



Rainy River District School Board

Quick Reference Sheet: Acronyms & Glossary of Terms

AAP – Academic Assistance Program

The Academic Assistance Program (AAP) is a program that offers lunch time support and in-class support for students/teachers. The program helps to ease the transition of Grade 9 and 10 students to High School.

ARC – Accommodation Review Committee

School boards across Ontario must set up Accommodation Review Committees (ARCs) when making decisions about school closings. Through this extensive community consultation process, ARC members receive information to help guide the Review and to make accommodation options for schools in the school board.

AP program – Advanced Placement program

This high school program provides post-secondary level courses to students who are above average in academic standing. Most colleges and universities will award a credit to students who pass one of the nationally standardized AP exams. Passing AP exam can save students time and tuition on entry-level college or university courses.

ABA – Applied Behavioral Analysis

Applied Behavior Analysis (ABA) is based on the premise that behavior can be influenced by changes in environment and by the reinforcing consequences of that behavior.

Accessibility Plan

The plan describes the measures that the Rainy River District School Board has taken in the past, and the measures that the Rainy River District School Board will take during the current school year to identify, remove and prevent barriers for people with disabilities.

Achievement Gap

Persistent differences in achievement among different types of students as indicated by scores on standardized tests, teacher grades, and other data.

BIPSA – Board Improvement Planning for Student Achievement

An ongoing collaboration between students, classrooms, schools and the system to inform our practice to enhance student well-being and achievement.

BLDS – Board Leadership Development Strategy

System leaders play an essential role by putting in place supportive system practices and procedures for school leaders and providing system-wide leadership. The Ontario Leadership Framework 2012: A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action

BLT – Board Leadership Team

Made up of Principals, Vice Principals and Senior Administration, monthly meetings are held.

Board Improvement Plan

A Board Improvement Plan documents the means by which teachers, principals and senior board staff plan to implement changes to promote improved student achievement.

BPT – Board Planning Team

Made up of the Director of Education, Chair and Vice-Chair of the School Board, monthly meetings are held.

Breakthrough Model

A model using personalized meaningful, student-centered classroom interaction. Ongoing (formative) assessments are used to monitor individual student progress. Professional learning is ongoing for all educators. The Breakthrough Model is used in the development of the Board's System Plan to help educators create focused instruction; improve the classroom experience as well as the performance of students and teachers alike.

Challenge yyyy (year)

The inaugural Young Men's Conference was Challenge 2010. The goal of the inaugural conference was to work with selected individuals in Grade 8 classes who could benefit from this opportunity to help them make a better transition to high school. To help with this focus, the boys were paired with High School age mentors. Organizers drew on support from Atikokan High School staff and their expertise in outdoor education. With their support, programming was developed and Mink Lake was chosen as the location for the May 26-28, 2010 conference.

Character in Action

The Rainy River District School Board supports character education in all of its schools as part of our priority to develop and maintain a safe learning and teaching environment. The Character in Action program focuses on fostering citizenship, justice, thoughtful decision-making, and enhanced quality of life.

CILM – Collaborative Inquiry and Learning in Mathematics

The process of collaborative inquiry involves learning from others. For teachers, this means learning together with other teachers from within the school, across the system and outside of the system. For students, this means working with their peers to learn together. Collaborative Inquiry and Learning in Mathematics (CILM) uses this process to improve learning outcomes and student achievement in Mathematics.

CODE – Council of Ontario Directors of Education

The Council of Ontario Directors of Education, a Professional Association, represents all Chief Executive Officers of the seventy-two District School Boards in Ontario.

COGNOS / Managing Information for Student Achievement

(See MISA)

COSBO – Council of Senior Business Officials

Members include superintendents of business or senior business officials from all four school board systems – English Public, French Public, English Catholic and French Catholic.

Coterminous boards

Coterminous district school boards serve all or part of the same geographical area.

Covey

Franklin Covey is a company that provides leadership training. (see Seven Habits of Highly Effective People)

Credit Recovery

Credit Recovery helps students to successfully attain credits they have failed. Students must meet a minimum standard in order to participate.

