Ministry of Education
Education Statistics & Analysis Branch

Ontario School Information System
(OnSIS)

OnSIS October Board Report Aggregate Guide

Version 1.0

November 2010
### OnSIS October Board Report Aggregate Guide

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OnSIS October Board Report Aggregate Guide

The OnSIS October Board Report Aggregate Guide consists of nine sections. Data is to be reported as of October 31, of the current data collection year for sections – ‘Board and School Personnel’ and ‘Teachers of Exceptional Pupils’. In all other sections, report data for the previous academic year, except for Teachers Performance Appraisal which contains both years.

For each section, report all applicable data from all of the schools in the board. For example if four schools are offering continuing education programs in the board, the aggregated data from all these four schools must be reflected in the ‘Continuing Education For School Year’ section.

The following sections are included in the submission:

- Board and School Personnel
- Teachers of Exceptional Pupils
- Continuing Education for School Year
- International/Native Languages Program (Elementary) for School Year
- Supervised Alternative Learning for Excused Pupils (SALEP)
- Home Schooling for School Year
- Teacher Performance Appraisals (New and Experienced)
- New Teacher Induction Program
- Educator
Board and School Personnel

By gender, report all personnel on the board’s payroll and those budgeted to the day-school program. Exclude all personnel whose remuneration is in the form of fees for contractual services, and personnel involved with courses outside of the day-school program (e.g., driver education, evening programs, and summer programs).

Identify personnel according to the position for which they are being paid by the board.

Board and School Personnel – FTE on October 31 of the current academic year
Pro-rate the FTEs according to the time spent in the elementary and secondary panels by gender. Place the data in the appropriate columns. The maximum FTE for each staff member is 1.00. Report data including decimal places.

Board and School Personnel – Headcount on October 31 of the current academic year
By gender, report the head count of personnel under either the full-time or part-time columns, and in the appropriate rows as defined below. For each occupation, the sum of personnel head count can be greater than the sum of personnel FTE. Enter whole numbers only.

*Full-time:* Full-time personnel are defined as personnel employed on a full-time contract (normally a five day week would consist of twenty-five hours for teaching personnel and thirty-five hours for all other personnel). Personnel who have an overall full-time status, but with part-time status in two or more occupational categories, are to be entered in the category where most of their time is spent. In cases where an equal amount of time is spent in two occupational categories, enter personnel in one category. Under full-time, include staff who are employed for the ten-month duration of the academic year.

Full-time staff currently away from the board on secondment, sabbatical leave, maternity leave, or other leave of absence types should not be reported.

*Part-time:* Part-time staff members are those who are employed under a part-time contract consisting of fewer than twenty-five hours per week for teaching personnel and fewer than thirty-five hours per week for all other personnel. Staff who are on job-sharing arrangements or employed for part of the year are to be reported as part-time.

Consultant Staff
Report consultants, co-ordinators, supervisors, and other qualified teachers employed in a similar capacity.

Supervisory Officers
Report directors and superintendents appointed under the provisions of sections 279, 280, 281 and 284 of the Education Act, and Regulation 276. On this line report business administrators who have been appointed supervisory officers.

Clerical and Secretarial
Report office support staff working in board and school offices. Include staff such as clerks, secretaries, and data entry operators. Include clerical and secretarial staff who are providing office assistance to those performing teaching and education service functions.
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Other Professional Staff
Report personnel with professional qualifications who are providing educational services to students. Exclude personnel hired on a teaching contract (they are to be reported under ‘Principals’, ‘Vice-Principal’ and ‘Teachers’). Exclude professional staff, such as architects, who do not provide educational services to students (they are to be reported under ‘Other Staff on Board’s Payroll’).

Report personnel under the category that most closely approximates their duties.

Use the ‘Add/Remove Other Personnel’ button to add other personnel types for any of the identified categories. Once added, the personnel types will appear at the bottom of the appropriate category for both ‘FTE’ and ‘Headcount’. Data can then be entered for these new personnel types.

Other Staff on Board's Payroll
Report all supervisory, administrative, technical, and specialized staff not reported in other categories. Report business administrators who have been appointed to the position of supervisory officers under the provisions of: sections 279, 280, 281 and 284 of the Education Act, and Regulation 276 under Supervisory Officers.

