

**Ministry of Education**

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**Ministère de l'Éducation**

315, rue Front Ouest  
Toronto ON M7A 0B8

2020:SB04

**Date:** May 29, 2020

**Memorandum to:** Directors of Education  
Secretary/Treasurers of School Authorities

**From:** Andrew Davis  
Assistant Deputy Minister  
Education Labour and Finance Division

Yael Ginsler  
Assistant Deputy Minister  
Student Achievement Division

Jeff Butler  
Assistant Deputy Minister  
Student Supports and Field Services Division

**Subject** 2020 Summer School & Summer Learning Opportunities

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We are writing to provide additional direction to support school boards on the expanded summer learning opportunities outlined in the memo, *2019-20 School Year End & Summer Learning Opportunities Memo for School Boards*, announced on May 19, 2020.

The ministry recognizes that the delivery of summer school and summer learning may look different this year and could include a combination of remote learning, online learning, independent study and face-to-face delivery should emergency measures be lifted or eased.

**A. REGISTRATION AND STUDENT ELIGIBILITY FOR GRANTS FOR STUDENT NEEDS (GSN) FUNDING**

School boards should continue to register students electronically to support access to 2020 summer school and summer learning programs.

The current Minister’s order closes schools until June 30, 2020. During the school closure period, the ministry does not expect school boards to request electronic copies of student eligibility documents. School boards should review and validate original student eligibility documents should schools re-open during the summer session<sup>1</sup>. In the event further school closure orders are made, or where a school board chooses to deliver summer learning remotely due to ongoing student safety considerations, the ministry would waive the auditing requirement that school boards attest that they have reviewed original student eligibility documentation.

Per the [2019-20 Enrolment Register Instructions for Continuing Education Programs](#), school boards should add students to the appropriate enrolment register, once they participate. School boards should continue this practice during summer school remote learning.

Given the extenuating circumstances, schools boards should not charge tuition fees for First Nations students who are already students of the board via Reciprocal Education Approach (REA)/Education Service Agreement (ESA), as well as First Nations students who will be registering with the board in September. For the purposes of the 2019-20 school board fiscal year, the ministry will be proposing changes to the GSN regulations to provide that boards shall not charge summer school and continuing education fees to students attending a school of the board under the REA or an existing ESA, as well as students for whom written notice has been provided under the REA for the purposes of attending a school of the board starting in September 2020. Such students would be treated as pupils of the board for purposes of reporting in the applicable enrolment registers for summer 2020.

The following table provides an overview of which enrolment register to use, based on the delivery method of the course. This approach provides a seamless transition to the potential offering of in-person learning after the summer school session has begun, if it is permissible to do so, and where a school board elects to change the method of delivery to best support their students’ needs.

Summer 2020	In-person Learning <sup>2</sup>	Remote Learning	Lesson/Unit based Learning
<b>Credit courses (including credit recovery and transfer courses) and non-credit programs for pupils with developmental disabilities</b>	Summer School Register		Register of Enrolment in Correspondence/Self Study/e-Learning Courses
<b>*New* Upgrading Credit Course (55 hour)</b>			

<sup>1</sup> For students registering from another school board, confirmation of student eligibility will need to be requested from that school board.

<sup>2</sup> In-person learning may only take place should the current school closure period end. Typically, in-person learning for credit courses and non-credit programs for pupils with developmental disabilities are reported on the Summer School Register, if delivered between the hours of 8AM and 5PM and on the Register of Enrolment in Continuing Education Courses, if offered nights or weekends; however, this distinction is waived for the 2020 summer session.

Summer 2020	In-person Learning <sup>2</sup>	Remote Learning	Lesson/Unit based Learning
<b>International &amp; Indigenous Languages Elementary (IILE) Program</b>	Register of Enrolment in the IILE Program		N/A
<b>Adult Indigenous Languages Instruction</b>	Register of Enrolment in Adult Indigenous Languages Instruction		
<b>Literacy &amp; Numeracy Program (Literacy and Math Outside the School Day Allocation)</b>	Register of Enrolment in the Literacy & Numeracy Program		

## B. DETERMINING AVERAGE DAILY ENROLMENT (ADE) FOR GSN FUNDING

For the purposes of determining a student's ADE for funding:

- If in-person learning is provided, students' participation, as per the 2019-20 Enrolment Register Instructions for Continuing Education Programs, continues to be the primary driver of the ADE calculation.
- If remote learning is provided, students' participation will also be the primary driver of the ADE calculation. The principal should record the student's participation in the appropriate enrolment register based on school board approved mechanisms (e.g., through emails or another electronic means). At a minimum, students should check in with their teachers/instructors once per week and teachers/instructors should check in with their students at least once per week. Increased engagement is recommended, particularly for the shorter new upgrading course.
- For students reported in the Register for Enrolment in Correspondence/Self-Study/e-Learning Courses, funding continues to be based on the number of lessons/units marked (to a maximum of 20 units for a full credit course).
  - Where the new upgrading credit course is pursued through this delivery method, the maximum units marked should be based on the full course, and not just the units selected for the upgrading course. For example, if a student is taking a course that normally has 20 units (full course), the school board may decide that only 10 units are required for the upgrading course. If the student completes all 10 units, the student should be reported as completing 10/20 units and not 10/10 units on the register.

