

2009

EDUCATION POLICY *and* PROGRAM UPDATE *to* JUNE 30, 2009

- **A Guide to Changes
and Additions to
*Ontario Secondary Schools,
Grades 9 to 12: Program and
Diploma Requirements, 1999***
- **New Policies, Programs,
Initiatives, and Resources,
Kindergarten to Grade 12**



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Une publication équivalente est disponible en français sous le titre suivant :
Mise à jour des politiques et des programmes éducationnels au 30 juin 2009.

This publication is available on the Ministry of Education's website, at www.edu.gov.on.ca.

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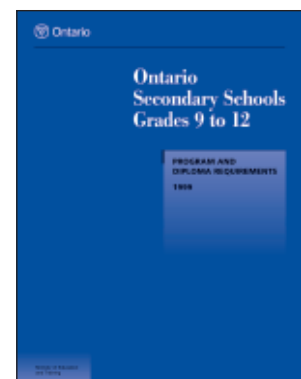
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Introduction

Recognizing the need for an integrated policy document reflecting a coherent vision of education for Ontario schools from Kindergarten through Grade 12, the Ministry of Education has chosen not to release an updated edition of *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (OSS) at this time. Instead, we are investing the work and time required to produce a comprehensive, up-to-date document for Ontario schools from Kindergarten to Grade 12.

The present guide has been developed to provide schools and school boards¹ across the province with a summary of the changes to secondary school policy, including program and diploma requirements, that have been announced by the ministry since the release of OSS in 1999 (the document will be referred to in this guide as “OSS:99”). The guide is intended to help bridge the gap for teachers and administrators until the new Kindergarten to Grade 12 policy document is released. It also identifies changes in policies and programs, and new initiatives, that have an impact on elementary as well as secondary schools.



Part A of this guide is structured to parallel the table of contents of OSS:99. (It does *not* reflect the structure of the new Kindergarten to Grade 12 policy document that is currently in development.) Changes are identified under the heading of the section of OSS:99 to which they relate. Unless a change is indicated, all other provisions outlined in any given section of OSS:99 remain in effect, unchanged. All policies and programs outlined in *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999*, with the exception of the Teacher-Adviser Program, also remain in effect.

Part B of this document identifies policies and programs introduced since 1999 that affect all schools, from Kindergarten to Grade 12.

Part C outlines a selection of recent initiatives and resources that do not represent new policy but have an impact on, and support the efforts of, Ontario schools.

Under each heading in this guide, a summary of changes introduced since 1999 is provided, along with a list of source documents for those changes and a web link to each document. This guide is available on the Ministry of Education website; the web-based version will be updated regularly to reflect any policy changes that may be introduced before the new Kindergarten to Grade 12 policy document is released.

1. In this document, the term *school boards* includes both district school boards and school authorities.

1. Preface (no changes)**2. Introduction (no changes)****3. Diploma Requirements and Related Procedures****3.1.1 Compulsory Credits**

The range of courses that may be used to meet the group 1 additional compulsory credit requirement for the OSSD is extended to include courses in guidance and career education, Native languages, and classical and international languages. An additional course in French as a second language may also be used to meet the group 1 requirement.

A maximum of two of the three additional compulsory credit requirements in groups 1, 2, and 3 may be met using credits earned through cooperative education.

Students may continue to count a maximum of three credits in English as a second language (ESL) or English literacy development (ELD) towards the four compulsory credits in English, but must now earn the fourth compulsory credit in English at the *Grade 12* level. The Grade 12 English courses that may be counted as compulsory credits are ENG4C, ENG4E, and ENG4U, as well as OLC4O.

Computer studies is now a separate discipline in the Ontario curriculum (see the 2008 computer studies curriculum policy document). Students may meet the group 3 compulsory credit requirement by taking a course in computer studies *or* technological education (or they may, as before, take an additional science course).

3.1.3 Community Involvement Activities

Current policy requires that every student complete a minimum of 40 hours of community involvement. PPM No. 124a provided more detailed requirements related to record keeping, eligible and ineligible activities, and sample forms.

- “What do you need to graduate?”, available at <http://www.edu.gov.on.ca/extra/eng/ppm/graduate.pdf>
- PPM No. 146, “Revisions to Credit Requirements to Support Student Success and Learning to 18” (November 19, 2007) <http://www.edu.gov.on.ca/extra/eng/ppm/146.pdf>
- PPM No. 139, “Revisions to *Ontario Secondary Schools* (OSS) to Support Student Success and Learning to 18” (February 1, 2006; effective as of September 1, 2005) <http://www.edu.gov.on.ca/extra/eng/ppm/ppm139.pdf>
- *The Ontario Curriculum, Grades 10 to 12: Computer Studies, 2008.* http://www.edu.gov.on.ca/eng/curriculum/secondary/computer10to12_2008.pdf
- PPM No. 124a, “Ontario Secondary School Diploma Requirement: Community Involvement Activities in English-Language Schools” (April 27, 1999) <http://www.edu.gov.on.ca/extra/eng/ppm/124a.html>

3.1.4 The Provincial Secondary School Literacy Test

All students must meet the literacy graduation requirement. Most students meet the requirement by successfully completing the Ontario Secondary School Literacy Test (OSSLT), as outlined in OSS:99.

A curriculum policy document outlining the requirements for the Ontario Secondary School Literacy Course (OSSLC) was released in 2003. Only students who had failed to pass the OSSLT *twice* were eligible to take the course.

Revisions to PPM No. 127 (2004) allowed students who had failed the OSSLT only *once* to take the OSSLC, at the principal's discretion. The PPM outlined a new special adjudication process.

Further revisions were made to PPM No. 127 in late June/early July 2009. The revised PPM:

- stipulates that mature students may enrol in the OSSLC without having attempted and failed the OSSLT;
- provides a clear definition of mature students;
- clarifies that the OSSLC may be offered at either the Grade 11 level (OLC3O) or the Grade 12 level (OLC4O);
- provides further information on the adjudication process;
- clarifies that, if the accommodations required in a student's IEP are unavailable on the day the OSSLT is administered, the student may enrol directly in the OSSLC;
- stipulates that students may not challenge the OSSLC for credit.

3.2 Substitutions for Compulsory Courses

The range of courses that may be used through substitution to meet a compulsory credit requirement is extended to include courses from the guidance and career education curriculum.

A maximum of one credit earned for a learning strategies course may be used through substitution to meet a compulsory credit requirement.

Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.