Para-Professionals
Report the total number of para-professionals attached to the board and the school. Exclude personnel not paid by the board, such as volunteer teachers’ aides. Education resource technicians assist teaching or counselling staff in the preparation and cataloguing of teaching materials.

Principals and Vice-Principals Attached to Central Office
Report certified principals and vice-principals on assignments who are not regularly scheduled in specific schools.

Pro-rate principals and vice-principals who spend part of their time in central offices or field offices and in the schools. Principals and vice-principals on leave with pay should be reported under ‘Principals and Vice-Principals Attached to the Central Office’ according to the percentage of their salary that is paid by the board. The replacements should be reported and their time should be pro-rated according to their schedules.

Principals and Vice-Principals in Schools
Report certified principals and vice-principals on regularly scheduled assignments in specific schools.

Pro-rate principals and vice-principals who spend part of their time in central offices or field offices and in the schools.

Teachers Attached to Central Office
Report certified teachers on assignments who are not regularly scheduled in specific schools.

Pro-rate teachers who spend part of their time in central offices or field offices and in the schools. Teachers on leave with pay should be reported under ‘Teachers Attached to Central Office’ according to the percentage of their salary that is paid by the board. The replacements should be reported and their time should be pro-rated according to their schedules.
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Teachers in Schools
Report certified teachers on regularly scheduled assignments in specific schools. Pro-rate the teachers who spend part of their time in the central office or field office and in schools.

Report personnel under the category that most closely fits their area of major responsibility. For example, administrators with responsibility in several areas (such as instruction, plant operation, maintenance, and pupil transportation) may be reported under ‘Business Administration’ and ‘Computer Services’ providing that at least 50 per cent of their responsibility falls within that category (a more precise apportioning of their time spent in each area is not necessary).

Exclude personnel whose remuneration is in the form of fees for contractual services. For example, exclude bus drivers whose services are contracted from other agencies.

Total
Totals of FTEs and head counts of board and school personnel reported in each column are generated automatically by the application.

BOARD AND SCHOOL PERSONNEL VALIDATION RULES:

<table>
<thead>
<tr>
<th>Error/ Warning Type</th>
<th>Business Rule Description</th>
<th>Business Rule Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Error</td>
<td>For Male columns - Total FTE data for each category is cross-validated with the total Headcount data of that category. For each Part-time staff, the application calculates the minimum and maximum FTE. The result is then compared with that entered in columns. Note that the FTE of part-time staff reported are calculated based on a minimum value of 0.1 FTE or a maximum value of 0.9 FTE.</td>
<td>BAG001</td>
</tr>
<tr>
<td>Error</td>
<td>For Female columns - Total FTE data for each category is cross-validated with the total Headcount data of that category. For each Part-time staff, the application calculates the minimum and maximum FTE. The result is then compared with that entered in columns. Note that the FTE of part-time staff reported are calculated based on a minimum value of 0.1 FTE or a maximum value of 0.9 FTE.</td>
<td>BAG002</td>
</tr>
<tr>
<td>Warning</td>
<td>Will be generated if all fields in the “Total” row have zero values.</td>
<td>BAG003</td>
</tr>
<tr>
<td>Applied Error</td>
<td>If the text entered in the Other Personnel description field matches exactly the description of another entry, an error will generate.</td>
<td>E00023</td>
</tr>
</tbody>
</table>
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**Teachers of Exceptional Pupils**

Record teachers by gender and within each panel, by exceptionality and program of the students, and class type of self-contained classes or resource withdrawal programs as of October 31 of the current academic year.

An exceptional pupil is one whose behavioural, communicational, intellectual, physical, or multiple exceptionalities are such that she or he requires placement in a special education program. A pupil is designated as exceptional by an Identification, Placement, and Review Committee (IPRC) established by the school board under section 10 of the Education Act.

A special education program is, in respect to an exceptional pupil, an educational program that is based on and modified by the results of continuous assessment and evaluation. An Individual Education Plan (IEP) containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil is required.

Special education services are facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

Self-Contained Classes

Report the number of special education teachers who are assigned to, and teach, a self-contained special education class.