### **C. SPECIAL EDUCATION AND MENTAL HEALTH – OTHER FUNDING**

The ministry is investing \$22 million, funded through the Priorities and Partnership Fund (PPF), to provide supports to students with special education needs and mental health concerns over the summer. This will allow schools boards to offer voluntary summer employment to supporting staffing in the summer months.

This funding will be allocated for:

- regulated mental health professionals to provide direct supports to students on existing caseloads and to respond to crisis situations (\$8 million),
- staffing resources to support students with special education needs in both expanded and new summer program offerings including special education resource teachers and educational assistants (\$6.4 million), and
- in person transition back to school programs and/or supports in the two weeks prior to the start of the 2020-21 school year for students with special education needs and mental health concerns (\$7.6 million). School boards have the flexibility to design programs within their funding allocation to address student need based on local priorities. The following costs are eligible expenditures:
  - Educational staff (teachers, educational assistants)
  - Professional/paraprofessional staff (e.g. mental health professionals, Speech-Language Pathologists, psychologists, child and youth worker, etc.)
  - Program Materials/classroom supplies
  - Administrative/Supervisory Costs

Transfer payment agreements will be provided to all school boards. Additional program details will be provided with the agreements. See Appendix A for board-by-board allocations.

### **D. UPGRADING CREDIT COURSES**

Students are eligible to take an upgrading course if they have already completed the course and passed. The upgrading course should cover the overall expectations of the course; however, students should be able to complete the course in 55 hours (or equivalent) as they will already be familiar with much of the content and can focus on the areas in which they need improvement.

The summer school teacher will review key concepts and overall expectations in a flexible, accelerated manner that allows students to demonstrate and be evaluated on their knowledge and skills. This opportunity will allow students to consolidate their learning and improve their marks.

Students will receive only one credit for the course. For students in Grade 9 and 10 courses, only the higher mark should be recorded in the Ontario Student Transcript (OST) with the corresponding completion date. For students in Grade 11 and 12 courses, each attempt, with the

percentage grade obtained, should be recorded on the OST, and an “R” should be entered in the “Credit” column for the course with the lower percentage grade.

## **E. COOPERATIVE EDUCATION**

As businesses open there may be opportunities for cooperative education placements; however, the health, safety and well-being of Ontario students and teachers remains paramount and all programming decisions should be considered with this in mind. School boards should make every effort to offer virtual placements, where feasible.

As of June 30, 2020, in-person community placements can be arranged in alignment with the direction and recommendations of the local health unit, the direction of the school board, and with the safety and curriculum requirements of [Cooperative Education, Grades 11 and 12, 2018](#). In alignment with the cooperative education curriculum, placement assessment and student monitoring sessions can be conducted via videoconferencing or other technology that allow the cooperative education teacher and student to see each other.

If an in-person or virtual placement is not feasible the cooperative education course cannot be offered.

School boards and schools must ensure that there is a process in place and resources available to support teachers in finding and assessing cooperative education opportunities that offer educationally rich and safe learning experiences for all students.

Please note that PPM76a applies to in-person and virtual placements, as do the requirements for ensuring health, safety, and well-being outlined in the *Cooperative Education, Grades 11 and 12 (2018) document*.

The Ministry of Education’s policy regarding WSIB coverage remains unchanged. The ministry will continue to provide WSIB coverage for students who are not receiving wages while participating in a work education program during the time that they are performing the duties assigned to them under the supervision of the placement employer or supervisor, which may include working remotely or at an alternate location.

School boards are encouraged to consult with their legal counsel and local medical officers of health and others to assess ways to support students in in-person and virtual placements (e.g. work with placement employers to ensure that students complete a health and safety inspection checklist of their home workspace or other location where they intend to work; plan for monitoring and responding to issues and accessing support; plan to support equipment requirements needs, transportation arrangements, etc.).

## **F. ASSESSMENT, EVALUATION, AND REPORTING**

Assessment, evaluation, and reporting for summer credit courses will follow policies and practices outlined in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*, with the recognition that school boards may allow for electronic signatures to be used by school principals (or their delegate), in accordance with their own policies and advice from their counsel. In addition, a final evaluation does not need to be an examination. Teachers may use a variety of tasks. Culminating activities should include opportunities for students to demonstrate the essential learning areas from the course. Teachers do not need to follow the 70/30 mark breakdown, with the understanding that culminating tasks should not be weighed greater than 30%. Teachers can adjust the weighting of assigned tasks in their determination of a mark.