(continued)

- PPM No. 127, "The Secondary School Literacy Graduation Requirement" (October 5, 2001; revised October 13, 2004; revised late June/early July, 2009)
<http://www.edu.gov.on.ca/extra/eng/ppm/127.pdf>
- *The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC), Grade 12, 2003*
<http://www.edu.gov.on.ca/eng/curriculum/secondary/english12curr.pdf>
- Graduation Literacy Requirement: Adjudication – Application Form
<http://cal2.edu.gov.on.ca/apr2008/AdjudicationCriteriaForm.doc>
- Memorandum from Deputy Ministry Suzanne Herbert, dated June 4, 2004: "Student Enrolment in the OSSLC: Guidelines for Principals"
- PPM No. 132, "Prior Learning Assessment and Recognition (PLAR) for Mature Students: Implementation in Ontario Secondary Schools" (May 7, 2003)
<http://www.edu.gov.on.ca/extra/eng/ppm/132.html>
- PPM No. 139, "Revisions to *Ontario Secondary Schools (OSS)* to Support Student Success and Learning to 18" (February 1, 2006; effective as of September 1, 2005)
<http://www.edu.gov.on.ca/extra/eng/ppm/ppm139.pdf>

A limit of three substitutions remains in effect. Two half credits may still be used through substitution to meet one compulsory credit requirement (counted as one substitution); one full-credit course may still be substituted for two half-credit courses to meet a compulsory credit requirement (also counted as one substitution).

4. The Organization of Secondary School Courses (*no changes*)

5. The Student's Program: Planning for the Individual Student

5.1 The Teacher-Adviser Program

Schools are no longer required to establish a teacher-adviser program; however, all other components of *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999* remain in effect, including the requirement for the Annual Education Plan (AEP) in Grades 7 through 12.

As indicated in PPM No. 137, strong student-teacher relationships, improved student engagement, and effective career-education programs continue to be of critical importance, especially for students at risk. To meet these goals, boards are expected to use the additional dedicated secondary staff for Student Success, funded by the ministry since 2005–06, to provide support to struggling students, in part through the assignment of Student Success teachers and in part through improved program availability in a range of specified types of courses and programs (e.g., locally developed compulsory credit courses, learning strategies courses, career-related senior course packages [e.g., Specialist High Skills Majors], guidance courses, cooperative education courses, and alternative programs, including credit recovery, especially for Grades 9 and 10).

The Student Success strategy emphasizes that equal respect should be accorded to all students' postsecondary choices, including apprenticeship, community living, employment directly after graduation, and study at college or university.

5.3.1 The School Course Calendar

OSS:99 omits reference to the requirements outlined in PPM No. 117, which states that all school boards must

- PPM No. 137, "Use of Additional Teacher Resources to Support Student Success in Ontario Secondary Schools" (June 27, 2005)
<http://www.edu.gov.on.ca/extra/eng/ppm/ppm137.pdf>
[This memorandum revokes and supersedes section 5.1 of *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999*, and modifies section 7.2 with respect to the teacher-adviser program; revokes the section entitled "The Teacher-Adviser Program" in *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999*; revokes Policy/Program Memorandum No. 126, "Implementation of the Teacher-Adviser Program", July 27, 2000; and revokes the section "Teacher Adviser Program" in Business Memorandum 2001: B11, July 16, 2001.]
- Memorandum from Deputy Minister Ben Levin, dated June 28, 2006: "Credit Recovery"
<http://cal2.edu.gov.on.ca/DMCreditrecovery.pdf>
- For more information on the ministry's Student Success strategy, go to:
<http://www.edu.gov.on.ca/eng/teachers/studentsuccess.html>
<http://www.edu.gov.on.ca/studentsuccess/>
- PPM No. 117, "Access to Information on Secondary School Programs and to Guidance Services Between

make provisions to ensure that information on the secondary schools operated by the coterminous public or Roman Catholic board and on the programs offered in those schools is made available in their own elementary schools, to enable students and their parents to make an informed decision when choosing a school. Students and their parents must have access to the guidance and/or other appropriate personnel of the coterminous board so that they can receive assistance with educational planning.

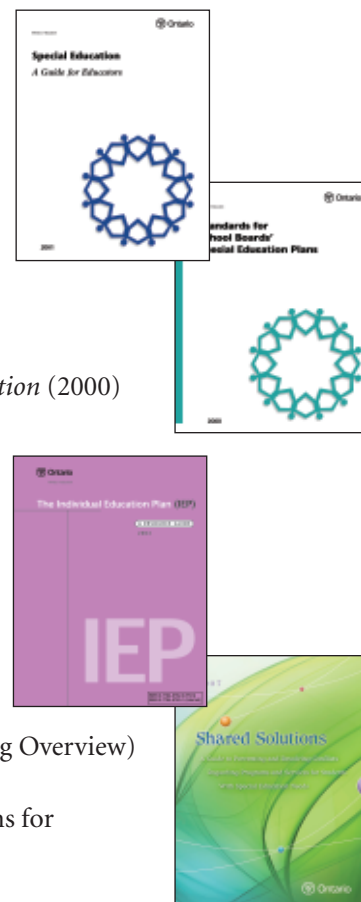
Coterminous School Boards” (April 16, 1993)
<http://www.edu.gov.on.ca/extra/eng/ppm/117.html>

5.4 Program Planning for Exceptional Students

NOTE: The term *exceptional students* is now used specifically in reference to students who have been formally identified as exceptional through the IPRC process. Because many students who have not been formally identified as exceptional need additional support to enable them to learn and to demonstrate their learning, the broader term *students with special education needs* has been adopted. This term is more inclusive and more reflective of the ongoing transformation of special education. Student with special education needs are likely to have an IEP and access to special education programs and services.

