



Judge Training Guide

The 2022 Literacy Fund Grant
Applications

Training Overview

The objective of the Indigo Love of Reading Foundation Literacy Fund Grant is to promote and support literacy initiatives at Canadian high-needs elementary schools through funding the purchase of books and educational resources. Each year with the support of Indigo and our donors, the Love of Reading Literacy Fund grants \$1 million to 30 high-needs elementary schools across Canada.

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What are my roles and responsibilities as a judge?

- ✓ To read all applications thoroughly and with attention to detail
- ✓ To read through this training overview in its entirety
- ✓ **To keep all school information confidential**
- ✓ To be fair and equitable in my assessment, grading according to the criteria provided rather than subjective opinion or “gut” feeling
- ✓ To notify the LOR team if you have any conflicts of interest with the schools you are assigned to judge
- ✓ To submit my assessment on or before the deadline



Before you get started...

To fulfill your role as judge you will need:

1) Your **applications**:

You will receive an email with a wordpress username and password, along with how to login to your account. Follow these instructions.

2) Your online **scoring form**:

Each application will have a linked rubric that can be found on the right-hand side of your assigned application list. Always double check that the school information at the top of the rubric is the correct information before submitting your final score.

Scoring Your Applications...

SCORING TIPS:

- Be sure to use the “Next” and “Back” buttons within the rubric form, not your browser.
- Complete your scoring session in full because the system will not save your responses.
- When you are ready to review the creative, make sure you open a new browser.
- Some information provided by the schools in their application form may be of a sensitive nature. Therefore, we ask that you delete any saved copies from your computer and shred any printed copies once you have finished reviewing.

A few things to look out for...

- This grant cannot be used to pay for salaries, capital investments (playgrounds, building additional rooms, etc.) or textbooks. Although some schools will create plans that may include those resources, it should be clear to them that the Foundation will not cover them.
- If you encounter a term you don't understand, there is a list of "Key Terms" at the end of this document.



TIPS FOR THIS SECTION

Often times the demographic composition of a community can have an impact on student literacy. The purpose of this question is to determine whether or not this is the case for a particular school and to allow them to tell that story.

Please note that Section B is not scored and is intended for the Foundation's reference and research.



TIPS FOR THIS SECTION

The purpose of this section is to understand a school's capacity to implement a school-wide literacy initiative. Understanding past successes and future plans helps to determine whether or not a school will be successful when partnering with Love of Reading. We recognize these are high-needs schools that may not have robust programs and resources so even a small scale example is relevant.

**SECTION C/D:
CURRENT LITERACY
PROGRAMS**



SECTION E GLOSSARY

Diversity, Equity and Inclusion (DE&I): providing the educational opportunities that are based on principles of acceptance and inclusion of all students (eg. BIPOC, LGBTQ2S+, Newcomer, children with disabilities, etc.).

STEM: by studying and applying Science, Technology, Engineering, and Math concepts, students develop their transferable skills, such as critical thinking and collaboration to meet the demands of today's global society and economy.

Reconciliation and/or Indigenous knowledge: Educators and schools have the responsibility to increase students' knowledge and understanding of First Nation, Metis and Inuit histories, cultures, contributions and perspectives. By beginning to grapple with the realities of Canada's dark legacy of the residential school system, students (and educators) have an opportunity to begin their journey towards reconciliation.

Environmental Literacy: Equipping young learners with the right books and tools helps to teach them about natural systems, environmental issues and ensure responsible environmental stewardship.

Social-Emotional Learning (SEL): Mental health is an essential component of overall health and student success. Helping children establish solid SEL skills and strategies through curricular offerings assists them in their overall health, well-being, resilience and ability to learn and thrive.



TIPS FOR THIS SECTION

Please remember, if you need to consult your email or another source on your computer to view the Creative Content, please *DO NOT* close this browser or you will lose all your work. Please instead open a new browser for viewing the creative content.

Please use this section if you feel strongly about this application or want to highlight any strengths or gaps for future judging rounds.

Thank
You!



Key terms: **School terms you may find in Section A socio-economic criteria:**

- [Beacon School](#): school recognized as high-needs and given extra resources by the government.
- [Community Well Being Index](#): a method of assessing general well-being of Canadians at the community level in terms of education, labour force activity, income and housing. This measurement is used most frequently in First Nations communities.
- [Community School](#): most commonly in Saskatchewan, school recognized as high-needs and given extra resources by the government.
- [EDI](#): Early Development Instrument—It measures children's readiness to learn in a school environment using five general domains: physical health and well-being; social competence; emotional maturity; language and cognitive development; communication skills and general knowledge in relation to developmental benchmarks rather than curriculum-based ones. This is an indicator of a school within a have-not community.
- [EQAO](#): Education Quality and Accountability Office—EQAO is an organization that offers a test that helps to develop and implement provincial assessment programs for primary, junior and secondary school students in Ontario.
- [NANS \(New Approaches, New Solutions\)](#): An initiative for schools in Quebec, which serve concentrated numbers of students from disadvantaged areas and get additional government support.
- [OFIP](#): Ontario Financial Intervention Partnership –OFIP schools are in Ontario, recognized as highneeds and given extra resources by the government.
- [School in the Middle \(SIM\)](#): An Ontario school initiative tat supports the work of school improvement teams in elementary schools where 50% to 74% of the students achieved the Provincial Standard on a minimum of four of six (or two of three) 2010 EQAO assessments.
- [First Nation/Band Operated Schools](#): First Nation/Band Operated schools are funded by the federal government, through the department of Indigenous Services Canada (ISC)) and operated by local First Nations.