

Ministry of Education

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Ministère de l'Éducation

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**MEMORANDUM TO:** Directors of Education  
Supervisory Officers and Secretary-Treasurers of School Authorities  
Director of Provincial Schools  
Supervisory Officer of Centre Jules-Léger  
Supervisory Officers  
Principals  
Student Success Leaders

**FROM:** George Zegarac  
Assistant Deputy Minister  
Strategic Planning and Elementary/Secondary Programs Division

**C.C.:** Ontario Teachers Federation and Affiliate Federations

**DATE:** May 23, 2007

**SUBJECT:** **Divisional focus for 2007-08**

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This year has been a truly exciting time in education. All of our partners share in the steady progress made in improved student achievement. The much earlier release of the [GSN](#) has allowed me to communicate our priorities to you early so you may establish your plans, including staffing, with this information in hand.

Our focus has been and remains on student achievement of all of our students. This year saw an emphasis on the establishment of teams, a greater focus on the intermediate grades and transitions, more pedagogical supports at the school level, continued emphasis on curriculum review and renewal, more choice in credit offerings, greater access to e-learning opportunities, more attention to engaging students and parents, providing greater navigational supports and use of more common assessment tools for adult and continuous learners, and a particular focus on using data to measure outcomes. This data is helping us at the provincial, board and school levels, to better measure our progress in “closing the gap and raising the bar” for our students.

Our student achievement agenda includes our students with special education needs and our adult learners; we do not stop our education agenda at age 18.

We have engaged boards to collectively learn and support each other on what is working. The ministry worked with boards, parents, Special Education Advisory Committees (SEACs) to look at boards' Individual Education Plan (IEP) practices. Program and financial reviews were conducted in two boards, looking at decision-making practices regarding their special education programs and services. Supportive visits occurred in all of our boards to look at opportunities to improve our results in Student

Success. All of these visits were intended to learn about, support and adjust strategies so that we collectively could benefit from innovation and experience. External evaluations are underway for our Lighthouse program and our Student Success initiatives. The Canadian Council on Learning was the successful candidate for our Student Success external review and we ask for your assistance in helping them assess our progress.

Last year, I provided direction to boards regarding our activities and priorities in special education, student success and curriculum through separate memos in the fall. This year, I am noting our priorities for the division in the areas above as well as adult education in this single document. This will allow us all to see how these agendas fit together and how to best plan and account for the necessary resources.

In a separate communication to French-language boards next month, my colleague Dominic Giroux, Assistant Deputy Minister, French-Language Education and Education Operations, will outline how the student success and curriculum agenda will be implemented next year in this sector, in relation with [Aménagement linguistique](#) initiatives.

#### Where are we going next year?

We are collectively making progress on our student achievement agenda but we still have a considerable way to go. Our strategies are working and the spirit is high. Our focus in 2007-08 is to build on this momentum by:

- improving student achievement by providing more pedagogical supports to our teachers, including differentiated instruction and assessment and team training
- supporting instructional leadership and effective management skills to strengthen a positive culture that supports a learning environment.
- increasing the offerings of activities such as high skills majors, dual credits, co-operative education, credit recovery and other customized learning opportunities
- enhancing capacity to analyze data to identify and support effective practices
- having more precise strategies to address specific populations in need of additional support (e.g. ESL-PDF, Aboriginal, special education, boys' literacy)
- continuing to focus on effective practices in special education to support improved student outcomes and continuing to work on a new approach to special education funding
- supporting better communication and engagement strategies with our students, parents, business and postsecondary education and training partners
- encouraging and supporting regional collaboration among co-terminous boards (e.g. Specialist High Skills Major).

#### What are the professional development priorities for 2007-08?

Professional development funding will support activities that clearly have an impact on improving student outcomes. Therefore, our focus next year will be on: universal design for learning, differentiated instruction, assessment and evaluation; literacy and numeracy; instructional and managerial leadership (principals and vice-principals, aligned with the competencies and practices from our [Leadership Framework](#)); team training (special education and Student Success); supporting student choice in programs and customized learning and e-learning. Additional support will be provided on effective timetabling. The details are provided in [Appendix A](#).