Documents and other information sources outlining policies and guidelines related to special education that have been issued since 1999 include the following:

- General information on all special education policies, programs, and resources
<http://www.edu.gov.on.ca/eng/policyfunding/speced.html>
- *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6* (2005)
<http://www.edu.gov.on.ca/eng/document/reports/speced/panel/index.html>
- *Special Education: A Guide for Educators* (2001)
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide.html>
- *Standards for School Boards' Special Education Plans* (2000)
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/iepstand/iepstand.html>
- *Individual Education Plans: Standards for Development, Program Planning, and Implementation* (2000)
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/iep/iep.html>
- *The Individual Education Plan (IEP): A Resource Guide* (2004)
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/index.html>
- *Transition Planning: A Resource Guide* (2002)
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/transiti/transition.html>
- *Shared Solutions A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students With Special Education Needs* (2007)
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf>
- Special Education Funding Guidelines
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/funding.html> (Special Education Funding Overview)
<http://www.edu.gov.on.ca/eng/funding/index.html> (Education Funding Details)
- PPM No. 140, “Incorporating Methods of Applied Behaviour Analysis (ABA) Into Programs for Students With Autism Spectrum Disorders (ABA)” (May 17, 2007)
<http://www.edu.gov.on.ca/extra/eng/ppm/140.html>
- *Effective Educational Practices for Students with Autism Spectrum Disorders: A Resource Guide* (2007)
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/asdfirst.pdf>



5.7.1 Orientation Programs for Students Entering Secondary School

A plan must be in place that outlines a multifaceted approach to supporting all Grade 9 students, with a focus on students who are at risk. This collective “transition plan” is to include the following components:

- a process for identifying Grade 8 students who are at risk and creating a profile that identifies each student’s strengths, interests, and areas of need;
- a process for ensuring that at-risk students have timetables in the first term or semester that reflect a strengths-based curriculum;
- a means for secondary and elementary school staff to share information and talk about these students, in order to create appropriate initial plans for them;
- an outline of orientation and other pre-entry activities for these students;
- identification of the caring adult(s) who have been assigned to each at-risk student;
- initial and ongoing strategies and resources to support at-risk students through their transition to secondary school; and
- supports for assisting late registrants entering Grade 9, who are often more vulnerable to risk factors.

In addition, school boards are expected to maintain: a list of the students who have been identified as at risk and whose progress needs to be tracked; an individual transition plan for each of these students; and the name(s) of the caring adult(s) involved with each at-risk student.

- Grade 8 to 9 Transitions, Regional Training Sessions – Resource Materials and Working Documents, available at <http://community.elearningontario.ca>

- Grade 8–9 Transition Fact Sheet
- *An Educator’s Guide to the Student Transition Experience Program (STEP)*; and
- *Transition and Pathway from Elementary to Secondary School: A Review of Selected Literature*

All available at:

<http://www.edu.gov.on.ca/eng/teachers/studentssuccess/transition.html>

6. Achievement and Accreditation

6.2 Assessment, Evaluation, and Reporting

A revised assessment, evaluation, and reporting (AER) policy is scheduled for release in 2009, for implementation in schools by September 2010. Current AER policy is outlined in the introductory sections of the revised curriculum policy documents.



A common template for the achievement chart for Grades 1–12 was developed in 2004. The revised curriculum documents for each discipline contain the updated, final achievement chart for that discipline.



- *The Ontario Curriculum, Grades 9–12: Program Planning and Assessment, 2000*
<http://www.edu.gov.on.ca/eng/curriculum/secondary/progplan912curr.pdf>

- Revised achievement charts
<http://www.edu.gov.on.ca/eng/document/policy/achievement/charts1to12.pdf>

The *Ontario Student Transcript (OST) Manual* was revised in 2007.

6.4 Attendance

Bill 52 was enacted into law on December 20, 2006, as “An Act to amend the Education Act respecting pupil learning to the age of 18 and equivalent learning”. It introduced the requirement that students must stay in school until the age of 18, stating:

5.1 (a) every person who attains the age of six years on or before the first school day in September in any year shall attend an elementary or secondary school on every school day from the first school day in September in that year until the person attains the age of 18 years; and
(b) every person who attains the age of six years after the first school day in September in any year shall attend an elementary or secondary school on every school day from the first school day in September in the next succeeding year until the last school day in June in the year in which the person attains the age of 18 years.

Some sections of the legislation that relate to equivalent learning and sanctions for non-attendees have not yet been proclaimed, but policy is expected to be released within the next year.

SALEP (also referenced in Appendix 7)

Existing SALEP provisions (Reg. 308) that apply to students of “compulsory school age” now apply to students from age 14 to age 18.

6.5 Procedures for Students Who Fail or Who Do Not Complete Courses

Boards and schools must make **credit recovery** programs available to students who have been unsuccessful in achieving the expectations of a course. Credit recovery may be offered as part of the regular day school program

- *Ontario Student Transcript (OST) Manual* (revised 2007)
<http://www.edu.gov.on.ca/eng/general/elemsec/ost/ost.pdf>
- *Ontario Student Record (OSR) Guideline* (2000)
<http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.html>
- *Guide to the Provincial Report Card, Grades 9–12* (1999)
<http://www.edu.gov.on.ca/eng/document/forms/report/sec/srepgde.pdf>
- *Guide to the Provincial Report Card, Grades 1–8* (1998)
<http://www.edu.gov.on.ca/eng/document/forms/report/1998/repqde.pdf>
- “An Act to amend the Education Act respecting pupil learning to the age of 18 and equivalent learning”, Chapter 28 of the Statutes of Ontario, 2006
http://www.e-laws.gov.on.ca/html/source/statutes/english/2006/elaws_scr_s06028_e.htm
- *Instructions for the Use of Computerized Enrolment Registers for Elementary and Secondary Schools: 2008–09 School Year*
<http://www.edu.gov.on.ca/eng/document/forms/enrol/212372e.pdf>
- Regulation 308 of R.R.O. 1990, “Supervised Alternative Learning for Excused Pupils”
http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_900308_e.htm
- Memorandum from Deputy Minister Ben Levin, dated June 28, 2006: “Credit Recovery”
<http://cal2.edu.gov.on.ca/DMCreditrecovery.pdf>

and/or at summer school, and must be taught by a qualified teacher. Every school will develop a credit recovery program suited to the needs of the students in the school. Students may work on recovering more than one credit concurrently through the credit recovery process, and there is no limit to the number of credits a student may recover.

6.6 Prior Learning Assessment and Recognition

Required PLAR reporting forms were published in PPM No. 129 (regular day school students) and PPM No. 132 (mature students).

PLAR procedures for mature students were clarified in PPM No. 132, which outlines the four different types of “mature” students and the graduation requirements that apply to each type.

6.8 Alternative Ways of Earning Credits Towards the Ontario Secondary School Diploma

Ministry-approved *dual credit* programs were introduced as part of Phase 3 of the ministry’s Student Success strategy. Dual credit programs, which must be approved in advance by the ministry, allow secondary school students to take college courses or apprenticeship training and, on successful completion, to receive credit towards their Ontario Secondary School Diploma as well as their postsecondary diploma or apprenticeship certification. The program is aimed primarily at students in Grades 11 and 12 who face challenges in graduating (disengaged and underachieving students; early school leavers returning to complete their OSSD who have the potential to succeed). Currently, students may earn a maximum of four optional credits through a dual credit program.