## **G. INDEPENDENT SUMMER LEARNING SUPPORTS: TVO, & LEARNING REFRESHER OF HIGH SCHOOL COURSE CONTENT**

School boards can continue to enroll interested students in TVO's Independent Learning Centre (ILC). Students and families seeking to take ILC courses during the summer should be encouraged to connect with their guidance department and/or school principal to discuss next steps.

In addition to the summer programming, the ministry will launch an adapted Learn at Home website to outline the key learning that takes place in high-demand and pre-requisite secondary courses (e.g., Math, Science, English/Français).

This optional summer learning is designed for secondary students and is not-for-credit nor teacher-facilitated. Through the use of free, online resources, students may independently review key concepts in preparation for the 2020-21 school year.

For example, students who are taking Grade 12 University Physics in the fall will have an opportunity to review key concepts of the Grade 11 Physics course through open access courses on the summer Learn at Home site. The adapted Learn at Home site will include a curated set of specific lessons that cover key concepts such as waves, motion and forces, and energy for students to review during the summer.

We hope that, by encouraging high school students to take advantage of the chance to refresh their learning, students can feel confident entering the 2020-21 school year. The summer Learn at Home site will be available before the end of the school year and will be communicated once launched. We would appreciate your help communicating these resources to students and families.

## H. VOLUNTEERING IN THE SUMMER

As noted in our previous memo, students who wish to support the COVID-19 efforts in their community may wish to volunteer this summer. To do so, students, in consultation with their parents, could look for community involvement hours through their local community organizations or by exploring [SPARK Ontario](#) the province's first bilingual volunteer hub connecting volunteers with community organizations that support vulnerable Ontarians.

According to the community involvement graduation requirement policy ([PPM 124](#)), school boards are responsible for administering the community involvement graduation policy in their local schools. They are encouraged to consider how virtual activities can meet their policies to be eligible to count towards a student's 40-hour community involvement graduation requirement. They are encouraged to provide information to students and parents about these updated policies. School principals and guidance teacher counsellors can also be engaged to provide students with more information.

Students under 18 years old should consult with their parents to plan and select their community involvement activities.

## I. THIRD PARTY PROVIDERS' SUMMER PROGRAMMING

School boards may work with third party providers to offer programming for students such as the CODE Summer Learning Program, Frontier College and CAVLFO.

## J. INFORMATION RESOURCES

If you require further information, please contact:

Subject	Contact	Email
Grants for Student Needs Funding, Enrolment & Registration	Paul Duffy	<a href="mailto:Paul.Duffy@ontario.ca">Paul.Duffy@ontario.ca</a>
Special Education & Mental Health PPF Funding	Claudine Munroe	<a href="mailto:Claudine.Munroe@ontario.ca">Claudine.Munroe@ontario.ca</a>
New Upgrading Courses & Cooperative Education	Pauline McNaughton	<a href="mailto:Pauline.McNaughton@ontario.ca">Pauline.McNaughton@ontario.ca</a>
Student Assessment & Summer Refresher of High School Courses	Dianne Oliphant	<a href="mailto:Dianne.Oliphant@ontario.ca">Dianne.Oliphant@ontario.ca</a>

We look forward to working with you as summer school learning programs are expanded so that every student, should they wish to participate, has the opportunity to do so. Should you have additional ideas not captured in this memo for how your board could engage students in summer learning using resources that have been provided, particularly for vulnerable students, please

connect with us to discuss your plans further. Thank you once again for your collaboration and commitment as we work together to continue to support Ontario's students.

*Original signed by*

Andrew Davis  
Assistant Deputy Minister  
Education Labour and Finance Division

Yael Ginsler  
Assistant Deputy Minister  
Student Achievement Division

Jeff Butler  
Assistant Deputy Minister  
Student Supports and Field Services Division