Resource Withdrawal Programs

Report the number of special education teachers who teach exceptional students on a withdrawal or resource basis. These teachers may also provide consultative services to other teachers.

Record the total FTE of special education teachers according to the program area that most closely fits their specific responsibilities.

Do not record regular classroom teachers who provide instruction for exceptional students within the regular classroom. Record teachers according to the type of exceptional students they teach.

**Area of Exceptionality**

Behaviour

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following characteristics:

- a) an inability to build or to maintain interpersonal relationships;
- b) excessive fears or anxieties;
- c) a tendency to compulsive reaction;
- d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

Autism

A severe learning disorder is characterized by:

- a) disturbances in
  - (i) rate of educational development;
  - (ii) ability to relate to the environment;
  - (iii) motility;
  - (iv) perception, speech, and language;
- b) lack of the representational-symbolic behaviour that precedes language.
Deaf and Hard of Hearing
An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound (i.e., hard of hearing, deaf).

Deaf and Hard of Hearing – Pre-School
Refers to pre-school students in whom the sense of hearing is impaired.

Learning Disabled
A learning disorder evident in both academic and social situations. The learning disorder involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication and is characterized by a condition that:

a) is not primarily the result of:
   (i) impairment of vision or hearing;
   (ii) physical handicap;
   (iii) mental retardation;
   (iv) primary emotional disturbance;
   (v) cultural difference.

b) results in a significant discrepancy between academic achievement and assessed intellectual ability. There can be defects in one or more of the following areas:
   (i) receptive language (i.e. listening, reading);
   (ii) language processing (i.e. thinking, conceptualizing, integrating);
   (iii) expressive language (i.e. talking, spelling, writing);
   (iv) mathematical computations.

c) may be associated with one or more of the conditions diagnosed as:
   (i) a perceptual handicap;
   (ii) a brain injury;
   (iii) minimal brain dysfunction;
   (iv) dyslexia; or
   (v) developmental aphasia.

Speech Impairment
A disorder in language formulation that may be associated with: neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

Language Impairment
A learning disorder characterized by impairment in comprehension and/or use of verbal communication or written or other symbol-based communication systems. This type of learning disorder may be associated with neurological, psychological, physical, or sensory factors and may:

a) involve one or more of the form, content, and function of language in communication;

b) include one or more of:
   (i) language delay;
   (ii) dysfluency;
   (iii) voice and articulation development, which may or may not be organically or functionally based.
Giftedness
An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

Mild Intellectual Disability
A learning disorder characterized by:
   a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive services, or an inability to profit educationally within a regular class because of slow intellectual development;
   b) a potential for academic learning, independent social adjustment, and economic self-support.

Developmental Disability
A severe learning disorder characterized by:
   a) an inability to profit from a special education program for students with mild intellectual disabilities;
   b) an ability to profit from a special education program that is designed to accommodate students with developmental disabilities.

Physical Disability
A condition of such severe physical limitation or deficiency that requires special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.

Blind and Low Vision
A condition of partial or total impairment of sight or vision that even with correction adversely affects educational performance (i.e. limited vision, blind).

Refers to students who are identified by an Identification, Placement, and Review Committee as blind and for whom the school board provides alternative programs (formerly referred to as "in lieu programs"), which have been approved by the Ministry of Education.

Multiple Exceptionalities
A combination of learning or other disorders, impairments, or physical handicaps that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or handicaps.

Totals of FTEs of teachers reported are generated automatically by the application.

TEACHERS OF EXCEPTIONAL PUPILS VALIDATION RULES:

<table>
<thead>
<tr>
<th>Error/ Warning Type</th>
<th>Business Rule Description</th>
<th>Business Rule Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warning</td>
<td>You will receive a warning if every FTE column in the “Total” row has zero values.</td>
<td>BAG005</td>
</tr>
</tbody>
</table>
Continuing Education for School Year

To help you complete this section, refer to continuing education and summer registers for this time period. Refer to the following forms:

1. Form 21-1901: Continuing Education Adult Credit for Diploma Purposes
2. Form 21-2053: Correspondence/Self Study
3. Form 21-0891: Summer School Register
4. Form 21-0890: Adult Native Instruction

Students registered in more than one type of course should be reported in each appropriate line.