Credit Rescue

Credit Rescue, a school-based intervention, helps students at risk of failing to achieve their credit, to work towards successfully achieving that credit while they are still enrolled in the course.

Critical Pathways Model

The Teaching-Learning Critical Pathway Model is a strategy used by professional learning communities to organize teaching and student learning. The model is based on the Breakthrough model. It is designed to deepen teacher learning and inquiry with professionals working together to increase achievement for all students. The

model encourages professionals to collaboratively set high expectations for students based on assessments and curriculum expectations. The strategy provides for frequent monitoring and feedback for students. It encourages the use of teacher moderated marking, collection of data, short term goals based on specific curriculum expectations, teacher reflection on high yield strategies, and the development of next steps for student learning.

CUPE – Canadian Union of Public Employees

A number of employees of the Rainy River District School Board are members of CUPE.

DI – Differentiated Instruction

An approach to planning so that one lesson is taught to the entire class while meeting the individual needs of each child.

EPO – Education Programs Other

Education Programs Other are targeted initiatives that receive special funding from the Ministry of Education. Examples include funding provided for the Early Learning Program, E-learning programming and, Learning for all K-12.

EA – Educational Assistant

An individual who is part of a school's trained support staff. They work with students who have identified needs on a one to one basis, or in smaller groups. In this role, they provide additional support for a classroom teacher and often work closely with Special Education Resource Teachers.

Early Years Program

All school boards across the province participate in the Early Years Program with a teacher and an Early Childhood Educator working as a team and using the new full-day Early Years (formally known as Early Learning Kindergarten) Curriculum as their guide. Through play-based learning and small group instruction, children develop a strong foundation for learning in all areas, including language and math, engage in healthy physical activities and the arts, and develop socially and emotionally through interaction with their peers and the educators who guide them.

ECE – Early Childhood Educator

An Early Childhood Educator has specialized training and works collaboratively with the classroom teacher to plan and implement a full day Early Learning program within a classroom setting.

EDI – Early Development Instruments

Used in the province to measure children's developmental health and well-being as they prepare to enter Grade 1. This data is also used by school boards and municipalities to plan early years programs and services for young children and their families.

EPCI – Early Primary Collaborative Inquiry

Teams from every district school board participate in classroom-based inquiry about teaching and learning within the context of early primary education.

The intent of the Early Primary Collaborative Inquiry is to:

- Highlight evidence-informed teaching and learning practices that support young learners
- Build connections to programming decisions for grades 1 and 2 and explore the common context between these years
- Provide support for teachers and boards to 'inquire' about their teaching and learning practice so that others may learn from their experience through a structured sharing process.

ESP – Education Support Personnel

Education Support Personnel are individuals who are involved in functions that support the educational component in schools. This includes a wide variety of employees varying from those directly involved with students to office and custodial staff but does not include teachers or administration.

ETFO – Elementary Teachers' Federation of Ontario

The Elementary Teachers' Federation of Ontario is a labor union representing all public elementary school teachers in the province of Ontario.

EQAO – Education Quality and Accountability Office

EQAO oversees a series of standardized assessments used to gauge whether or not students are achieving results that are at a provincial standard (which is considered to be a “B”). EQAO assessments have been providing parents, educators, and the public with a clear indication of how well the Board is progressing toward meeting its goal of improving student achievement.

The Rainy River District School Board uses the results of these assessments to celebrate achievements, to identify challenges, to inform teacher practice that will support improved student learning, and to guide all school improvement planning.

FSL – French as a Second Language

A program designed to teach French to those for whom French is not their first language.

GSN – Grants for Student Needs

Grants for Student Needs are provided to the Rainy River District School Board, and all publicly funded School Boards in Ontario, by the Ministry of Education. These grants are the primary source of funding for the School Board.

