EDUCATION POLICY and PROGRAM UPDATE to APRIL 30, 2010

• 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 avril 2010.

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

In the meantime, the ministry is producing regular updates to help bridge the gap for teachers and administrators until the new Kindergarten to Grade 12 policy document is released. These updates are being developed to provide schools and school boards\(^1\) across the province with a summary of the changes to policy and programs, as well as ministry initiatives, that have been announced by the ministry since the release of OSS in 1999 (the document is referred to in the updates as “OSS:99”) and that affect both elementary and secondary schools.

The present guide is the second of these updates, providing information to April 30, 2010, and replacing the June 30, 2009, update. In the present guide, policy and program changes made between July 1, 2009, and April 30, 2010, are highlighted in purple.

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\(^2\) 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 continue to 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.

\(^2\) A complete list of all Policy/Program Memoranda (PPMs) can be found at [http://www.edu.gov.on.ca/extra/eng/ppm/ppm.html](http://www.edu.gov.on.ca/extra/eng/ppm/ppm.html).
### 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 revision to PPM No. 146 in March 2010 further amends the compulsory credit requirements as follows:

- French as a second language may be used to meet the group 2 requirement.
- French as a second language may be used to meet the group 3 requirement.
- A maximum of two of the three additional compulsory credit requirements for groups 1, 2, and 3 may be met with credits in French as a second language, one of which may be earned for group 1 and the second for either group 2 or group 3.

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.

Students may continue to count the Native Studies courses “English: Contemporary Aboriginal Voices” (NBE3U; NBE3C; NBE3E) towards the Grade 11 English compulsory credit requirement and “Expressing Aboriginal Cultures” (NAC10) towards the compulsory credit requirement for the arts.

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- PPM No. 146, “Revisions to Credit Requirements to Support Student Success and Learning to 18” (November 19, 2007; revised March 8, 2010) [http://www.edu.gov.on.ca/extra/eng/ppm/146.pdf](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](http://www.edu.gov.on.ca/extra/eng/ppm/ppm139.pdf)
Computer studies, formerly part of the technological education curriculum, is now a separate discipline in the Ontario curriculum (see the 2008 computer studies curriculum policy document). Consequently, the group 3 additional compulsory credit requirement can now also be met with a credit in computer studies (Grades 10 to 12).

NOTE: The changes described above also modify Appendix 5 in OSS:99.

### 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.

### 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. Students who had had two opportunities to take the OSSLT and had failed it at least once were eligible to enrol in the OSSLC.

Revisions to PPM No. 127 in 2004 granted principals the discretion to allow a student to enrol in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student. The PPM also outlined a new special adjudication process.

Further revisions were made to PPM No. 127 in August 2009. The revised PPM:

- stipulates that mature students may enrol in the OSSLC without having attempted and failed the OSSLT;
- clarifies that the credit earned for successfully completing the OSSLC may be used to meet the Grade 11 (OLC3O) or the Grade 12 (OLC4O) compulsory credit requirement in English;

- The Ontario Curriculum, Grades 10 to 12: Computer Studies, 2008.

- “What do you need to graduate?”, updated March 8, 2010.
  http://www.edu.gov.on.ca/extra/eng/ppm/graduate.pdf

  http://www.edu.gov.on.ca/extra/eng/ppm/124a.html

- PPM No. 127, “The Secondary School Literacy Graduation Requirement” (October 5, 2001; revised October 13, 2004; revised August 7, 2009)

- The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC), Grade 12, 2003


- Adjudication Process: Application Form
• 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 through the process described in the Prior Learning Assessment and Recognition (PLAR) policy (see section 6.6);
• states that the OSSLC may be used as a substitution to meet requirements for compulsory credits.

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, as well as the Ontario Secondary School Literacy Course (OSSLC). (See section 3.1.4.)

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.

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).

3.3 The Ontario Secondary School Certificate

The compulsory credit requirement for one credit in the arts or technological education has been modified to include a credit in computer studies.

• 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

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 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

- *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999*

- 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

- 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/

  http://www.edu.gov.on.ca/extra/eng/ppm/117.html

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guidance and/or other appropriate personnel of the coterminous board so that they can receive assistance with educational planning.

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. Students 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
- 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)
- Standards for School Boards’ Special Education Plans (2000)
  http://www.edu.gov.on.ca/eng/general/elemsec/speced/iepstand/iepstand.html
  http://www.edu.gov.on.ca/eng/general/elemsec/speced/iep/iep.html
- Special Education: A Guide for Educators (2001)
  http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide.html
  http://www.edu.gov.on.ca/eng/general/elemsec/speced/transition.html
- 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
- Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students With Special Education Needs (2007)
- PPM No. 149, “Protocol for Partnerships With External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals” (September 25, 2009)
  http://www.edu.gov.on.ca/extra/eng/ppm/ppm149.pdf
- Memorandum from Deputy Minister Kevin Costante, dated April 19, 2010: “Instructions Regarding School Boards’/School Authorities’ Plans for the Provision of Special Education Programs and Services, 2010”
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.