Ontario’s E-learning strategy, developed in 2006, has three components:

- the Ontario Educational Resource Bank (OERB), containing thousands of digital learning resources for Kindergarten through Grade 12 that have been developed and shared by Ontario teachers (e.g., lesson plans, maps, interactive models, games);
- the Learning Management System (LMS), containing online secondary school credit courses, developed by Ontario teachers, as well as communications tools for all courses (e.g., electronic whiteboards, chat rooms, blogs);

- Memorandum from Sue Durst, Kirsten Parker, and Ginette Plourde, dated December 13, 2006: “Credit Recovery Implementation – Template and Process”
<http://cal2.edu.gov.on.ca/CRPackage.pdf>

- PPM No. 129, “Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools” (July 6, 2001)
<http://www.edu.gov.on.ca/extra/eng/ppm/129.html>

- PPM No. 132, “Prior Learning Assessment and Recognition (PLAR) for Mature Students: Implementation in Ontario Secondary Schools” (May 7, 2003)
<http://www.edu.gov.on.ca/extra/eng/ppm/132.html>

- Information on dual credits, including links to DM and ADM memos, application procedures, and resources, may be found at
<http://www.edu.gov.on.ca/eng/teachers/studentssuccess/dual.html>

- Memorandum from Andrew Davis and Sue Durst, dated August 28, 2007: “Enrolment Reporting for e-Learning Courses Provided as Part of the Regular Day School Program”, and a second memorandum, for clarification, dated October 10, 2008
http://tpfr.edu.gov.on.ca/Memos/SB2007/SB_19.pdf
http://tpfr.edu.gov.on.ca/Memos/SB2008/SB_27.pdf
- Changes to enrolment register requirements for regular day school pupils enrolled in e-learning
<http://www.edu.gov.on.ca/eng/document/forms/enrol/212372e.pdf>

- administrative support, including: policies for boards that choose to participate in the e-learning strategy; standards for the development, delivery, and storage of online courses and resources; coordination of the development of online courses and resources; professional development for e-learning teachers; pilot projects and guidelines to help school boards address technology issues; and annual reviews, including analysis of e-learning courses required by school boards.

PPM No. 133 introduced changes to requirements for accepting *music certificates* for credits towards the OSSD (under course codes AMX3M and AMX4M). **Note:** Schools may need to confirm with music conservatories that students presenting performance credentials in *brass*, *woodwind*, and/or *percussion* instruments at the Grade VI level meet the required practical standard for AMX3M. (Grade VII is not generally available in these performance areas.)

- Enrolment register requirements for students enrolled in e-learning through Continuing Education
<http://www.edu.gov.on.ca/eng/document/forms/enrol/corr-selfstudy-e.pdf>
- Information on the Provincial e-Learning Strategy, OERB, and LMS
<http://www.elearningontario.ca/eng/Default.aspx>
- Memorandum from Sue Durst and Kirsten Parker, dated March 19, 2007: “Credit Recovery and the e-Learning Strategy”
<http://cal2.edu.gov.on.ca/CRELearning.pdf>
- PPM No. 133, “Music Certificates Accepted for Credits” (January 5, 2004)
<http://www.edu.gov.on.ca/extra/eng/ppm/ppm133.pdf>

7. Program Planning and Delivery by School Boards and Schools

7.1.2 Locally Developed Courses

Boards may develop locally and offer three Grade 9 courses — one in English, one in mathematics, and one in science — and three Grade 10 courses — one in English, one in mathematics, and one in *either* science or Canadian history — that can be counted as *compulsory credits* in the discipline. (Although boards may develop and offer both the Grade 10 science course and the Grade 10 Canadian history course, they must designate only one of those courses in any given year as meeting the compulsory credit requirement.)

A student may count *no more than six* locally developed courses as compulsory credits. (The student may take all seven courses, but would have to count one of the credits as an optional credit).

Locally developed compulsory credit courses may only be used to meet the compulsory credit requirements that they have been designed to meet. They may not be used as substitutions for any courses that meet any other compulsory credit requirements.

- PPM No. 134, “Increase in the Number of Locally Developed Compulsory Credit Courses” (September 13, 2004)
<http://www.edu.gov.on.ca/extra/eng/ppm/ppm134.pdf>
- *Guide to Locally Developed Courses, Grades 9 to 12: Development and Approval Procedures* (2004)
<http://www.edu.gov.on.ca/eng/document/curricul/secondary/localdev/locdeve.pdf>

7.3 Language Programs

English as a Second Language/English Literacy Development

A revised Kindergarten to Grade 12 policy pertaining to English language learners was released in 2007.

Although ESL/ELD courses may still be substituted for three of the four compulsory English credits required for graduation, the fourth credit must be for a Grade 12 English course. (Previously, a student could use either a Grade 11 or a Grade 12 English course to fulfil the fourth compulsory credit requirement.) The Grade 12 English courses that may be counted as compulsory credits are ENG4C, ENG4E, ENG4U, and OLC4O.

French-Language Education (see Part B in this guide)

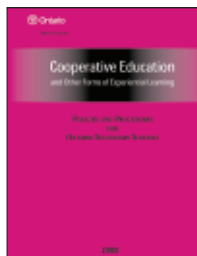
Ontario's Aménagement linguistique policy was issued in 2005.

7.4 Specialized Programs

Specialist High Skills Major (SHSM) programs were introduced in 2006–07. SHSM programs must be approved by the ministry and must adhere to the requirements outlined in the SHSM Implementation Guide and the sector-specific guides. This is a career-focused program designed to help prepare students for the transition from secondary school to apprenticeship training, college, university, or the workplace.

7.5 Cooperative Education and Work Experience

A document outlining policy and procedure was published in 2000.



- *English Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (2007)

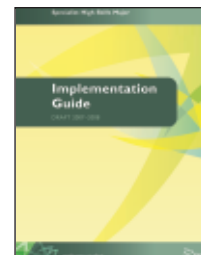
<http://www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf>



- Related resources for ELL students
<http://www.edu.gov.on.ca/eng/curriculum/secondary/esl.html>

- Information on SHSMs, including a fact sheet, an Implementation Guide, and the sector-specific guides, as well as a list of SHSMs offered throughout Ontario and related resources

<http://www.edu.gov.on.ca/eng/teachers/studentsuccess/specialist.html>



- *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools* (2000)
<http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>
- Additional co-op resources and related policies
<http://www.edu.gov.on.ca/eng/teachers/studentsuccess/expansion.html>

PPM No. 76A, outlining Workplace Safety and Insurance Board requirements for students in work education programs, was issued in 2000.

