessment)
- TDSB Human Resources
- June 2020 Review

The full 2019-2020 IEP which includes for some students, the page 3 program pages and/or the Transition page will be sent home to families when school reopens in September. However, upon parental requests, administrators have local autonomy to make decisions around printing and mailing or encrypting and emailing IEP to families.

The Alternative Report Cards and the two-page IEP Summary will be sent electronically through Messenger centrally by SIS (refer to the procedure above to assist with printing and mailing for those students with blocked or missing email addresses).

IEP Transition Page

While the two page IEP Summary does provide some detailed information for families, the Summary does not include the Transition page (PPM 156).

Principals are strongly encouraged to connect directly with families around transition planning, especially for those students where “Big T” Transitions are eminent. Please reference the following resources for information to assist with your transition planning:

- [Elementary Transitions](#) and [Secondary Transitions](#)
- [IEP Transition slide deck](#)
- [Elementary IEP June Review Samples](#)

Parent Request for Full IEP

Parents/caregivers may request a full IEP by contacting their school administrators. If parents/caregivers do request the full IEP, principals have two options.

- Administrators may send home an encrypted email file
- Administrators may print and mail the hard copy IEP

IEP and June Reviews

The IEP and June reviews must be completed by educators, reviewed by principal, edited and ready for electronic distribution by June 19 for elementary and June 23 -26 for secondary.

At this time a signature is not required for electronic copies of report cards, IEPs and Alternative Report Cards. Principals will sign a printed copy of IEPs and reports and place them in the OSR when we return to school.

Please visit [Special Education Guidelines for Remote SST, IPRC and SEPRC Meetings](#) and June Review Memo for further details.

DHH and BLV

DHH/BLV Itinerant Teachers will email their Alternative Reports for students receiving Tier 3 support to principals. Principals will then email reports to parents/guardians encrypted electronically between June 22 - June 26 for elementary and June 24 - July 3 for secondary.

ELL Progress Updates

In alignment with Ministry and TDSB guidelines, all elementary ESL/ELD teachers (Self-contained, Resource, Itinerant and LEAP) will complete ELL Progress Updates using TRELIS for the June reporting period based on their observations up to March 13, 2020. ESL/ELD teachers may add the following comment to the June ELL Progress Update: “This ELL Progress Update is for a reporting period that included provincially-mandated school closure from March 13, 2020 – June 30, 2020.”

Once completed, ESL/ELD teachers will then [email the individual PDF of each report](#), labelled with the student’s name, to their administrator. At this time, ELL Progress Updates cannot be emailed centrally. While Principals can make local decisions to email

the PDF to parents if they choose to and if they have their email address, there is no expectation that this must be done. Once schools reopen, all ELL Progress Updates will be printed twice so that one copy can be sent home with the student, and one copy can be filed in the student's OSR. For students transitioning to a new school, staff will be asked to forward a copy with the OSR and make one additional copy that can be sent home with the student at their new school.

All ESL/ELD teachers are reminded of the importance of **collaborating with classroom teachers to write Report Card Comments** for the students that they support. As a general reminder about expected practice, please review the [ESL/ELD Reporting Q & A](#). It is recommended that the following comment be inserted either in the

Language box or the Learning Skills box of the report card for all students who would normally receive an ELL Progress Update: "The comments in this report card were based on observations by both the homeroom teacher and ESL/ELD teacher. A copy of your child's ELL Progress Update will be provided once school reopens."

Record of ESL/ELD Support (purple card)

All elementary ESL/ELD teachers (Self-contained, Resource, Itinerant and LEAP) will email the individual PDF of Record of ESL/ELD Support (purple card), labelled with the student's name, to their administrator. Once schools re-open, these cards will need to be printed on lilac paper and filed in each student's OSR.