6. Achievement and Accreditation

6.2 Assessment, Evaluation, and Reporting

A revised assessment, evaluation, and reporting (AER) policy was released on April 22, 2010, for implementation in schools by September 2010. This document will supersede the sections on assessment, evaluation, and reporting (with the exception of the achievement charts) that appear in the current curriculum policy documents.

- 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/studentsuccess/transition.html
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 Student Transcript (OST) Manual was revised in 2003, 2007, and 2010. The 2010 revision addresses the following policy changes:

• the policy of disclosing students’ successful and unsuccessful attempts at completing Grade 11 and 12 courses has been modified, as follows: It does not apply to courses in English as a second language/English literacy development (ESL/ELD);
• the requirement to record a “1” in the compulsory column on the OST when one credit of a two-credit cooperative education course is being used as a compulsory credit;
• the policy of disclosing a student’s percentage grade at the time of withdrawal from a course has been modified, as follows: For a student who withdraws from a Grade 11 or 12 course in a non-semestered school, the grade is recorded on the OST only if the student withdraws after five instructional days following the issue of the second provincial report card (as opposed to the first report card);
• the use of the notation “P” in the Note column of the OST to indicate a credit earned at an inspected private school by a student registered in a publicly funded school, and the notation “H” to indicate a required Specialist High Skills Major course;
• the increase in the total number of FSL credits that may be counted as compulsory credits from two to three;
• the increase in the number of locally developed compulsory credit (LDCC) courses from six to seven with the addition of FSL.

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 
and/or at summer school, and must be taught by a quali-
tied 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

A credit (or credits) for a course must be recovered within 
two years of the student’s having failed the course.

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.

• Regulation 308 of R.R.O. 1990, “Supervised Alternative 
  Learning for Excused Pupils”
  900308_e.htm

• Memorandum from Deputy Minister Ben Levin, 
  dated June 28, 2006: “Credit Recovery”
  http://cal2.edu.gov.on.ca/DMCreditrecovery.pdf

• 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

• Memorandum from Sue Durst and Kirsten Parker, 
  dated March 19, 2007: “Credit Recovery and 
  the eLearning Strategy”
  http://cal2.edu.gov.on.ca/CRELearning.pdf

• Memorandum from Kirsten Parker and Ginette 
  Plourde, dated April 4, 2007: “Credit Recovery 
  Questions and Answers”
  http://cal2.edu.gov.on.ca/CRQandA.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: Implementa-
  tion in Ontario Secondary Schools” (May 7, 2003)
  http://www.edu.gov.on.ca/extra/eng/ppm/132.html
PPM No. 127 clarified the definition of “mature student” and stipulated that students may not challenge the Ontario Secondary School Literacy Course (OSSL) for credit through the PLAR challenge process.

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);
- 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. 127, “The Secondary School Literacy Graduation Requirement” (October 5, 2001; revised October 13, 2004; August 7, 2009)
  http://www.edu.gov.on.ca/extra/eng/ppm/127.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/studentsuccess/dual.html

- Memorandum from Andrew Davis, Sue Durst, and Ginette Plourde, dated February 23, 2010: “Consolidated Summary of Ministry e-learning Enrolment Recording Requirements”
  http://faab.edu.gov.on.ca/Memos/SB2010/SB_08.pdf

- Enrolment Registers and Instructions
  http://www.edu.gov.on.ca/eng/policyfunding/forms.html

- Information on the Provincial e-Learning Strategy, OERB, and LMS
6.8.6 Programs in Music Taken Outside the School

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.)

NOTE: These changes also modify appendix 4 in OS:99.

7. Program Planning and Delivery by School Boards and Schools

7.1.2 Locally Developed Courses

PPM No. 134, issued in September 2004, allowed:
- boards to 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 could be counted as compulsory credits in the discipline.
- a student to count up to six locally developed courses as compulsory credits. (Students who successfully completed all seven locally developed compulsory credit courses were able to count the seventh course as an optional credit.)

PPM No. 134 was further revised in March 2010 to:
- increase to eight the number of locally developed compulsory credit courses that boards could offer, by adding one Grade 9 course – a course in French as a second language – and allowing both a Grade 10 science and a Grade 10 history course to be offered;
- allow a student in an English-language board to count up to seven such locally developed courses as compulsory credits. (A student who successfully completes all eight locally developed compulsory credit courses may count the eighth course 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.
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 continue to count 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 fulfill the fourth compulsory credit requirement.) The Grade 12 English courses that may be counted as compulsory credits are ENG4C, ENG4E, ENG4U, and OLC4O.