What is the focus for Student Success?

Graduation rates have risen from 68 to 73 percent over the past two years and credit accumulation rates continue to rise. More attention will be devoted to students in Grades 7 and 8, where strategies have been put in place to support the critical transition from elementary to secondary school as well as providing a greater focus on effective pedagogical practices. There will continue to be a focus on supporting the Student Success Teams established last year, and in particular our shared focus on the four pillars and a focus on differentiated instruction, assessment and evaluation. The key to improved outcomes for our students is providing support to classroom teachers. There will also be a greater focus on providing administrators with support on instructional leadership.

We will continue to highlight effective practices and to link boards to help each other in this agenda. Our visits, in conjunction with Education Officers from the Field Services Branch (FSB), have already encouraged us to look at sharing practices on data walls, data usage, student success teams and leadership practices that have led to improved performance. We will also provide direct support in given areas to boards that could benefit from our or other boards' knowledge and experience. Please continue to feel free to ask for our assistance and/or to provide input.

My staff, along with the French-Language Education Policy and Programs Branch (FLEPPB) and FSB, will be working with boards to align school improvement plans (K-12), between the Literacy and Numeracy Secretariat (LNS) and Student Success, while special education identifies measures for learning and achievement for all students with special education needs.

We are looking to expand our high skills major offerings both in terms of more boards (currently 27) and more sectors (currently five). We are targeting an expansion of dual credits for our current level of 2500 students to approximately 4500 students. We are expecting more co-operative education and credit recovery to be offered to students. We will continue to offer funding for local innovative practices through our Lighthouse program. This year, these funds will be targeted to more precise strategies for specific populations in Grades 7-12 for those in need of additional supports (e.g., Aboriginal, English Language Learners and students with special education needs). We will also be developing a Provincial Skills Certificate. This will involve consultation and possibly piloting in selected boards.

We will continue to work with boards around implementing the Learning to 18 legislation and have already been providing guidance to boards on issues such as Supervised Alternative Learning for Excused Pupils (SALEP). The Learning to 18 Working Table and Student Success Commission will continue to provide advice on implementation and program development.

Work and dialogue will continue regarding necessary changes to Ontario Secondary Schools: Program and Diploma Requirements (OSS) with a target date of phased-in implementation beginning in the 2009-10 school year. The Minister's Permanent French-Language Education Task Force has provided advice this month in this regard. An information package for secondary school principals' use in 2008-09 will be distributed this summer and will include an updated interim Ontario Student Transcript manual.

I'm pleased to report that the financial commitment to the [Student Success / Learning to 18 Strategy](#) remains strong and continues to grow in 2007-08. This year, \$154 M is allocated to completing the commitment to hire 1,900 additional secondary school teachers. For 2007/-08, all secondary schools must have a Student Success Teacher with no less than half of every school's allocation used for direct student engagement (see the Deputy's memo of June 30, 2006). This is up from \$108 M last year. Funding for secondary school teachers to close the gap in unique course offerings in French-language boards is increasing to \$13.4M from \$6M. The Student Success portion of the Learning Opportunities Grant (LOG) is \$55.7 M, up from \$54.3 M last year. In addition, having heard requests from boards for greater local decision-making on the use of funds, you will find increased flexibility within the LOG portion of the funds. Funding outside the GSN and LOG for ministry-led professional development, resources and special projects is up slightly to \$39.5 M from last year's \$38.3 M. Further information about the amounts and uses of funding is provided in [Appendix B](#).

#### What is the focus for Adult Education?

We invested \$2 M in 2006-07 to ensure a strong place for adult and continuing education as a key component of Ontario's public education system. These investments focussed on three key themes: improved navigation supports for adult learners; new Essential Skills common assessment tools and resources; and enhanced capacity to collect and report adult learner success.

Current and planned activities will build on this foundational investment to:

- Use existing *Employment Ontario* infrastructure to integrate information from the CESBA inventory of all school board adult and continuing education programs;
- Implement the new Essential Skills assessment tools and resources with front-line providers to facilitate seamless transitions for adult learners; and
- Significantly improve capacity to track adult learner outcomes.