Date Definitions
Note: All data reported for the previous academic year according to the count dates below.

Enrolment on October 31 of the previous academic year
Report the total enrolment on October 31 according to gender.

Enrolment September 1 to June 30
Report the total number of enrolment between September 1 and June 30 by gender. This reporting is necessary to ensure that information regarding programs starting after October 31 is collected.

Summer Program
Report the total enrolment in the summer program by gender.

Type of Courses/Programs

Adult Basic Literacy and Numeracy
Report enrolment in adult basic education courses and programs designed to develop the knowledge and skills of literacy and numeracy up to the end of the grade 8 level of competency.

Adult Literacy and Numeracy for Parents
Report the enrolment for this category.

Classes of Citizenship and Official National Language
Report the enrolment in classes in national languages for new Canadians.

Driver Education
Report the enrolment in driver education courses and programs. Exclude enrolment in the regular day-school program.

Elementary Courses for the Developmentally Handicapped
Report the enrolment for this category.

English or French as a Second Language for Adults
Report enrolment in non-credit courses taken by adults.

Grades 7-8 Literacy and Numeracy Remedial
Report the enrolment for this category.
Grades 9-12 Literacy and Numeracy Remedial
Report the enrolment for this category.

Native Language for Adults
Report enrolment for instruction in Native language aimed at parents of pupils in the day-school program.

Non-Classroom using Correspondence/Self-Study
See register form 21-2053.

Non-Credit (Other)
Report the enrolment in all general-interest courses.

Secondary School Credit – Classes for Grades 9 & 10
Report the enrolment in courses recognized as eligible for fulfilling the requirements of an SSGD or OSSD. See register forms 21-1901 and 21-0891.

Secondary School Credit – Classes for Grades 11 & 12
Report the enrolment in courses recognized as eligible for fulfilling the requirements of an SSGD or OSSD. See register forms 21-1901 and 21-0891.

Transfer Courses
Report the enrolment in Transfer Courses.

Total
Totals for each of the columns, which are generated by the application.

Number of Graduates in Continuing Education by Diploma/Certificate Type
Report the number of graduates in continuing education by diploma/certificate type and gender.

Note: This data is not required for summer programs and therefore does not get displayed.

CONTINUING EDUCATION VALIDATION RULES:

<table>
<thead>
<tr>
<th>Error/ Warning Type</th>
<th>Business Rule Description</th>
<th>Business Rule Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Error</td>
<td>On each row, number of Male Students enrolled between Sep.1 to Jun 30 must be equal or greater than number of Male Student enrolled on Oct. 31.</td>
<td>BAG006</td>
</tr>
<tr>
<td>Error</td>
<td>On each row, number of Female Students enrolled between Sep.1 to Jun 30 must be equal or greater than number of Female Student enrolled on Oct. 31.</td>
<td>BAG007</td>
</tr>
<tr>
<td>Warning</td>
<td>Total of columns for Male and Female students enrolled on Oct 31 should be greater than 0.</td>
<td>BAG008</td>
</tr>
<tr>
<td>Warning</td>
<td>Total of columns for Male and Female students enrolled between September 1 to June 30 should be greater than 0.</td>
<td>BAG009</td>
</tr>
<tr>
<td>Warning</td>
<td>Total of columns for Male and Female students enrolled in Summer Programs should be greater than 0.</td>
<td>BAG010</td>
</tr>
</tbody>
</table>
International/Native Languages Program (Elementary) for School Year

The International Languages Program applies from junior kindergarten to grade 8, inclusive. Report classes, instructors, and enrolment from September 1 to August 31 inclusive for the previous academic year.

The figures reported for students and instructors are to be head counts.

If the program is organized in two or three terms, report a student only once. Indicate a specific language, not a generic term (e.g., Cantonese or Mandarin, not Chinese). Refer to the International Languages Classes Register Form 21-1902.

Total and Sub-Total
Total and sub-totals are generated by the application.