A maximum of two of the three additional compulsory credit requirements in groups 1, 2, and 3 may be met using credits earned through cooperative education. There is no limit on the number of cooperative education credits that may be counted as optional credits.

- PPM No. 76A, “Workplace Safety and Insurance Coverage for Students in Work Education Programs” (September 27, 2000)
<http://www.edu.gov.on.ca/extra/eng/ppm/76a.html>
- Work Education Agreement Form
www.edu.gov.on.ca/eng/document/forms/631970.pdf
- PPM No. 139, “Revisions to *Ontario Secondary Schools* (OSS) to Support Student Success and Learning to 18” (February 1, 2006; effective as of September 1, 2005)
<http://www.edu.gov.on.ca/extra/eng/ppm/ppm139.pdf>

7.11 Programs for Students at Risk

Policy outlined in this section remains in effect, with the exception of the Teacher-Adviser Program. However, numerous programs for students at risk have been added, enhanced, and/or expanded (e.g., dual credits, expansion of co-op, OSSLC, credit rescue, credit recovery)

7.13 Antidiscrimination Education

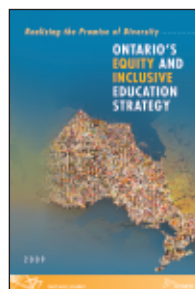
NOTE: The term *equity and inclusive education* is currently being used in ministry publications.

A section on antidiscrimination education is included in the introductory sections of the revised curriculum policy documents.

A document outlining Ontario’s equity and inclusive education strategy, *Realizing the Promise of Diversity*, was released in April 2009.

PPM No. 119, “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”, issued June 24, 2009, provides direction to boards on the development, implementation, and monitoring of equity and inclusive education policies to support student achievement.

A resource document that provides guidelines for developing and implementing equity and inclusive education policies was also released in 2009.



- *Realizing the Promise of Diversity: Ontario’s Equity and Inclusive Education Strategy* (2009)
<http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf>
- “Quick Facts: Ontario’s Equity and Inclusive Education Strategy”
<http://www.edu.gov.on.ca/eng/policyfunding/EquityQuickFacts.pdf>
- PPM No. 119, “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools” (June 24, 2009; replaces PPM No. 119, “Development and Implementation of School Board Policies on Antiracism and Ethnocultural Equity” [July 13, 1993])
<http://www.edu.gov.on.ca/extra/eng/ppm/119.pdf>
- *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation* (2009)
<http://www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf>

7.15 Extracurricular Programs

NOTE: As of 2000, the term *co-instructional activities* replaced *extracurricular activities*, *co-curricular activities*, and other similar terms.

The Education Accountability Act, 2000, amended the Education Act by adding the following definition for co-instructional activities:

“*co-instructional activities*” means activities other than providing instruction that,
(a) support the operation of schools,
(b) enrich pupils’ school-related experience, whether within or beyond the instructional program, or
(c) advance pupils’ education and education-related goals,
and includes but is not limited to activities having to do with school-related sports, arts and cultural activities, parent-teacher and pupil-teacher interviews, letters of support for pupils, staff meetings and school functions ...

8. Roles and Responsibilities

8.1 Ministry of Education

Key teacher-related regulations were made under the Education Act, as follows:

- **Operation of Schools – General:** Regulation 298 includes information about teacher qualification requirements and duties of teachers.
- **Teacher Learning Plans:** O. Reg. 98/02 provides details about what an experienced teacher’s annual learning plan must contain, how often the plan is to be reviewed, and by whom it must be reviewed.
- **Teacher Performance Appraisal:** O. Reg. 99/02 specifies the standards, processes, time lines, and forms to be used for the performance appraisal of teachers.
- **New Teacher Induction Program:** O. Reg. 266/06 sets out the minimum requirements of the New Teacher Induction Program.

8.2 School Boards

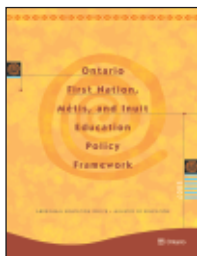
O. Reg. 612/00 and Regulation 298 together address three key areas: the purpose of *school councils*, operational matters relating to school councils, and the obligation of boards and principals to consult with school councils. Regulation 612/00 confirms that school councils are *advisory* bodies and clearly states that they may make recommendations to their principals or school boards on any matter.

- Regulation 298 of R.R.O. 1990, “Operation of Schools – General”
http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_900298_e.htm
- *Performance Appraisal of Experienced Teachers: Technical Requirements Manual* (2007)
<http://www.edu.gov.on.ca/eng/teacher/technicalRequirementsManual.pdf>
- *Implementing the Revised Performance Appraisal Process for Experienced Teachers: School Board Resource Team Effective Practices Binder* (2007)
<http://www.edu.gov.on.ca/eng/teacher/teachers.html>
- New Teacher Induction Program
www.edu.gov.on.ca/eng/teacher/induction.html
- *School Councils: A Guide for Members* (2001)
<http://www.edu.gov.on.ca/eng/general/elemsec/council/council02.pdf>
- “Involving Parents in the School: Tips for School Councils”
<http://www.edu.gov.on.ca/eng/parents/involvement/index.html>



Aboriginal Education

The ministry's new Aboriginal education strategy was announced in January 2007, with the release of the associated policy framework document.



- Aboriginal Education Strategy
<http://www.edu.gov.on.ca/eng/aboriginal/index.html>
- *Ontario First Nation, Métis, and Inuit Education Policy Framework* (2007)
<http://www.edu.gov.on.ca/eng/aboriginal/policy.html>

Character Development

A document outlining new requirements in connection with the ministry's character development initiative was released in 2008.

- *Finding Common Ground: Character Development in Ontario Schools, K–12* (2008)
<http://www.edu.gov.on.ca/eng/document/reports/literacy/booklet2008.pdf>



Environmental Education

Environmental education is being woven into the Ontario curriculum in all subjects and disciplines and in all grades. Opportunities for environmental education provided in the elementary and secondary curriculum documents in all subjects and disciplines are identified in the online document *Environmental Education: Scope and Sequence of Expectations* (2008).

Two new environmental science courses (SVN3M; SVN3E) are included in the revised Grade 11–12 science curriculum document (2008). (Two Grade 12 geography courses focusing on the environment were already included in the Grade 11–12 Canadian and word studies curriculum policy document.)

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools (2009) guides the development and implementation of environmental education policies and learning opportunities in school boards and schools across the province.

Students can also choose to complete a Specialist High Skills Major that focuses on the environment.