In 2007-08, we will be placing a greater emphasis on advancing our adult/continuing education agenda. The focus will be on making it easier for learners to make informed choices, and to access appropriate programs and services that will get them to their goals in the quickest, most effective way possible. This year will see further engagement of boards and other providers of adult learning to begin to address both programming and legislative issues.

EDU will continue to work with our partners, Ministry of Training, Colleges and Universities (MTCU), Ministry of Citizenship and Immigration (MCI), and other key stakeholders including CESBA and school boards to ensure better coordination of program pathways and access to services for adults.

#### What is the focus for Curriculum?

Our focus on curriculum as an important foundation for student learning continues. We continue to consult with a wide range of stakeholders from across the province in order to ensure that the curriculum remains relevant and engaging. We continue to provide training to teachers in areas where curriculum is changing, and to support teachers' better understanding of the flexibility available in our curriculum to meet their students' needs. Last year we circulated a multi-year plan for curriculum review. That review schedule can be found in [Appendix C](#).

This year, my staff and the Field Services Branch have been working with school boards to support our teachers with professional development and resource supports for Grade 11 math courses and we plan to continue this for Grade 12 math in the coming year. This year revised curriculum in English Grades 9-12 and English as a Second Language and English Literacy Development Grades 9-12 will also be implemented in September 2007. We will finalize the curriculum reviews of Science and Technology Grades 1-8 and Science and Technological Education Grades 9-12 in preparation for mandatory implementation in 2008. In addition, the review of The Arts Grades 1-12 continues and the review of Health and Physical Education Grades 1-12 and Social Science and the Humanities Grades 9-12 will begin.

The [Curriculum Council](#) was established in March to assist the Minister by providing advice on curriculum issues. The Council will consider a number of topics, including environmental education in the curriculum, and possibly women's and gender studies and the amount of content in the elementary curriculum. EDU will continue to engage relevant stakeholders, including school boards, on advice provided to the Minister.

We will be moving forward to provide greater planning and program supports to boards and schools to support English language learners (ELL) and the delivery of ESL/ELD programming. We have a multi-pronged approach to supporting the literacy and mathematical literacy pillars. We will continue to focus on identifying and supporting implementation of productive pedagogies (e.g. differentiating instruction, assessing for learning). Supports will target leadership development in our administrators and educators.

We will be supporting actively the implementation of the [First Nations, Métis and Inuit Education Policy Framework](#) by working collaboratively with the Aboriginal Education Office in developing targeted curriculum resources in Native Languages and Native Studies, as well as on Aboriginal perspectives in the curriculum.

We are increasing the supports available for effective independent learning. Since e-Learning Ontario's launch in December 2005, all boards have signed on to participate in the provincial e-learning strategy. In January 2007 the Minister officially launched the Ontario Educational Resource Bank (OERB), an online library available for teachers across Ontario to share their classroom resources with other teachers. Resources in the OERB are linked to the provincial curriculum and are searchable by grade, subject, strand, overall expectations or keyword. Students also have access to the OERB. For 2007-08 our goal is to accelerate e-learning delivery in classrooms. Dominic Giroux will share with French-language boards the exciting plans underway with SAMFO. We have expanded our e-learning offerings throughout the province and are initiating more video clips and video-on-demand supports for both teachers and students. TVO (English language) and now TFO (French language) will be working with us to look at how their activities can support our student achievement agenda. In addition, with the FLEPPB, we will be working with TVO and TFO on a strategic review of the Independent Learning Centre so we can better integrate our e-learning strategies. We will seek your input and keep you informed of this review.

EDU will continue the pilot Elementary Report Card projects and look at the impact on improved communications with parents. We will be contracting an external researcher and engaging school board representatives to analyze the results and provide advice to the ministry. Revisions of the Secondary Report Card and Guide will occur simultaneously with the work on the OSS.