Use the ‘Add/Remove Languages’ button to add all international and Native languages programs offered in your board to elementary students. Check all applicable languages and click on ‘Save’. If your board offers languages that are not listed, additional languages can be added by entering ‘Other Languages Description’ for each new language and clicking on ‘Add’. Once added, the new language will be displayed with a check mark in the complete list of languages. Enter the number of classes, instructors and students for each language.

Note: The languages selected will be pre-populated into the next October submission. Delete any languages that are no longer are offered by the board.

Total Number of Classes
Of the total number of classes reported, indicate how many are offered:
- extended school day
- after school
- weekends
- summer
- regular day

The Total is generated by the application.

INTERNATIONAL/NATIVE LANGUAGES PROGRAM (ELEMENTARY) VALIDATION RULES:

<table>
<thead>
<tr>
<th>Error/ Warning Type</th>
<th>Business Rule Description</th>
<th>Business Rule Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warning</td>
<td>On each row, the number of students must be greater than or equal to 5 times the number of classes.</td>
<td>BAG011</td>
</tr>
<tr>
<td>Applied Error</td>
<td>The number of students in each row must be greater than or equal to the number of classes in the same row.</td>
<td>MBAG012</td>
</tr>
<tr>
<td>Warning</td>
<td>On each row, the number of students must be less than or equal to 45 times the number of Classes.</td>
<td>BAG013</td>
</tr>
<tr>
<td>Applied Error</td>
<td>For every row, either all fields are blank or all fields have values.</td>
<td>MBAG014</td>
</tr>
<tr>
<td>Error</td>
<td>Total number of classes reported by Language (Native, International and Other) must be equal the total number of classes reported by Time of Day Type.</td>
<td>BAG015</td>
</tr>
<tr>
<td>Applied Error</td>
<td>If the text entered in the Other Language description field matches exactly the description of another entry, an error will generate.</td>
<td>E00023</td>
</tr>
</tbody>
</table>
Supervised Alternative Learning for Excused Pupils (SALEP)

Report the total number of applications for Supervised Alternative Learning for Excused Pupils (SALEP) by grade, age and gender for the previous academic year.

When you first enter this section in OnSIS, you will be able to enter data for grades 7 and 8. To enter data for grades 9 and 10 or grades 11 and 12, click the appropriate button.

Students in approved programs attending school part-time
Report the number of students attending regular day school programs on a part-time basis, with or without additional formal education, by age.

Students in approved programs not attending day school part-time
Report the number of students who are not attending regular day school, with or without additional formal education, by age.

Total
Totals are generated automatically by the application.

Supervised Alternative Learning for Excused Pupils (SALEP) – Age Distribution For School Year

Students returning to full-time attendance at day school after program participation
Report the students who have returned to full-time attendance at regular day school during the previous academic year by age and gender. These students may have been participating in the SALEP program in the previous two academic years.

Students whose applications for the program were rejected
Report the students who applied for SALEP during the academic year and whose applications were rejected by age and gender.

SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS VALIDATION RULES:

<table>
<thead>
<tr>
<th>Error/ Warning Type</th>
<th>Business Rule Description</th>
<th>Business Rule Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warning</td>
<td>Totals of all fields on the Total row (after “Without additional formal education – Age 17”) should be greater than 0.</td>
<td>BAG017</td>
</tr>
</tbody>
</table>
**Home Schooling for School Year**

Receiving satisfactory instruction at home by parents

Report the total number of children of compulsory school age who have received satisfactory instruction at home during the previous academic year by panel and gender.

Use the ‘Add/Remove Other Non-attendance’ button to add other Home Schooling types. Once added, data can be entered for this new category.

Number of students where a corporation or an employer has been charged

Report the total number of children of compulsory school age whose employer, private or corporate, was charged with employing them during school hours during the previous academic year. Refer to the *Education Act*.

Number of students whose parents have been charged

Report the total number of children of compulsory school age whose parents were charged during the previous academic year. Refer to section 30(1) of the *Education Act*.