Growing Success

In January 2008, the Ministry of Education launched an initiative to update, consolidate, coordinate and clarify policy for assessing, evaluating and reporting student achievement. In 2010, school boards received the final policy document that directs boards to develop local policies with specific parameters regarding late assignments, missed assignments, cheating and plagiarism, and the mark below 50% reported on Gr. 9 to 12 report cards.

ICT – Information and Communications Technology

ICT consists of all technical means used to handle information and aid communication, including computer and network hardware as well as necessary software. It also includes broadcast media as well as all types of audio / video processing and transmission.

IEP – Individual Education Plan

An IEP is a written plan describing the special education program and/or services required by a particular student. It identifies learning expectations that are modified from, or alternative to, the expectations given in the curriculum policy document for the appropriate grade and subject or course, and/or any accommodations and special education services needed to assist the student in achieving his or her learning expectations.

IPRC – Identification, Placement and Review Committee

A committee made up of at least three individuals, at least one of whom is a principal or a supervisory officer, who decide whether individual students should be formally identified as exceptional and, therefore, requiring special education support.

Lateral Capacity Building

A term used to describe information transfer and skill development across a system and from system to system. Through networking and internal communication, best practices can be shared, adapted and implemented.

Leadership Framework

The establishment and promotion of a common Leadership Framework is central to the ministry's Leadership Strategy. The Leadership Framework describes a set of core leadership competencies and effective practices for principals, vice-principals and supervisory officers.

The Leadership Framework is made up of two parts:

- Leader competencies and practices that have been shown to be effective in improving student achievement.
- System practices and procedures that boards should have in place to support school and system leaders to be effective.

LNS – Literacy and Numeracy Secretariat

The Literacy and Numeracy Secretariat (LNS) was established to help boost student achievement. Over 80 educators (known as student achievement officers or SAOs) work directly with schools and school boards across the province to build capacity and implement strategies to improve reading, writing and math skills.

LSA – Leading Student Achievement – Ontario Principals Council

A project developed by the provincial principals' associations and the OPC.

LTO – Long Term Occasional

An occasional teacher under

MISA – COGNOS/Managing Information for Student Achievement

Cognos is the vendor of the data warehousing system licensed by the Northern Ontario School Boards to provide a reporting solution for student achievement data. The MISA-NOEL data warehouse is the reporting solution currently available to principals and central programming people. Managing Information for Student Achievement (MISA) is a Ministry of Education initiative that professionally develops and supports school boards in data-based decision making.

MERL – Modernize, Expand, Revitalize, Localize

A language project designed to help modernize aboriginal languages. The primary goal of the project is to help First Nations' people develop more fluent language speakers tomorrow than exist today. The project also helps to develop words to describe modern concepts and a vocabulary that has the capability to adapt to changes in our world.

NOITEL – Northern Ontario Information Technology Educational Leaders

NOEL – Northern Ontario Education Leaders

NOEL is a non-profit organization comprised of the leaders of educational organizations from eight regions in Northwestern Ontario. It is a collaborative forum where directors, principals, teachers and school board staff can discuss issues of common concern and develop projects that benefit its students.

NSL – Native as a Second Language

A program designed to teach Aboriginal languages to individuals for whom it is not their first language.

NTIP – New Teacher Induction Program

The New Teacher Induction Program (NTIP) supports the growth and professional development of new teachers. It is the second step in a continuum of professional development for teachers to support effective teaching, learning, and assessment practices, building on and complementing the first step: pre-service education programs. It provides another full year of professional support so that new teachers can develop the requisite skills and knowledge that will enable them to achieve success as experienced teachers in Ontario. By helping new teachers achieve their full potential, the NTIP supports Ontario's vision of achieving high levels of student performance.

OAME – Ontario Association of Math Educators

The professional organization for everyone interested in Mathematics Education in Ontario. Their mission is to promote, support, and advocate for excellence in mathematics education throughout Ontario.

OASBO – Ontario Association of School Board Officials

The Ontario Association of School Business Officials brings together dedicated professionals who are committed to collaborative development, sharing and promotion of leading business practices in education.