We will continue to support board strategies that increase teaching capacity and student participation and retention in French second language programs through the Canada-Ontario Official Languages in Education agreement. We will work with boards to encourage them to collaborate in the development of learning resources and professional development activities, and to share effective teaching approaches and practices. Similarly, our colleagues in the French-Language Education and Educational Operations Division will be leading comparable work in support for the French language boards.

#### What is the focus for Special Education?

The Government is allocating \$25M in enhancements to special education funding in 2007-08. This investment will provide stable funding levels for school boards and will also support growth in the number of claims for the highest needs students. We will continue to examine ways to improve our funding formula to address the needs of our students with special education needs and better ensure that the funding results in improved outcomes.

The focus on special education will continue to be on improved student achievement and improving system capacity. Work will continue to support the implementation of recommendations of the Special Education Transformation Report including: streamlining processes to reduce barriers in providing students with timely and effective special education programs and services; continuing to improve IEPs that are better linked to the Ontario curriculum and the provincial report card; and continuing our Program and Financial Review of boards' decision making practices regarding special education programs and services, with the view to learning about and sharing effective practices.

The ministry will continue to work with boards to support more collaborative relationships between parents and educators regarding special education programs and services. In 2007-08, we will be introducing a resource guide on conflict prevention and resolution for educators and parents. In addition, we are currently engaging a provincial advisory group on formal dispute resolution to assist with the design of a process to be piloted in selected boards this fall.

A new Policy/Program Memorandum (P/PM) has been distributed to school boards. [P/PM 140](#) provides direction to school boards to support their use of Applied Behaviour Analysis (ABA) as an effective educational instructional approach for many students with Autism Spectrum Disorders (ASD). The final report of the Minister's Autism Spectrum Disorders Reference Group, [Making a Difference for Students with Autism Spectrum Disorders in Ontario Schools: From Evidence to Action](#), has been distributed to school boards. In June, a resource guide on ASD will be available for additional support. Boards will also receive support through the Geneva Centre for team training, including principals and other relevant school staff.

We will support the efforts of our colleagues in the French-Language Education and Educational Operations Division for the review of Section 23 programs currently underway, as well as the enhancements in ASL-LSQ capacity and outreach supports from Provincial and Demonstration Schools and Centre Jules-Léger.

We will continue to support boards in improving system capacity through the CODE Special Education Project, the Ontario Psychological Association Student Assessment Project and various training initiatives delivered by Geneva Centre for Autism.

Learning and achievement measures for students with special education needs will be identified with board and other stakeholder involvement and then integrated into board improvement plans for the 2008/2009 school year.

### Support and Linkage to Other Government Initiatives

Clearly one of our priorities this past year, which will continue, is to more explicitly link our initiatives with other ministry/government initiatives. You are probably getting tired of seeing Avis Glaze, Dominic Giroux and me speak collectively on various agendas (both K-6 and 7-12, and other initiatives), but this is a conscious effort to show the linkage and collaboration in the ministry. The pedagogy supports and priorities are not dramatically different, other than the timing and evolution of our agendas. Dominic will continue to lead the Student Success and curriculum initiatives for the French language system.

Our division will continue to work with Barry Pervin and the Instruction and Leadership Development Division to enhance our leadership development and information management capacity. Similarly, we are working with Nancy Naylor and the Business & Finance Division on better supporting our funding and programming alignment, including capital planning.

We are working closely with the MTCU on the specialist high skills major and dual credits (which they have financially supported) and Adult Education.

The Ministry of Children and Youth Services and the Ministry of Education have been working closely on a number of special education issues, including responses to the recommendations of the Autism Spectrum Disorders Reference Group and they are continuing to collaborate on service delivery models.

### Concluding Remarks

The initiatives undertaken as part of our shared agenda for improved student achievement are engaging an increasing number of students, drawing on their interests and abilities to support successful completion of their diploma and finding a pathway to a successful future. Our shared goal continues to be to *reach every student*. Thank you for your leadership and we wish you continued success in the year ahead.