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**HOME SCHOOLING VALIDATION RULES:**

<table>
<thead>
<tr>
<th>Error/ Warning Type</th>
<th>Business Rule Description</th>
<th>Business Rule Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Error</td>
<td>The total for Non Attendance Category Type(s) for elementary male students must be less than or equal to the total number of elementary male students.</td>
<td>BAG018</td>
</tr>
<tr>
<td>Error</td>
<td>The total for Non Attendance Category Type(s) for elementary female students must be less than or equal to the total number of elementary female students.</td>
<td>BAG018a</td>
</tr>
<tr>
<td>Error</td>
<td>The total for Non Attendance Category Type(s) for secondary male students must be less than or equal to the total number of secondary male students.</td>
<td>BAG019</td>
</tr>
<tr>
<td>Error</td>
<td>The total for Non Attendance Category Type(s) for secondary female students must be less than or equal to the total number of secondary female students.</td>
<td>BAG019a</td>
</tr>
<tr>
<td>Applied Error</td>
<td>If the text entered in the Other Non Attendance Category description field matches exactly the description of another entry, an error will generate.</td>
<td>E00023</td>
</tr>
</tbody>
</table>
Teacher Performance Appraisals (New and Experienced)

A new teacher must receive two appraisals in his or her first 12 months of teaching. Under the previous appraisal process, experienced teachers were required to receive two appraisals in an evaluation year.

Part A: Teacher Performance Appraisal (TPA) Monitoring During the School Year

Actual Appraisals during the previous academic year
Record the number of appraisals completed in the previous academic year. The signing of the Summative Report by both the principal and the teacher marks the completion of the performance appraisal process.

Forecasted Appraisals
Record the number of appraisals forecast for the current and the next 3 academic years.

NOTE:
Teachers instructing in both elementary and secondary panels must be designated to a single panel that reflects the majority of their activities.

TEACHER PERFORMANCE APPRAISALS – PART A VALIDATION RULES:

<table>
<thead>
<tr>
<th>Error/ Warning Type</th>
<th>Business Rule Description</th>
<th>Business Rule Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Error</td>
<td>Other Reasons for Leaves / Withdrawals must have a TPA Monitoring Type of ‘Other Reason’ and an Other Reason Description.</td>
<td>TPA003</td>
</tr>
<tr>
<td>Error</td>
<td>The “Number of Appraisals to Complete” value in the “Actual” (previous academic year) column in Section A - Monitoring must match the total of all (satisfactory and unsatisfactory elementary and secondary) appraisals in Section B – Appraisals.</td>
<td>TPA004</td>
</tr>
<tr>
<td>Error</td>
<td>Evaluations Not Completed for previous academic year in TPA Section A - Monitoring must match total number of evaluations not completed for reason of Leave, Withdrawal, or Other Reasons in TPA Section A - Monitoring.</td>
<td>TPA005</td>
</tr>
<tr>
<td>Error</td>
<td>Number of Experienced Teachers in Evaluation Year for previous academic year in TPA Section A - Monitoring must be greater than or equal to the total number of Terminations and Resignations in Section C – Terminations / Resignations.</td>
<td>TPA006</td>
</tr>
<tr>
<td>Applied Error</td>
<td>If the text entered in the Other Reason description field matches exactly the description of another entry, an error will generate.</td>
<td>E00023</td>
</tr>
</tbody>
</table>

Part B: Number of Appraisals Completed for Experienced Teachers During the School Year

Record the number of appraisals completed in the previous academic year by panel and by rating.
Part C: Number of Teacher Terminations of Employment and Resignations while on review During the School Year

Terminations of Employment
Record the number of teachers terminated during the previous academic year, according to panel. Termination occurs once the board approves a recommendation that employment be terminated, which usually occurs following a third unsatisfactory appraisal while on review.

Resignations while on review
Record the number of resignations of teachers while on review during the previous academic year, according to panel. Review occurs after two consecutive performance appraisals result in an unsatisfactory rating.
New Teacher Induction Program

The New Teacher Induction Program (NTIP) is the second step in a continuum of professional development for teachers to support effective teaching, learning and assessment practices. The program extends and complements the first step of education and practicum training which new teachers receive during their one-year pre-service education program.

This requirement applies to all new teachers who are certified by the Ontario College of Teachers (including teachers trained out-of-province) who have been hired into permanent positions – full-time or part-time – by a school board, school authority or provincial school to begin teaching for the first time in Ontario.