OESC – Ontario Education Services Corporation**OEN – Ontario Education Number**

A number assigned to each student by the Ministry of Education to facilitate data collection.

OFIP – Ontario Focused Intervention Partnership

The Ontario Focused Intervention Partnership (OFIP) is a key strategy intended to support all schools to improve student achievement. Schools considered to be low performing on their EQAO assessments over a period of time are eligible for assistance from this program.

OHS –Occupational Health & Safety Committee

The committee is made up of Administrative staff and representatives from all unions. The focus of the committee is “working together for a safe and healthy workplace”.

OLA – Oral Language Assessment

Oral Language Assessment provides information concerning strengths and weaknesses regarding a student’s comprehension of the complex structures of spoken English.

ONAP – Ontario Numeracy Assessment Package

The Ontario Numeracy Assessment Package (ONAP) provides teachers with an entry assessment tool to identify students’ knowledge of the previous year’s expectations for all five math strands.

OPHEA – Ontario Physical and Health Education Association

A registered provincial charity that works in partnership with school boards, public health, government, non-government organizations and companies to develop groundbreaking programs and services.

OPSBA – Ontario Public School Boards’ Association

The Ontario Public School Boards’ Association represents public district school boards and public school authorities across Ontario, which together serve more than 1.2 million public elementary and secondary students.

OPSOA – Ontario Public Supervisory Officers’ Association

Ontario Public Supervisory Officers’ Association is the professional association representing superintendents and directors of education from the English language Public District School Boards of Ontario.

OPC – Ontario Principals’ Council

A voluntary professional association that represents the interests of principals and vice-principals in Ontario’s publicly funded school system.

OSSLC – Ontario Secondary School Literacy Course

The Ontario Secondary School Literacy Course (OSSLC) is a full-credit Grade 12 course that is offered as part of the English program in Ontario secondary schools.

OSSLT – Ontario Secondary School Literacy Test

The Ontario Secondary School Literacy Test (OSSLT) is a compulsory standardized test for high school students in Ontario who wish to obtain the Ontario Secondary School Diploma.

OSSTF – Ontario Secondary School Teachers' Federation

Membership includes public high school teachers, occasional teachers, teaching assistants, educational consultants, social workers, child and youth counsellors, speech-language pathologists, continuing education teachers, instructors and support staff from several Ontario universities.

OSR – Ontario Student Record

The OSR is the ongoing, confidential record of a student's educational progress through school in Ontario.

OST – Ontario Student Transcript

The Ontario student transcript is a comprehensive record of a student's overall achievement in secondary school and provides a record of standing with regard to secondary school diploma requirements.

OTC – Ontario College of Teachers

The Ontario College of Teachers establishes and implements standards for certification, teaching practice, and professional development. It also accredits faculties of education. OCT is self-regulating professional body, which may confer, suspend, or rescind the teaching certificates of its members.

OTF – Ontario Teachers' Federation

The Ontario Teachers' Federation represents all teachers in the province's publicly funded schools.

OYAP – Ontario Youth Apprenticeship Program

OYAP is a School to Work program that opens the door for students to explore and work in apprenticeship occupations starting in Grade 11 or Grade 12 through the Cooperative Education program.

PCODE – Ontario Public Supervisory Officials Association

PIC – Parent Involvement Committee

The Rainy River District School Board holds Parent Involvement Committee meetings a minimum of four times a year, bringing together representatives from each school council with the Director of Education and a trustee representative. These sessions focus on increasing parent involvement and school council membership in the RRDSB schools.

Policy Committee

The Policy Committee is responsible for reviewing school board policies and dealing with the creating of new school board policies.

PLC – Professional Learning Community

Professional Learning Community (PLC) is a group of education professionals who share common visions, values and goals and work together to improve teaching and student learning. This method of professional development is promoted by Rick and Rebecca DuFour.

PD – Professional Development

Professional Development is a key part of the ongoing skill development of teaching professionals. It is critical to being able to provide students with a relevant education as new teaching techniques and technology are implemented in the classroom.