- *Shaping Our Schools, Shaping Our Future: Environmental Education in Ontario Schools* (2007)
<http://www.edu.gov.on.ca/curriculumcouncil/shapingschools.pdf>
- *Environmental Education: Scope and Sequence of Expectations, Grades 1–8 and Grades 9–12* (2008)
<http://www.edu.gov.on.ca/eng/curriculum/elementary/environment.html>
<http://www.edu.gov.on.ca/eng/curriculum/secondary/environment.html>
- *Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools, 2009*
<http://www.edu.gov.on.ca/curriculumcouncil/ShapeTomorrow.pdf>
- *Specialist High Skills Major Sector-Specific Guide: The Environment, Draft 2008–2009*
<http://www.edu.gov.on.ca/eng/studentsuccess/pathways/shsm/environment.pdf>



French-Language Education

The Aménagement linguistique policy has been developed to guide French-language school boards in program planning to ensure the transmission of the French language and culture in a minority setting and to ensure the vitality of the French-language education system, as well as the expansion and continuity of the French-language community in Ontario.

PPM No. 148 sets out the considerations that the French-language school boards should take into account when revising their admission policy in order to be inclusive and equitable.

Healthy Schools

The Foundations for a Healthy School framework was developed on the basis of current research and input from educators and school-based health experts and is intended to support schools in becoming healthier places to learn.

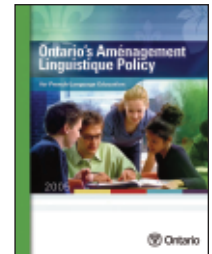
The Healthy Schools Recognition Program promotes and celebrates healthy behaviours and practices in Ontario's schools. Schools may be recognized for starting new activities or for building on existing ones.

The Healthy Food for Healthy Schools Act (Bill 8) amended the Education Act to give the Minister authority to define nutrition standards for food and beverages offered by boards on school premises or in connection with school-related activities.

O. Reg. 200/08, "Trans Fat Standards", prescribes the maximum amount of trans fat that can be contained in food and beverages sold in schools for school purposes.

"Sabrina's Law – An Act to Protect Anaphylactic Pupils" requires every school board to develop and maintain an anaphylaxis policy.

- Ontario's Aménagement linguistique Policy for French-Language Education (2005)
<http://www.edu.gov.on.ca/eng/document/policy/linguistique/linguistique.pdf>



- PPM No. 148, "Policies Governing Admission to French-Language Schools in Ontario" (April 22, 2009)
<http://www.edu.gov.on.ca/extra/eng/ppm/ppm148.pdf>

- Foundations for a Healthy School
<http://www.edu.gov.on.ca/eng/healthyschools/foundations.pdf>
- Healthy Schools website
<http://www.edu.gov.on.ca/eng/healthyschools/challenge.html>

FOUNDATIONS FOR A HEALTHY SCHOOL				
Component	High Quality Practices	A Healthy Physical Environment	A Supportive Social Environment	Leadership & Governance
Curriculum	... (text)	... (text)	... (text)	... (text)
Physical Environment	... (text)	... (text)	... (text)	... (text)
Social Environment	... (text)	... (text)	... (text)	... (text)
Leadership & Governance	... (text)	... (text)	... (text)	... (text)

- Healthy Food for Healthy Schools Act (Bill 8), 2009
http://www.ontla.on.ca/bills/bills-files/39_Parliament/Session1/b008rep.pdf

- O. Reg. 200/08, "Trans Fat Standards"
<http://www.search.e-laws.gov.on.ca/en/isysquery/407ca782-fa16-4ca4-8d8a-e2e29c47a299/1/frame/?search=browseStatutes&context=>

- Sabrina's Law
http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_05s07_e.htm

PPM No. 138 requires all elementary students to participate in a minimum of 20 minutes of moderate to vigorous physical activity during instructional time every day.

PPM No. 135 sets out requirements regarding food and beverages sold in vending machines. These requirements currently apply only to elementary schools.

Home Schooling

PPM No. 131 outlines revisions to existing policy on home schooling, including procedures for parents and school boards, investigations, and access to resources by parents providing home schooling.

Kindergarten

The Kindergarten Program document was revised in 2006.

The resource document *Planning Entry to School* was released in 2005.

The resource guide *Supporting English Language Learners in Kindergarten* was released in 2007.

Ontario Scholars

Two sets of revisions have been made to PPM No. 53 to add to the list of ministry-approved courses that may be used in determining if a student is to be designated an Ontario Scholar:

- In 2004, Grade 12 university/college, college, and workplace preparation courses, Grade 12 open courses, and related cooperative education courses were added to the already-recognized university preparation courses.
- In 2009, dual credits and credits earned through ministry-approved locally developed courses at the Grade 12 level were added.

- PPM No. 138, “Daily Physical Activity in Elementary Schools, Grades 1–8” (October 6, 2005)
<http://www.edu.gov.on.ca/extra/eng/ppm/ppm138.pdf>

- PPM No. 135 “Healthy Foods and Beverages in Elementary School Vending Machines” (October 20, 2004)
<http://www.edu.gov.on.ca/extra/eng/ppm/ppm135.pdf>

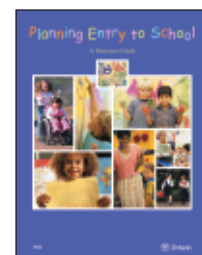
- PPM No. 131, “Home Schooling” (June 17, 2002)
<http://www.edu.gov.on.ca/extra/eng/ppm/131.html>

- *The Kindergarten Program* (2006)
<http://www.edu.gov.on.ca/eng/curriculum/elementary/kindercurrb.pdf>

- *Planning Entry to School: A Resource Guide* (2005)
<http://www.edu.gov.on.ca/eng/parents/planningentry.pdf>

- *Supporting English Language Learners in Kindergarten* (2007)
<http://www.edu.gov.on.ca/eng/document/kindergarten/kindergartenELL.pdf>

- PPM No. 53, “Ontario Scholar Program” (May 25, 2004; revised April 14, 2009)
<http://www.edu.gov.on.ca/extra/eng/ppm/ppm53.pdf>



- Level 5 Native language courses are considered equivalent to Grade 12 courses in other disciplines for the purpose of designating a student as an Ontario Scholar
- Level 3 classical language courses and Level 4 international language courses are considered equivalent to Grade 12 courses in other disciplines for the purpose of designating a student as an Ontario Scholar.