George Zegarac

c.c. Senior Management Team  
EDU Directors  
Regional Managers

**APPENDIX A:**

**Division contribution to professional development in 2007-08 (as of May 2007)**

| Timing                                    | Regional/<br>Provincial | Topic / Objective  | Participants   |
|---|-------------------------|--|--|
| Apr – May                                 | Regional                | <b>Regional Implementation Training</b> <ul style="list-style-type: none"> <li>• Training for implementation of revised curriculum policy documents including assessment and evaluation (ESL/ELD Grades 9-12, English Grades 9-12, Mathematics Grades 11-12)</li> </ul>  | Board teams including co-ordinators, consultants, teachers   |
| May-June                                  | Regional                | <b>Regional Student Success School Team Training - 1 day</b> <ul style="list-style-type: none"> <li>• Dialogue to collaboratively problem solve around common issues encountered by Student Success Teams</li> </ul>   | Self determined Board teams of up to 20 each (i.e. SSL, SO, SSTs, principals, guidance, co-op, spec. ed.)  |
| May 15                                    | Provincial              | <b>Gr. 7/8 Symposium on Differentiated Instruction - 1day</b> <ul style="list-style-type: none"> <li>• Provide a common framework for applying differentiated instruction at the board and school levels, and support professional development in schools in the fall</li> </ul>   | 3-5 Board level leaders (SSL, SO and elementary coordinators)  |
| May 30-31<br>September<br>February<br>May | Provincial              | <b>Expansion of Specialist High Skills Majors (SHSMs)- Orientation Sessions - 200 attendees/day</b><br><br>May 30, 2007: To provide orientation for all boards on the SHSM requirements including pathways programming, a review of year 1 effective practices and opportunities for mentoring of new boards by the 27 launch boards.<br><br>May 31, 2007: To provide orientation for selected boards preparing to offer SHSMs in the five new sectors of business, energy, environment, health and wellness and transportation. | Board teams of three to five [Student Success Leader or board lead for SHSM, SHSM school representative(s)]<br><br>Board teams of three to four [Student Success Leader or board lead for SHSM, SHSM school representative(s)] |

| Timing                       | Regional/<br>Provincial | Topic / Objective   | Participants  |
|------------------------------|-------------------------|---|---|
|                              |                         | <p>September 2007: To provide orientation for all boards on the guides for the five new sectors of business, energy, environment, health and wellness and transportation, to review year 1 results in the first five sectors, and to clarify deliverables and data reports, with opportunities for networking with sector and college representatives.</p> <p>February 2008: To provide an opportunity for all boards to examine their results in the context of the overall provincial semester one results, contribute to peer feedback on implementation practices, and share strategies for transitioning beyond the pilot phase.</p> <p>May 2008: To provide an opportunity for all boards to review 2007-08 deliverables and results achieved, and to share effective practices by Major.</p> | <p>Board teams of up to five<br/>[Student Success Leader or board lead for SHSM, SHSM school representative(s), college partner(s)]</p> <p>Board teams of up to three<br/>[Student Success Leader or board lead for SHSM, SHSM school representative(s)]</p> <p>Board teams of three to five<br/>[Student Success Leader or board lead for SHSM, SHSM school representative(s)]</p> |
| May 27-28                    | Provincial              | <p><b>e-Learning Ontario: Best Practices Symposium</b><br/>Educators from across the province with experience in e-learning will share best practice strategies in the delivery of e-learning. Topics such as staffing teachers, timetabling students, on-line teaching pedagogy, the role of consortia, sharing students and teachers across board boundaries will be discussed, barriers identified and strategies for solutions presented.</p>   | E-learning teachers, guidance counsellors, school/board administrators, educators with responsibilities in online learning.   |
| June<br>August<br>Sept.-Dec. | Regional                | <p><b>E-Learning Ontario Training</b><br/>Training for new boards on the use of the Learning Management System and Ontario Educational Resource Bank. Individuals will learn how to establish class lists, enrol students, customize courses, use all the tools in the LMS, search and contribute to the OERB, etc.</p>   | Board Administrators, District E-learning Contact and teachers.   |