In addition, as of 2009-10, beginning LTO teachers are to be included in the induction elements of the NTIP (orientation, mentoring and professional development). For the purposes of the NTIP, a beginning LTO teacher is defined as a certified occasional teacher who is in his or her first long-term assignment, of 97 or more consecutive school days as a substitute for the same teacher.

However, because occasional teachers are not included in the definition of "new teacher", they are not eligible to receive the NTIP Notation until they do come within that definition. Teacher performance appraisal results prior to becoming a "new teacher" do not count for the purposes of the NTIP Notation.

Therefore, for the purposes of OnSIS, beginning LTO teacher data should not be submitted.

When you first enter this section in OnSIS, you will be able to enter data for ‘A. Notation’. To enter data for ‘B. Retention Data’, ‘C. Teaching Assignments for New Teachers’ or ‘D. Number of Appraisals Complete for New Teachers’, click on the appropriate button.

A. Notation Data During the School Year

Total number of new teachers who received NTIP notation between September 1 and August 31
Record the number of new full-time and part-time teachers who received NTIP notation between September 1 and August 31 of the previous academic year, by gender and head count.

NTIP Notation: New teachers who have successfully completed two performance appraisals within the required time period and whose names have been reported to the Ontario College of Teachers.

B. Retention Data During the School Year

Data for this section is reported according to full-time and part-time for the previous academic year (September 1 – August 31).

Total number of new teachers that transferred to another board
Record the total number of new teachers that transferred to another board, in the appropriate category type.

Total number of new teachers who were terminated
Record the total number of new teachers who were terminated, in the appropriate category type.

Total number of new teachers who went on long-term disability (LTD)
Record the total number of new teachers who went on Long-Term Disability (LTD), in the appropriate category type.
OnSIS October Board Report Aggregate Guide

Total number of new teachers that changed careers
Record the total number of new teachers that changed careers, in the appropriate category type.

Total number of new teachers that left and did not return for other reasons for the current academic year
Record the total number of new teachers that left and did not return for other reasons for the current academic year, in the appropriate category type.

Total number of new teachers who resigned while on review
Record the total number of new teachers who resigned while on review during the previous academic year, in the appropriate category type.

Total number of new teachers that did not return to the board for the current academic year
Total is automatically generated based on data reported.

C. Teaching Assignments for New Teachers During the School Year

Data for this section is reported as head count not FTE. Educators should only be counted once, for the previous academic year (September 1 – August 31).

Total number of new teachers teaching single grade elementary classes
Record the total number of new teachers teaching single grade elementary classes, by gender and panel.

Total number of new teachers teaching elementary combined/split grade classes
Record the total number of new teachers teaching elementary combined/split grade classes, by gender and panel.

Total number of new teachers teaching self contained - special education classes
Record the total number of new teachers teaching self contained - special education classes, by gender and panel.

Total number of new teachers teaching secondary single grade, single type courses
Record the total number of new teachers teaching secondary single grade, single type courses, by gender and panel.

Total number of new teachers teaching outside of their qualified area
Record the total number of new teachers teaching outside of their qualified area, by gender and panel.

Total number of new teachers teaching secondary multi grade, multi type and/or multi subject classes
Record the total number of new teachers teaching secondary multi grade, multi type and/or multi subject classes, by gender and panel.

Total number of new teachers teaching Actualisation linguistique en français et Perfectionnement du français (ALF/PFD) (for French boards)
Record the total number of new teachers teaching ALF/PDF, by gender and panel.
### NEW TEACHER INDUCTION PROGRAM – PART C VALIDATION RULES:

<table>
<thead>
<tr>
<th>Error/Warning Type</th>
<th>Business Rule Description</th>
<th>Business Rule Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warning</td>
<td>The teacher headcount should not be entered for NTIP Assignment Types that are applicable to French Boards only.</td>
<td>NTIP003</td>
</tr>
<tr>
<td>Warning</td>
<td>The teacher headcount should not be entered for NTIP Assignment Types that are applicable to English Boards only.</td>
<td>NTIP004</td>
</tr>
<tr>
<td>Warning</td>
<td>Section C Teaching Assignments Total Male of Columns 1 and 3 should be greater than or equal to Section A Notation Data Total Male of Columns 1 and 2.</td>
<td>NTIP005</td>
</tr>
<tr>
<td>Warning</td>
<td>Section C Teaching Assignments Total Female of Columns 2 and 4 should be greater than or equal to Section A Notation Data Total Female of Columns 3 and 4.</td>
<td>NTIP006</td>
</tr>
</tbody>
</table>

### D. Number of Appraisals Completed for New Teachers During the School Year

Record the total number of completed appraisals for new teachers during the previous academic year (September 1 – August 31), by panel and rating.