- *Ontario Student Transcript (OST) Manual* (2007), page 9
<http://www.edu.gov.on.ca/eng/general/elemsec/ost/ost.html>

Safe Schools

Introduction of progressive discipline requirements

PPM No. 145, “Progressive Discipline and Promoting Positive Student Behaviour” (October 4, 2007)

<http://www.edu.gov.on.ca/extra/eng/ppm/145.pdf>

Introduction of bullying prevention and intervention requirements

PPM No. 144, “Bullying Prevention and Intervention” (October 4, 2007)

<http://www.edu.gov.on.ca/extra/eng/ppm/144.pdf>

Changes to policies pertaining to expulsion

PPM No. 142, “School Board Programs for Expelled Students” (August 23, 2007)

<http://www.edu.gov.on.ca/extra/eng/ppm/142.pdf>

Changes to policies pertaining to long-term suspensions

PPM No. 141, “School Board Programs for Students on Long-Term Suspensions” (August 23, 2007)

<http://www.edu.gov.on.ca/extra/eng/ppm/141.pdf>

Revision of requirements for school board codes of conduct

PPM No. 128, “The Provincial Code of Conduct and School Board Codes of Conduct” (October 4, 2007; replaces November 14, 2000 version)

<http://www.edu.gov.on.ca/extra/eng/ppm/128.pdf>

PPM No. 9, “Reporting of Children in Need of Protection” (August 10, 2001; replaces 1986 version)

<http://www.edu.gov.on.ca/extra/eng/ppm/9.html>

Provincial Model for a Local Police/School Board Protocol (2003)

<http://www.edu.gov.on.ca/eng/document/brochure/protocol/locprote.pdf>

Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships (2008)

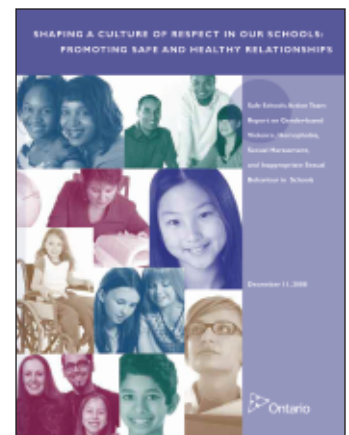
<http://www.edu.gov.on.ca/eng/teachers/RespectCulture.pdf>

Information about the ministry’s Safe Schools strategy and related resources can be found at:

<http://www.edu.gov.on.ca/eng/teachers/safeschools.html>

PPM No. 123, “Safe Arrivals” (February 2, 1999) requires that schools boards develop a policy statement for the development and implementation of a safe-arrival program at every school in their jurisdiction.

<http://www.edu.gov.on.ca/extra/eng/ppm/123.html>



Sustaining Quality Curriculum

A review and revision of curriculum policy documents began in 2003 as part of the ministry's Sustaining Quality Curriculum initiative, designed to ensure that the Ontario curriculum remains current and relevant over time. The curricula for a number of designated subjects or disciplines, in both the elementary and secondary panels, enter the review process each year. The current status of the curriculum documents in each subject or discipline is indicated in the following lists:

Elementary Curriculum Policy Documents

- The Arts, rev. 2009
- French As a Second Language: Core French, Grades 4–8, 1998
- French As a Second Language: Extended French, Grades 4–8; French Immersion, Grades 1–8, 2001
- Health and Physical Education, 1998; rev. 2009
- Language, rev. 2006
- Mathematics, rev. 2005
- Native Languages, 2001
- Science and Technology, rev. 2007
- Social Studies, Grades 1–6; History and Geography, Grades 7 and 8, rev. 2004

Secondary Curriculum Policy Documents

- The Arts, 1998–2000
- Business Studies, rev. 2006
- Canadian and World Studies, rev. 2005
- Classical and International Languages, 1999–2000
- Computer Studies, new 2008 (formerly included in Technological Education, 1999–2000)
- English, rev. 2007
- English as a Second Language and English Literacy Development, rev. 2007
- French as a Second Language – Core, Extended, and Immersion, 1999
- Guidance and Career Education, rev. 2006
- Health and Physical Education, 1999
- Interdisciplinary Studies, 2002
- Mathematics, rev. 2005–2007
- Native Languages, 1999–2000
- Native Studies, 1999–2000
- Science, rev. 2008
- Social Sciences and Humanities, 1999–2000
- Technological Education, rev. 2009

The revision process has ensured that there is a clear distinction between applied and academic courses in

- Elementary curriculum policy documents
<http://www.edu.gov.on.ca/eng/curriculum/elementary/index.html>
- Secondary curriculum policy documents
<http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>

Grades 9 and 10 and among the various destination courses in Grades 11 and 12. Consequently, secondary school students may now earn credit for the successful completion of more than one course in the same subject and at the same grade level. There is no restriction on the number of credits a student may earn in any given subject.

Health and Physical Education

Formerly, schools could offer more than one Healthy Active Living Education course, each focusing on a particular grouping of physical activities, in Grades 10, 11, and 12, but a student could take only one of those courses in each grade for credit. In 2007, the policy was revised to allow students to take more than one Healthy Active Living Education course for credit in each of Grades 10, 11, and 12.

In addition, schools may now offer more than one Grade 9 Healthy Active Living Education course, and a student may take one or more of those courses for credit. The possible groupings of physical activities for the Grade 9 courses are the same as those listed for Grade 10 in the health and physical education curriculum policy document for Grades 9 and 10.

For specific policy statements, see the introductory pages of revised curriculum documents in particular disciplines.

- PPM No. 146, “Revisions to Credit Requirements to Support Student Success and Learning to 18” (November 19, 2007)
<http://www.edu.gov.on.ca/extra/eng/ppm/146.pdf>

Adult Education

The Adult Education Review was launched in May 2004 at the request of the Minister of Education and the Minister of Training, Colleges and Universities to recommend actions that would support and improve adult education in Ontario.

In 2006, the Adult Education Policy Unit was created within the ministry's Student Success/Learning to 18 Strategic Policy Branch.

The Ministers' Committee on Adult Education was formed in 2008 to ensure coordination and policy alignment across three ministries: Education; Training, Colleges and Universities; and Citizenship and Immigration.