PIM – Privacy Information Management

School boards require a clear policy related to privacy and information management in order to deal with the growing demand for access to information and expectations regarding security and protection of personal information.

PLAR – Prior Learning Assessment and Recognition

The formal evaluation and credit-granting process whereby students may obtain credits for prior learning.

PPF – Priorities and Partnerships Funding

The PPF is supplemental to the GSN and will be reviewed and assessed by the ministry each year.

Primary Collaborative Inquiry

The process of collaborative inquiry involves learning from others. For teachers, this means learning together with teachers from within the school, across the system and outside of the system. For students, this means working with their peers to learn together. Primary Collaborative Inquiry uses this process to improve learning outcomes and student achievement in for students in Early Years to Grade 1.

RRDAA – Rainy River District Athletic Association

RSEC – Regional Special Education Committee

Restorative Justice

Restorative justice is one way to respond to an infraction or a conflict. Restorative justice puts the emphasis on the wrong done to a person as well as on the wrong done to the community and brings together both the person(s) affected with the person(s) who made the transgression. The goal is to “restore” the relationship, fix the damage that has been done and prevent further crimes from occurring.

SALEP – Supervised Alternative Learning for Excused Pupils

Supervised Alternative Learning for Excused Pupils is a programming option under the Education Act (Regulation 308) that allows an alternative learning pathway for secondary students aged 14 to 17 who are not experiencing success in the mainstream.

SCWI – School College Work Initiative

SCWI initiatives offer more choices and flexible options for students who are facing challenges in graduating. By customizing their learning to their individual interests, strengths and needs, it is anticipated that students will continue to engage and re-engage in learning and achieve their secondary school diploma as a result of such opportunities.

School Councils

Every RRDSB school has a school council—a group focused on helping students succeed. School councils include parents, school staff, community representatives and, in some cases, students. Councils offer advice to the school principal on a number of topics.

SchoolHouse

SchoolHouse is a program that allows parents to view their child’s demographic and emergency contact information and ensure it is listed accurately. Parents can also gain access to their child’s up-to-date attendance records as well as news items for their child’s school. At the secondary level, parents can view their child’s progress toward graduation through a credit counseling summary which is a tool that guidance counselors use.

School Support Services (SSS)

The School Support Services department consists of specialized educators and staff members who work to support the needs of all learners, both students and staff from a K-12 perspective. The department provides

Professional Development to staff, classroom coaching, support for At-Risk students as well as a timely electronic "Request for Service" referral system.

SIM – System Implementation Monitoring

The System Implementation Monitoring initiative, previously the Schools in the Middle strategy, is designed to support the work of school improvement teams in elementary schools in order to assist whole systems in supporting and monitoring improvements in student achievement.

SDS – School District System

This is the accounting software used by the Rainy River District School Board.

SEF – School Effectiveness Framework

This framework is a self-assessment tool for schools.

SEL – School Effectiveness Leader

SFE – SmartFindExpress

Commonly referred to as SFE, this automated dispatch system facilitates absence management at many school boards. The SmartFind Express system has a number of innovative and time saving features that assist the school board in tracking and filling absences efficiently and effectively.

SERT – Special Education Resource Teacher

A Special Education Resource Teacher (SERT) holds qualifications to teach special education and may be qualified/experienced in student assessment.

SEAC – Special Education Advisory Committee

Special Education Advisory Committees (SEACs) play a vital role in the success of special education programs and services in Ontario's publicly funded schools. SEACs are legislated under the Education Act and Regulation 464/97. Subsection 57.1 of the Education Act requires each school board to establish a SEAC.

Seven Grandfather Teachings

The teachings are gifts the Seven Grandfathers gave to the people in order to help them live in harmony with creation. They are: Bravery, Respect, Honesty, Love, Humility, Nurturing, and Wisdom.

SHSM – Specialist High Skills Major

The SHSM is a Ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma and assists in their transition from secondary school to apprenticeship training, college, university or the workplace.