### NEW TEACHER INDUCTION PROGRAM – PART D VALIDATION RULES:

<table>
<thead>
<tr>
<th>Error/Warning Type</th>
<th>Business Rule Description</th>
<th>Business Rule Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Error</td>
<td>For each NTIP Appraisal by Rating, the elementary teacher headcount must be less than or equal to the total number of elementary appraisals.</td>
<td>NTIP007</td>
</tr>
<tr>
<td>Error</td>
<td>For each NTIP Appraisal by Rating, the secondary teacher headcount must be less than or equal to the total number of secondary appraisals.</td>
<td>NTIP008</td>
</tr>
<tr>
<td>Error</td>
<td>Section D Total Number of Teachers Appraised - Elementary Teachers should be less than or equal to Section C Elementary Teachers (total of columns 1 and 2).</td>
<td>NTIP010</td>
</tr>
<tr>
<td>Error</td>
<td>Section D Total Number of Teachers Appraised – Secondary Teachers should be less than or equal to Section C Secondary Teachers (total of columns 3 and 4).</td>
<td>NTIP009</td>
</tr>
</tbody>
</table>
Habitual Absenteeism

Refer to Section 30 of the *Education Act*.

Number of Students Referred to the Provincial Court (Family Division)

Report students, by panel and by gender, who were referred to the provincial court (Family Division). In Part A, report cases adjourned, charges withdrawn, cases awaiting court hearing, cases where the student was found not guilty, and other.

Students found guilty must be reported in Part B, according to the court penalty assessed against the student.

Total Number of Students Referred to the Provincial Court (Family Division)

The total of all students referred to the provincial court (Parts A + B) is generated by the program.

<table>
<thead>
<tr>
<th>Error/ Warning Type</th>
<th>Business Rule Description</th>
<th>Business Rule Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Error</td>
<td>Grand Total cannot be greater than 25.</td>
<td>HA0001</td>
</tr>
</tbody>
</table>
Educator

Report board educators by their Ministry Educator Number (MEN), Position Type, Full-Time Equivalents (FTE) and Assignment Start Date.

Only identify NTIP teachers who were certified by the Ontario College of Teachers (including teachers trained out-of-province) and who have been hired into permanent positions – full-time or part-time – by a school’s board, school authority or provincial school, to begin teaching for the first time in Ontario. Long-term occasional teachers are not to be identified as NTIP.

**EDUCATOR - VALIDATION RULES:**

<table>
<thead>
<tr>
<th>Error/ Warning Type</th>
<th>Business Rule Description</th>
<th>Business Rule Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Error</td>
<td>A Pre-populated Board Educator Assignment record (pre-populated from previous Board submission period cannot be deleted.</td>
<td>MBED001</td>
</tr>
<tr>
<td>Error</td>
<td>The educator’s assignments within the same public board and/or within that board’s schools on the count date cannot exceed a total FULL TIME EQUIVALENCY (FTE) of 1.00.</td>
<td>BED009</td>
</tr>
<tr>
<td>Error</td>
<td>The educator’s assignments within multiple public boards and/or within multiple public schools on the count date cannot exceed a total FULL TIME EQUIVALENCY (FTE) of 1.00.</td>
<td>BED010</td>
</tr>
<tr>
<td>For information purpose only</td>
<td>Teaching/Non-Teaching field is not required on the Board Educator Assignment screen, because all Board Educators are “Non-Teaching”.</td>
<td>N/A</td>
</tr>
<tr>
<td>Error</td>
<td>If an educator has a NTIP value of “Yes”, then Position Type must be TB-Teacher.</td>
<td>BED034</td>
</tr>
</tbody>
</table>

Please note: the complete list of educator’s business rules can be found in the Board Data Submission, Educator Business Rules document.