| Timing                                  | Regional/<br>Provincial | Topic / Objective  | Participants  |
|---|-------------------------|--|---|
| June                                    | Regional                | <b>Implementation of PPM on ABA (Applied Behavioural Analysis)</b> <ul style="list-style-type: none"> <li>Clarification of PPM expectations and increased understanding of the application of ABA in schools.</li> </ul>   | Board teams of Superintendent of spec. ed., principal rep, coordinator/consultant, teacher rep, EA, ASD support/service provider  |
| June 12-14<br>Sept. 19-21<br>Feb. 27-29 | Provincial              | <b>Student Success Leaders Symposium</b> <ul style="list-style-type: none"> <li>To continue to build capacity for Student Success Leaders and to share ministry updates</li> </ul>   | SSLs and possible additional board leader(s)  |
| August                                  | Regional                | <b>ABA (Applied Behavioural Analysis) – 2 day</b><br>Training on ABA for school teams, up to 1400 direct service staff, by region plus French Language boards.   | Teams comprised of principals, teachers, teaching assistants, other support staff plus school support workers.  |
| October                                 | Provincial              | <b>English Language Learner Symposium</b> <ul style="list-style-type: none"> <li>To introduce the new comprehensive K-12 policy for English language learners including implementation supports and tools for programs, initial and ongoing assessment and tracking of student progress.</li> </ul>                              | Board teams: administrators, consultants and teachers   |
| October                                 | Regional                | <b>Gr. 7/8 Symposium on Differentiated Instruction</b> <ul style="list-style-type: none"> <li>Provide common framework for understanding and applying differentiated instruction at the classroom and school levels</li> <li>To be followed by Transition Training – sharing practices and new resources and research</li> </ul> | <ul style="list-style-type: none"> <li>Up to 8 from each board (Gr. 7/8 teachers, SSLs elementary administrators)</li> <li>Elementary &amp; secondary teachers, administrators, special education and guidance</li> </ul> |

| Timing    | Regional/<br>Provincial | Topic / Objective  | Participants  |
|-----------|-------------------------|--|---|
| Oct - Nov | Regional                | <b>Informal Dispute Resolution Training</b> - 1 day session <ul style="list-style-type: none"> <li>• Provide parents and educators with training on how to utilize conflict resolution strategies over programs and services for students with special education needs</li> <li>• Training to be based on the strategies found in the resource guide currently entitled “Shared Solutions: A Guide to Preventing and Resolving Conflicts in Special Education.”</li> </ul>   | Supervisory Officer's, Principals, Teachers, Parents (SEAC) |
| Oct - Nov | Regional                | <b>Regional Implementation Training</b> <ul style="list-style-type: none"> <li>• Training for implementation of revised curriculum policy document <ul style="list-style-type: none"> <li>- Science and Technology Gr. 1-8</li> </ul> </li> </ul>  | Board teams including co-ordinators, consultants, teachers  |
| Oct – Dec | Regional                | <b>Leadership Development Training for Principals</b> <ul style="list-style-type: none"> <li>• Support increased leadership capacity to implement Student Success at the school level (will include component on timetabling)</li> </ul>   | Principals, and Vice-Principals, and SOs                    |
| November  | Regional                | <b>Regional Math Professional Development</b> <ul style="list-style-type: none"> <li>• To show senior mathematics teachers how to incorporate new support materials (e.g., electronic learning objects, CLIPS, TIPS) and productive classroom practices (e.g., differentiate instruction, assess, use technologies and manipulatives effectively) into daily classroom activities in ways that address specific populations in need of additional support (e.g., struggling students, disengaged students, English language learners)</li> </ul> | Classroom teachers, mathematics curriculum leaders          |
| Dec       | Provincial              | <b>Assessment &amp; Evaluation Symposium</b> - 2 Days <ul style="list-style-type: none"> <li>• To demonstrate the integration of current assessment and evaluation policies with teacher practice working with students in specialized programs.</li> </ul>  | Teachers (elementary and secondary)                         |