7.3.2.2 Native Languages

The following is provided as a clarification of the intent of policy stated in OSS:99:
A student who chose to study a Native language as a second language in elementary school (rather than French) and who does not wish to take French courses in secondary school may use a Native language course to meet the compulsory credit requirement in FSL. The Native language course would not be considered a “substitution”, as defined in OSS:99, section 3.2.

On the other hand, a student who had taken French as a second language in elementary school but wished to study a Native language rather than French in secondary school would require the principal’s approval to substitute the Native language course for the French course, as described in OSS:99, section 3.2, in order to meet the compulsory credit requirement.

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.

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

- Related resources for ELL students  

- 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  
Effective starting in the 2009–10 school year, Career Studies (GLC2O) may be used as the related course for the two cooperative credits required for an SHSM in any program area, and Civics (CHV2O) may serve as the related course for the two cooperative education credits required for the SHSM in Justice, Community Safety, and Emergency Services.

7.5 Cooperative Education and Work Experience

A document outlining policy and procedure was published in 2000.

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.

Effective starting in the 2009–10 school year, if the “related course” in a cooperative education program is a half-credit course, such as Career Studies (GLC2O) or Civics (CHV2O), the cooperative education course may be scheduled for 220 hours (two credits).

- Memorandum from Deputy Minister Kevin Costante, dated March 31, 2010: “Policy Revision to Support More Opportunities for Meaningful Workplace Learning”


- Additional co-op resources and related policies
  http://www.edu.gov.on.ca/eng/teachers/studentsuccess/expansion.html

- 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

- 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

- Memorandum from Deputy Minister Kevin Costante, dated March 31, 2010: “Policy Revision to Support More Opportunities for Meaningful Workplace Learning”
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. (In March 2010, it was re-released with the glossary in place.)

8. Roles and Responsibilities

The information originally provided here has been moved to other locations in this document. The information originally under “Section 8.1” has been moved to the section entitled “Teacher Development”, on page 24, and the information originally under “Section 8.2” is now included in the discussion of parent involvement, on page 26.
**Aboriginal Education**

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

**Character Development**

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

**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.

- Aboriginal Education Strategy

- Ontario First Nation, Métis, and Inuit Education Policy Framework (2007)


- Environmental Education

- Shaping Our Schools, Shaping Our Future: Environmental Education in Ontario Schools (2007)

- Environmental Education: Scope and Sequence of Expectations, Grades 1–8 and Grades 9–12 (2008; updated December 2009)
  [http://www.edu.gov.on.ca/eng/curriculum/elementary/environment.html](http://www.edu.gov.on.ca/eng/curriculum/elementary/environment.html)

- Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools, 2009

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.

In conformity with PPM No. 148, French-language school boards are required to develop a local policy for welcoming and supporting students and their families in French-language schools.

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.

• Ontario’s Aménagement linguistique Policy for French-Language Education (2005)

• PPM No. 148, “Policies Governing Admission to French-Language Schools in Ontario” (April 22, 2009)


• French-language Schools Open Doors to New Students (2009)

• Foundations for a Healthy School

• Healthy Schools website
  http://www.edu.gov.on.ca/eng/healthyschools/challenge.html
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.

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.

PPM No. 150 requires all food and beverages sold in Ontario’s publicly funded schools for school purposes to meet nutrition standards by September 1, 2011.

**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.

On April 27, 2010, the Full-Day Early Learning Statute Law Amendment Act, 2010, was passed, mandating that all school boards offer full-day learning for four- and five-year-olds. Nearly 600 schools will offer Full-Day Early Learning—Kindergarten in September 2010, and the program will be phased in across Ontario by 2015–16. The learning expectations portion of the draft program document was released in April 2010, and the complete draft document is to follow shortly. It will be implemented in year-one Early Learning—Kindergarten sites beginning in September 2010.

**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.
- 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.

**Professional Activity Days**

PPM No. 151, released on February 8, 2010, and effective July 1, 2010, states that two of the six days per school year that boards may designate as PA days under Regulation 304 must be devoted to provincial education priorities.
The PPM contains an appendix identifying the criteria that determine the scope of the professional activities for those two PA days, along with possible topics that could be addressed. *(If the provincial priorities for education should change in subsequent years, the criteria and topics in the PPM will be updated.)*

**Safe Schools**

A safe and positive learning environment is essential for student success. All students deserve to learn and develop in a safe, respectful, and welcoming school environment. The Safe Schools strategy aims to build and sustain a safe learning and working environment for students and staff, and keep students in school by providing them with the appropriate supports.

Bill 157 was enacted into law on June 1, 2009, as the “Education Amendment Act (Keeping Our Kids Safe at School), 2009”, and came into force on February 1, 2010. Under the new legislation:

- all school staff are required to report serious student incidents, such as bullying, to the principal, so the principal can respond appropriately;
- principals are required to contact the parents of victims of serious student incidents;
- school staff who work directly with students are required to respond to incidents that could have a negative impact on school climate (e.g., racial or homophobic slurs), as well as to those that could lead to suspension or expulsion.