SIP – School Improvement Plan

School boards require schools to develop school improvement plans. The plans are a means by which students, teachers, parents, principals and senior school board staff change conditions for learners to ensure improved achievement.

Section 23 Classrooms

Refers to Section 23 of Student Focused Funding: Legislative Grants. It provides grant allocations for programs in care, treatment, custodial and correctional facilities. Very high-risk students aged 4-21 receive an educational program in an intensive care/treatment or corrections facility. The Rainy River District School Board operates two Section 23 classrooms, one at Ge Da Gi Binez Youth Centre and the other at the Ganawendaasowin Treatment Program.

SMART Goals

- **S** – Specific
- **M** – Measurable
- **A** – Attainable
- **R** – Results-Based
- **T** – Timebound

SPT – System Planning Team

Bi-Weekly meetings are held. Those that take part include; Director of Education, Superintendents, Department Managers, Teacher Leaders, Principals, Executive Assistant to the Director and Communications Officer.

Strength Based Learning

Strengths-based learning is the process of acquiring knowledge or skills by applying the competencies and characteristics within the individual that are valued both by the individual and society. Its focus is on strategies that use the strengths of students to address challenges they face on a regular basis. Put simply, it is new learning that builds on past success.

SSL- Student Success Leadership

Student Success Programming

Programming geared to offer a variety of avenues for secondary students to graduate, and to inform postsecondary learning goals, as well as help new students make the transition to high school.

SWST – Student Work Study Teacher

Student Work Study Teachers (SWST) help to facilitate teacher moderation of student work. They promote strategies to assist teachers in promoting student achievement and collect data regarding the impact of this student work initiative on student achievement in the designated schools.

SILC – System Improvement Learning Cycle

Introduced in 2016 as an evolution of the Board Improvement Plan for Student Achievement (BIPSA) formal visits. This change allows for a differentiated intentional, collaborative and reciprocal approach to supporting boards' needs based on reflective dialogues about the instructional core and a learning as we go working partnership.

TIC – Teacher in Charge

The Teacher in Charge (TIC) is a teacher who is designated to temporarily assume administrative responsibility at a school in the absence of the Principal and Vice-Principal.

TLC – Teaching and Learning Centre

The Teaching and Learning Centre is a Section 23 classroom at the Ganawendaasowin Treatment Program.

TPA – Teacher Performance Appraisal

The Teacher Performance Appraisal provides teachers with meaningful appraisals that encourage professional learning and growth. The process is designed to foster teacher development and identify opportunities for additional support where required.

TPA – Transfer Payment Agreement

The Ontario Government provides transfer payments to recipients external to government to fund activities that benefit the public and are designed to achieve public policy objectives.

Transfer payments are provided to individuals (e.g., recipients of disability support payments), external organizations (e.g., public hospitals, not-for-profit corporations), or to other governments (e.g., municipalities, First Nations). Ministries and provincial agencies are accountable for transfer payments and must exercise appropriate oversight of transfer payment activities.

Turn It In

Turn it in is the leading academic plagiarism detector, utilized by teachers and students to avoid plagiarism and ensure academic integrity. It also helps students to learn proper referencing techniques and allows students the opportunity to correct incomplete or improper referencing before submission. See www.turnitin.com.

YWC – Young Women’s Conference

The Young Women’s Conference (YWC) project was planned and implemented by the Rainy River District School Board in partnership with the Atikokan Crisis Centre, Northwest Catholic DSB and the United Native Friendship Centre. This conference is an annual event that provides information about the indicators of violence against women and ways to support self and others in the future at school and in the community.

YMC – Young Men’s Conference

The inaugural Young Men’s Conference was Challenge 2010. The goal of the inaugural conference was to work with selected individuals in Grade 8 classes who could benefit from this opportunity to help them make a better transition to high school. To help with this focus, the boys were paired with high school age mentors. Organizers drew on support from Atikokan High School staff and their expertise in outdoor education. With their support, programming was developed and Mink Lake was chosen as the location for the May 26-28, 2010 conference.