| Timing                    | Regional/<br>Provincial | Topic / Objective   | Participants  |
|---------------------------|-------------------------|---|---|
| Winter '07/<br>Spring '08 | Provincial              | <b>SCWI Annual Symposium - 1 day</b> <ul style="list-style-type: none"> <li>• Showcase of pilot project results.</li> </ul>   | Board & college reps  |
| February                  | Provincial              | <b>Sharing What Works: Joint Symposium Literacy and Mathematical Literacy for Grades 7-12.</b> <ul style="list-style-type: none"> <li>• To share research findings that point the way to productive classroom and professional learning practices, and discuss the conditions/supports that encourage/facilitate their implementation, and share working models of collaboration at various system levels, with a view to informing strategic planning and Student Success budgeting, and enhancing system capacity re: research design, research instruments, and data and information analysis</li> </ul> | Senior administration,<br>Student Success Leaders,<br>Consultants |
| April -- May              | Regional                | <b>Training for Implementation</b> <ul style="list-style-type: none"> <li>• Training for implementation of revised curriculum policy documents Science Gr. 9-12, Technological Education Gr. 9-12, The Arts Gr. 1-8</li> </ul>  | Board teams including co-ordinators, consultants, teachers        |
| June                      | Provincial              | <b>SSL Symposium</b> <ul style="list-style-type: none"> <li>• To continue to build capacity for Student Success Leaders and to share ministry updates</li> </ul>  | SSLs and possible additional board leader(s)                      |

## **APPENDIX B:**

### **Student Success Resources (LOG: \$55.7M)**

Local expenditure categories in 2007-08 will allow for greater flexibility to enable boards to focus on their specific board and school needs to improve student achievement. These needs must be identified through Indicator, EQAO and/or board assessment data with intentional budget allocation to provide sustainability in program and training. Funds must be allocated to support Student Success initiatives for all at risk students including targeted groups, students with special needs and as outlined below:

- \$11M in salary and benefits for the position of a full time dedicated Student Success Leader in every school board and school authority
- \$30M to support Student Success Action Plans with initiatives that continue to expand capacity from board to school and classroom level to reach every student and improve student achievement:
  - Literacy - Think Literacy Cross Curricular Strategies
  - Numeracy – manipulatives, technology, e-learning, etc.
  - Pathways – provision of program choices and greater access for all students including SHSM, dual credits and school/board pathway programs.
  - Community, Culture and Caring – student engagement and student voice.
  - Enhanced board, family of school, school and student tracking through a variety of shared data collection processes, eg. data walls.
  - Transition Programs with an emphasis on planning and implementation as a shared responsibility between elementary and secondary panels.
  - Student Success Teachers – ongoing training to build capacity
  - Implementation of programs to support students to age 18.
  - Assessment and evaluation for grades 7 to12 – professional development to improve practices in all curricular areas.
  - Supports to encourage more team activity, both within subject areas and across subject areas.
  - Student Success Teams – to develop a team approach for engaging students and to help transfer the Student Success knowledge base to all teachers.
- \$6M to support grade 7 and 8 programs under the four pillars and differentiated instruction. Increased preparation for grade 7 and 8 for pathway choices.
- \$8.7M to support additional leadership and coordination at the board level and increasing Phase III offerings, including cooperative education, technological education, the SHSM, OYAP and transportation. Some of the allocation may also be used as an investment in technological education to support students at-risk in preparing for the workplace.

### **Student Success Resources (non-GSN: \$39.5M)**

Included within the \$39.5M are the following allocations:

- \$7M for new Lighthouse projects for Grades 7-12 to target specific populations in need of additional support.
- \$5.85M for Specialist High Skills Majors (SHSM), which will provide boards that are approved to offer an SHSM pilot with up to \$100,000 in their first year, and \$50,000 if they are in their second pilot year. Further consideration may be given for multiple projects that are approved in a board. The priority is to have approved programs in every board. The ministry issued the call for applications on April 11, 2007. Budget adjustments will be made for pilots with a dual credit component or joint partnership with co-terminous or neighbouring boards; and

- \$5.6M representing the Ministry of Education's portion of support for School College Work Initiative (SCWI) activity, which is jointly funded with the Ministry of Training, Colleges and Universities. Actual spending is subject to the proposals submitted in response to the Request for Proposals (RFP) issued by the SCWI co-management team on April 17<sup>th</sup>. We will continue to work on a new funding model with TCU, the postsecondary sector, the Working Table and Student Success Commission. All dual credit pilot projects will have a dedicated role for secondary school teachers as set out in the principles in the RFP.