PPM No. 144 and PPM No. 145 have been revised to reflect new requirements for reporting serious incidents to the principal, responding to inappropriate student behaviour, notifying parents of victims, and supporting students.

Ontario Regulation 472/07 was amended to set out the circumstance under which school staff are not required to respond to disrespectful or inappropriate behaviour on the part of students (i.e., when it is not safe to do so), and to stipulate what a principal is required to do if he or she has made the decision not to notify the parent(s) of a victim.

The Sample School Climate Surveys have been expanded to include questions on issues related to homophobia.

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*Regulation 304 of R.R.O. 1990, “School Year Calendar, Professional Activity Days”* 

*“Education Amendment Act (Keeping Our Kids Safe at School), 2009”, Chapter 17 of the Statutes of Ontario, 2009*  

Introduction of progressive discipline requirements  
PPM No. 145, “Progressive Discipline and Promoting Positive Student Behaviour” (October 4, 2007; revised October 19, 2009)  

Introduction of bullying prevention and intervention requirements  
PPM No. 144, “Bullying Prevention and Intervention” (October 4, 2007; revised October 19, 2009)  
[http://www.edu.gov.on.ca/extra/eng/ppm/144.pdf](http://www.edu.gov.on.ca/extra/eng/ppm/144.pdf)

O. Reg. 472/07, “Behaviour, Discipline and Safety of Pupils”  

School Climate Surveys  
[http://www.edu.gov.on.ca/eng/safeschools/climate.html](http://www.edu.gov.on.ca/eng/safeschools/climate.html)
gender-based violence, and sexual harassment, as well as questions related to equity and inclusive education.

The ministry has developed a registry for safe and inclusive schools that provides information about resources designed to help prevent bullying and promote safe and inclusive schools. The resources may be suitable for purchase and use in elementary and secondary schools.

Registry of Resources for Safe and Inclusive Schools

Changes to policies pertaining to expulsions
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)

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)

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


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 school 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

Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships (2008)
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, rev. 2010
- 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**
- 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
- Native Languages, 1999–2000
- Native Studies, 1999–2000
- Science, rev. 2008
- Social Sciences and Humanities, 1999–2000
- Technological Education, rev. 2009

- Elementary curriculum policy documents


- Secondary curriculum policy documents

- The Ontario Curriculum, Grades 9 to 12: Course Descriptions and Prerequisites, 2010

- “Course Codes for Emphasis Courses in the Revised Curriculum: Technological Education, Grades 11 and 12” (2009)
The revision process has ensured that there is a clear distinction between applied and academic courses in 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.

**Teacher Development***

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.

*The information in this section does not represent new policy. It was provided in section 8, “Roles and Responsibilities”, in the previous edition of this document.

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](http://www.edu.gov.on.ca/extra/eng/ppm/146.pdf)


- New Teacher Induction Program

- **Teacher Performance Appraisal System**
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

• “Leadership Succession Planning and Talent Development: Ministry Expectations and Implementation Continuum” (Spring 2009)


• Mentoring for Newly Appointed School Leaders (Fall 2008)

• Mentoring for Newly Appointed Directors of Education and Supervisory Officers (2008–09)

• Principal/Vice-Principal Performance Appraisal (2008–09)


• 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.plarfornmaturestudents.com

• Leadership Development www.ontario.ca/eduleadership

• Information on leadership development including the Leadership Framework and Appliki: A succession planning search engine for Ontario educators http://www.education-leadership-ontario.ca/home.shtml
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 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 to support and maximize parent engagement in Ontario’s publicly funded education system. The government is developing a new Parent Engagement Policy for Ontario schools. The ministry provides annual base funding to school boards for parent engagement initiatives – specifically, for Parent Involvement Committees (PICs) and school councils.

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.

School councils focus on increasing parent involvement in the school community, which is a key factor in supporting student achievement. They also provide a direct link for parents to the school principal.

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.

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.

*This section includes information originally provided in section 8, “Roles and Responsibilities”, in the previous edition of this document.
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.

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.

- Student Success website
  http://www.edu.gov.on.ca/eng/teachers/studentsuccess.html

  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/teachers/studentsuccess/results.html

- Reach Every Student: Energizing Ontario Education (Winter 2008)

- 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
Board Improvement Plan for Student Achievement and School Effectiveness Framework

A memorandum from Mary Jean Gallagher, ADM Student Achievement Division, issued March 26, 2010, described the Board Improvement Plan (BIP) and School Effectiveness Framework (SEF) for Kindergarten to Grade 12 and provided a planning calendar. All boards are required to develop and submit a BIP for the 2010–11 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.

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.