Leadership Initiatives

- Mentoring for Newly Appointed School Leaders (Fall 2008)
- Mentoring for Directors of Education and Supervisory Officers (2008–09)
- Principal/Vice-Principal Performance Appraisal (2008–09)
- Institute for Education Leadership (2005)
- Executive Leadership Programs. Two programs are offered through the Learning Partnership: the *Ontario Directors of Education Institute on Leadership and Strategic Impact* (2006); and the *Ontario Supervisory Officer Program on Leadership and Management* (2007)

Ontario Skills Passport (OSP)

A free, bilingual web-based resource that describes the Essential Skills and work habits important in work, learning, and life. The OSP offers students and job seekers tools and resources to assess, practise, and build these

- *Ontario Learns: Strengthening Our Adult Education System* (2005)
<http://www.edu.gov.on.ca/adultedreview/report.html>
- Adult learning resources from the Ministry of Training, Colleges and Universities (MTCU), including relevant links
<http://www.edu.gov.on.ca/eng/tcu/adultlearning/>
- Resources related to PLAR for Mature Students
<http://www.plarformaturestudents.com>

- Information on leadership development and Ontario's leadership strategy, including the Leadership Framework
www.ontario.ca/eduleadership



www.education-leadership-ontario.ca/resources.shtml

<http://www.edu.gov.on.ca/eng/policyfunding/leadership/leadersSupport.html#mentor>

<http://www.education-leadership-ontario.ca/home.shtml>

- Information on the Executive Leadership Programs
<http://www.thelearningpartnership.ca/>

- Ontario Skills Passport
<http://skills.edu.gov.on.ca/>

skills and work habits and transfer them to work or further education and/or training. It also offers employers a consistent method of assessing and recording students' demonstration of these skills and work habits, and helps teachers strengthen school–work connections.

Parent Involvement

The Parent Engagement Office (PEO) was created by the ministry in 2006, in accordance with its new Parent Involvement Policy, announced in December 2005.

Parent Involvement Committees (PICs), required at the school board level, were introduced in 2005–06 to establish direct links between directors, trustees, and parents, to provide a vehicle for parent advice, and to help increase parent engagement.

Parents Reaching Out (PRO) grants were introduced to fund school council and regional/provincial projects in support of increasing parents' involvement in their children's education.

Student Achievement Strategies

Student Success Strategy

Phase 1 (2003) included the introduction of Student Success Leaders in all boards, new locally developed compulsory credit (LDCC) courses, and Lighthouse projects (innovative local programs designed to help students who need extra support and attention to stay in school).

Phase 2 (2005) involved increasing the number of secondary school teachers, including dedicated Student Success teachers; increased funding for technological education; expanded Lighthouse projects.

Phase 3 (2005) introduced the following: graduation rate targets; Learning to 18 legislation; expansion of cooperative education; Specialist High Skills Majors; dual credit programs; work on the revision of OSS:99; a Provincial Skills Certificate; credits for external credentials; and equivalent learning opportunities.



- Parent Involvement Policy: “Developing Partners in Education”
<http://www.edu.gov.on.ca/eng/document/nr/05.12/developing.pdf>
- Parent Involvement Committees
<http://www.edu.gov.on.ca/eng/parents/PIC.html>
- Parents Reaching Out Grants
<http://www.edu.gov.on.ca/eng/parents/reaching.html>
- Student Success website
<http://www.edu.gov.on.ca/eng/teachers/studentsuccess.html>
- *Building Pathways to Success, Grades 7–12: The Report of the Program Pathways for Students at Risk Work Group* (2003)
<http://www.edu.gov.on.ca/eng/teachers/studentsuccess/results.html>
- *Pathways for Success: Sample Timetables for Supporting Students at Risk* (2003)
<http://www.edu.gov.on.ca/eng/document/curricul/secondary/pathways/pathwaye.pdf>
- Canadian Council on Learning (CCL), “Evaluation of the Ontario Ministry of Education’s Student Success/ Learning to 18 Strategy: Final Report” (January 15, 2009)
<http://www.edu.gov.on.ca/eng/teachers/studentsuccess/results.html>

Literacy and Numeracy Secretariat

The Literacy and Numeracy Secretariat (LNS) was established in November 2004 to help boost student achievement. Student Achievement Officers (SAOs) work directly with schools and boards across the province to build capacity and implement strategies to improve reading, writing, and mathematics skills. The efforts of LNS have included:

- working with school boards to set ambitious student achievement targets and to develop improvement plans;
- working with school boards to provide the necessary resources and to identify ways to improve student achievement;
- providing professional learning opportunities for teachers, principals, and other educators;
- sharing research on effective teaching;
- building partnerships with principals' councils, teachers' federations, faculties of education, and other organizations;
- sharing successful practices within and across school boards.

Board Improvement Plan and School Effectiveness Framework

A memorandum from Mary Jean Gallagher, ADM Student Achievement Division, issued May 12, 2009, described the new K–12 Board Improvement Plan (BIP) and School Effectiveness Framework (SEF) and provided a planning calendar. All boards are required to develop and submit a BIP for the 2009–10 school year; schools are expected to become familiar with the draft SEF, in preparation for implementation at the start of the 2010–11 school year.

Student Engagement

The Student Engagement initiative has two key components: academic and participatory. The academic component pertains to students' sense of belonging at school, their acceptance of school values, and whether or not they value academic success. The participatory component pertains to students' relationships with their peers and teachers, both in class and outside the classroom, and their degree of participation in school activities.

- Literacy and Numeracy Secretariat
<http://www.edu.gov.on.ca/eng/literacynumeracy/>
- Ontario Focused Intervention Partnership
<http://www.edu.gov.on.ca/eng/literacynumeracy/ofip.html>



- Memorandum from Mary Jean Gallagher, ADM Student Achievement Division, dated May 12, 2009: “Student Achievement Symposium Follow-Up”
http://cal2.edu.gov.on.ca/may2009/SA_Symposium2009.pdf
- “K–12 Board Improvement Plans Should Improve Teaching, Leading and Learning” (May 12, 2009)
<http://cal2.edu.gov.on.ca/may2009/ConversationsKto12.pdf>
- “K–12 School Effectiveness Framework (draft)” (May 12, 2009)
<http://cal2.edu.gov.on.ca/may2009/FrameworkCircle.pdf>
- “K–12 Board Improvement Plan Calendar” (May 12, 2009)
<http://cal2.edu.gov.on.ca/may2009/Kto12Calendar09.pdf>
- Student Engagement website
<http://www.edu.gov.on.ca/eng/students/speakup/index.html>

The initiative has involved the following: the launch of “Student Voice” in fall 2008; regional consultations with students in Grades 7 to 12 about their education and career planning needs; two pilot projects to learn more about ways to foster Student Voice and strengthen leadership development in Grades 10 and 11; eight regional student forums; the creation of the Minister’s Student Advisory Council; and the announcement of grants for two types of Student Projects – student-led teacher-facilitated projects and student council projects related to transitions, diversity, and inclusion.



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