## APPENDIX C:

### THE CURRICULUM REVIEW CYCLE (7 YEAR)

| Review Year            | English: 7 year cycle  | French: 7 year cycle  | Release  |
|------------------------|--|---|--|
| Pilot<br>February 2003 | Social Studies, History & Geography 1 – 8<br>Canadian and World Studies<br>9- 10, 11 – 12  | Études sociales, Histoire & Géographie 1-8<br>Études canadiennes et mondiales<br>9 – 10, 11 – 12  | Spring 2004<br><br>Spring 2005   |
| Year 1<br>2003         | Mathematics 1 – 8<br>Mathematics 9 – 10<br>Mathematics 11<br>Mathematics 12<br>Business Studies 9 – 10, 11- 12<br>Guidance and Career Education<br>9 – 10, 11 – 12 | Mathématiques, 1 – 8<br>Mathématiques 9 – 10<br>Mathématiques 11<br>Mathématiques 12<br>Affaires et commerce 9 – 10, 11- 12<br>Orientation et formation au cheminement de<br>carrière 9 – 10, 11 – 12 | Spring 2005<br>Spring 2005<br>Spring 2006<br>Spring 2007<br>Spring 2006<br>Spring 2006 |
| Year 2<br>2004         | Language, Grades 1 – 8<br>English, 9 – 12<br>ESL/ELD 9 – 12<br>Kindergarten  | Français 1 – 8<br>Anglais/English 9 – 12<br>Français 9 - 12<br>Jardin d'enfants   | Spring 2006<br>Spring 2007<br>Spring 2007<br>Spring 2006                               |
| Year 3<br>2005         | Science and Technology 1 – 8<br>Science, 9 – 10, 11- 12<br>Technological Education 9 – 12  | Sciences et technologie 1 – 8<br>Sciences 9 – 10, 11 – 12<br>Éducation technologique 9 – 12   | Fall 2007<br>Spring 2008<br>Spring 2008  |
| Year 4<br>2006         | Arts 1 – 8<br>Arts 9 – 12  | Éducation Artistique 1 – 8<br>Éducation Artistique 9 – 12   | Spring 2008<br>Spring 2009   |
| Year 5<br>2007         | Health and Physical Education 1- 8<br>Health and Physical Education 9 – 12<br>Social Sciences & Humanities 9 – 12  | Éducation physique et santé 1 – 8<br>Éducation physique et santé 9 – 12<br>Sciences humaines et sociales 9 – 12<br>ALF/ PDF 1 – 8 (Note : moved to 2007<br>ALF/ PDF 9 – 12 from 2008)                 | Spring 2009<br>Spring 2010<br>Spring 2010<br>Spring 2009<br>Spring 2010                |
| Year 6<br>2008         | French as a Second Language 1 – 8<br>French as a Second Language 9 – 12<br><br>Native Languages<br>Classical Studies & International<br>Languages 9 – 12           | <br><br>Anglais for débutants<br>Langues autochtones<br>Langues classiques et internationales 9 - 12  | Spring 2010<br>Spring 2011<br>Spring 2011<br>Spring 2010<br>Spring 2011                |
| Year 7<br>2009         | Native Studies 9 – 12<br>Interdisciplinary Studies 11-12<br>Social Studies, History, Geography<br>Canadian & World Studies   | Études autochtones 9 – 12<br>Études Interdisciplinaires 11-12<br>Études sociales, Histoire et géographie<br>Etudes canadiennes et mondiales   | Spring 2012<br>Spring 2011<br>Spring 2011<br>Spring 2012                               |