

According to the School Act, a teachers' responsibilities are:

17 (1) A teacher's responsibilities include designing, supervising and assessing educational programs and instructing, assessing and evaluating individual students and groups of students.

(2) Teachers must perform the duties set out in the regulations.

Regulation 1114/04 lists:

Duties of teachers

4. (1) The duties of a teacher include the following:

- (a) providing teaching and other educational services, including advice and instructional assistance, to the students assigned to the teacher, as required or assigned by the board or the minister;
- (b) providing such assistance as the board or principal considers necessary for the supervision of students on school premises and at school functions, whenever and wherever held;
- (c) ensuring that students understand and comply with the codes of conduct governing their behaviour and with the rules and policies governing the operation of the school;
- (d) assisting to provide programs to promote students' intellectual development, human and social development and career development;
- (e) maintaining the records required by the minister, the board and the school principal;
- (f) encouraging the regular attendance of students assigned to the teacher;
- (g) evaluating educational programs for students as required by the minister or the board;
- (g.1) evaluating each student's intellectual development, human and social development and career development, including, as required by the minister, administering and grading Required Graduation Program Examinations;
- (g.2) ensuring the security of Provincial examinations, including retaining completed Provincial examinations for any period of time set by the minister;
- (h) providing the information in respect to students assigned to the teacher as required by the minister, board or, subject to the approval of the board, by a parent;
- (i) when required to do so by the minister, verifying the accuracy of the information provided to the minister under paragraph (h);
- (j) regularly providing the parents or guardians of a student with reports in respect of the student's school progress as required by the minister or the board; and
- (k) attending all meetings or conferences called by the principal or superintendent of schools for the district to discuss matters the principal or superintendent of schools considers necessary unless excused from attending the meeting or conference by the principal or superintendent of schools;

- (1) admitting to his or her classroom to observe tuition and practise teaching, student teachers enrolled in a university established under the University Act or in an institution for training teachers established under any other Act, and rendering the assistance to the student teachers, and submitting the reports on their teaching ability or on other matters relating to them or to their work, considered necessary for the training of teachers by the university or institution.
- (2) Reports referred to in subsection (1) (j) shall be made at least 5 times during the school year as follows:
 - (a) 3 written reports, one of which shall be at the end of the school year
 - (i) on a form approved by the minister, or
 - (ii) on a form approved by the board containing information and, when required, using reporting symbols ordered or approved by the minister;
 - (b) at least 2 informal reports.
- (3) In conjunction with the written reports required under subsection (2) (a), each teacher of a student in kindergarten to grade 3 must provide to the parents or guardians of the student, oral or written comments on the student's school progress in intellectual, human and social development with reference to the standards of development for children in a similar age range.

This is from the introduction of the IRPs.

This section contains the Prescribed Learning Outcomes, the legally required content standards for the provincial education system. The learning outcomes define the required knowledge, skills, and attitudes for each subject. They are statements of what students are expected to know and be able to do by the end of each grade.

STUDENT PROGRESS REPORT ORDER Kindergarten to grade 3 reports

- 4 (1) Student progress reports for students in kindergarten through grade 3 must be in writing and, in relation to expected learning outcomes set out in the curriculum,
 - (a) must contain written reporting comments and a performance scale to report on each of the following subjects, (i) subject to subsection (2), English Language Arts, or in the case of a student enrolled in a francophone educational program or a French immersion student, French Language Arts, (ii) Mathematics, (iii) subject to subsection (3), Science, and (iv) subject to subsection (3), Social Studies;
 - (b) must contain written reporting comments and, in addition, may contain a performance scale to report on each of the following subjects, (i) subject to subsection (4), Fine Arts, (ii) Health and Career Education, and (iii) Physical Education; and
 - (c) must contain written reporting comments for daily physical activity; and
 - (d) must include a separate description of the student's social responsibility.
- (2) With respect to reporting in English Language Arts, or in the case of a student enrolled in a francophone educational program or a French immersion student, French Language Arts, the student progress report must, in relation to expected learning outcomes set out in the curriculum, include reporting using a performance scale in each of the following specific areas of

the curriculum:

- (a) reading,
- (b) writing, and
- (c) speaking and listening.

- (3) With respect to reporting in Social Studies and Science, at least 2 student progress reports in each school year must include separate reporting for these two subjects.
- (4) With respect to reporting in Fine Arts, the student progress report must, in relation to the expected learning outcomes set out in the curriculum, include reporting, at least once during the school year, in each of the following specific areas of the curriculum: (a) dance, (b) drama, (c) music, and (d) visual arts.
- (5) In conjunction with the student progress reports required under subsection (1), parents of a student in kindergarten through grade 3 must be provided with oral or written comments on the student's school progress with reference to the expected developments for students in a similar age range.

Grades 4 to 5 reports 5

Student progress reports for students in grade 4 through 5 must, in relation to expected learning outcomes set out in the curriculum, contain **STUDENT PROGRESS REPORT ORDER** (a) letter grades, unless the board provides the letter grades to parents in a different document, and (b) written reporting comments.

Grades 6 to 7 reports 6

Student progress reports for students in grades 6 through 7 must, in relation to expected learning outcomes set out in the curriculum, contain (a) letter grades, and (b) written reporting comments.

Grade 8 to 12 reports

- 7 (1) Student progress reports for students in grades 8 through 12 must, in relation to expected learning outcomes set out in the curriculum, contain (a) letter grades, and (b) where deemed to be appropriate by the teacher, principal, vice principal or director of instruction, written reporting comments.
- (2) Student progress reports for students to whom Ministerial Order 205/95, the Graduation Requirements Order, or Ministerial Order 302/04, the Graduation Program Order, applies must, in addition to the information required under subsection (1) contain the credits assigned toward meeting the general requirements for graduation as set out in these orders.
- (2.1) Boards must ensure that student progress reports for students working towards meeting the requirements of Graduation Transitions include comments on the student's progress in meeting the requirements in accordance with the Graduation Transitions Program Guide and DPA Program Guide.
- (3) In addition to providing the student progress reports under subsection (1), the board must ensure that, for students in grades 9 through 12, each student's most recent Student Learning Plan, as required under the curriculum, if any, is made available to the student's parent.

Letter grades

- 8 For the purposes of sections 5, 6 and 7, the letter grades to be used and the requirements to be followed in assigning letter grades are those set out in Ministerial Order 192/94, the Provincial Letter Grades Order.

Reporting Comments for Daily Physical Activity

- 9 For the purposes of section 4(1)(c), 5(b), 6(b) and 7(1)(b) written reporting comments must be in accordance with the DPA Program Guide.