c: Senior Business Officials



**Appendix A: Summer Special Education and Mental Health Investments – Priorities and Partnership Fund**

	<b>Name of Board</b>	<b>Summer Mental Health Professionals</b>	<b>Summer Staffing Supports: Special Education</b>	<b>Summer Transition Programs: Special Education and Mental Health</b>
		<b>(\$)</b>	<b>(\$)</b>	<b>(\$)</b>
1.	Algoma District School Board	76,248	55,701	74,423
2.	Algonquin and Lakeshore Catholic District School Board	80,246	59,564	77,971
3.	Avon Maitland District School Board	86,318	65,431	83,361
4.	Bluewater District School Board	89,125	68,143	85,853
5.	Brant Haldimand Norfolk Catholic District School Board	78,126	57,515	76,089
6.	Bruce-Grey Catholic District School Board	68,023	47,753	67,122
7.	Catholic District School Board of Eastern Ontario	82,878	62,107	80,308
8.	Conseil des écoles publiques de l'Est de l'Ontario	89,013	68,035	85,753
9.	Conseil scolaire catholique MonAvenir	90,338	69,315	86,929
10.	Conseil scolaire catholique Providence	77,755	57,157	75,760
11.	Conseil scolaire de district catholique de l'Est ontarien	78,027	57,420	76,002
12.	Conseil scolaire de district catholique des Aurores boréales	61,506	41,455	61,336
13.	Conseil scolaire de district catholique des Grandes Rivières	69,915	49,581	68,801
14.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	104,816	83,305	99,780
15.	Conseil scolaire de district catholique du Nouvel-Ontario	71,446	51,061	70,160
16.	Conseil scolaire de district catholique Franco-Nord	64,738	44,578	64,205
17.	Conseil scolaire de district du Nord-Est de l'Ontario	63,738	43,612	63,318
18.	Conseil scolaire public du Grand Nord de l'Ontario	64,549	44,396	64,038
19.	Conseil scolaire Viamonde	82,860	62,089	80,291
20.	District School Board of Niagara	126,322	104,086	118,870

	<b>Name of Board</b>	<b>Summer Mental Health Professionals</b>	<b>Summer Staffing Supports: Special Education</b>	<b>Summer Transition Programs: Special Education and Mental Health</b>
		<b>(\$)</b>	<b>(\$)</b>	<b>(\$)</b>
21.	District School Board Ontario North East	71,211	50,833	69,951
22.	Dufferin-Peel Catholic District School Board	198,546	173,876	182,979
23.	Durham Catholic District School Board	98,006	76,725	93,736
24.	Durham District School Board	186,259	162,003	172,072
25.	Grand Erie District School Board	105,155	83,633	100,082
26.	Greater Essex County District School Board	124,238	102,072	117,020
27.	Halton Catholic District School Board	124,257	102,091	117,037
28.	Halton District School Board	174,747	150,880	161,854
29.	Hamilton-Wentworth Catholic District School Board	111,990	90,237	106,148
30.	Hamilton-Wentworth District School Board	147,986	125,021	138,100
31.	Hastings and Prince Edward District School Board	85,767	64,899	82,872
32.	Huron Perth Catholic District School Board	68,132	47,858	67,219
33.	Huron-Superior Catholic District School Board	67,447	47,196	66,610
34.	Kawartha Pine Ridge District School Board	117,621	95,678	111,146
35.	Keewatin-Patricia District School Board	67,625	47,368	66,768
36.	Kenora Catholic District School Board	62,237	42,162	61,986
37.	Lakehead District School Board	74,828	54,328	73,162
38.	Lambton Kent District School Board	97,140	75,888	92,967
39.	Limestone District School Board	93,829	72,688	90,028
40.	London District Catholic School Board	97,490	76,226	93,277
41.	Near North District School Board	76,665	56,103	74,792
42.	Niagara Catholic District School Board	96,161	74,942	92,098

	<b>Name of Board</b>	<b>Summer Mental Health Professionals</b>	<b>Summer Staffing Supports: Special Education</b>	<b>Summer Transition Programs: Special Education and Mental Health</b>
		<b>(\$)</b>	<b>(\$)</b>	<b>(\$)</b>
43.	Nipissing-Parry Sound Catholic District School Board	64,619	44,463	64,100
44.	Northeastern Catholic District School Board	63,905	43,773	63,466
45.	Northwest Catholic District School Board	62,124	42,053	61,886
46.	Ottawa-Carleton District School Board	189,662	165,291	175,093
47.	Ottawa Catholic District School Board	137,441	114,831	128,740
48.	Peel District School Board	335,308	306,028	304,375
49.	Peterborough Victoria Northumberland and Clarington Catholic District School Board	86,158	65,277	83,219
50.	Rainbow District School Board	82,703	61,938	80,152
51.	Rainy River District School Board	63,859	43,729	63,425
52.	Renfrew County Catholic District School Board	68,556	48,267	67,594
53.	Renfrew County District School Board	75,499	54,977	73,758
54.	Simcoe County District School Board	152,628	129,506	142,220
55.	Simcoe Muskoka Catholic District School Board	98,463	77,166	94,141
56.	St. Clair Catholic District School Board	75,367	54,849	73,640
57.	Sudbury Catholic District School Board	70,733	50,371	69,527
58.	Superior-Greenstone District School Board	62,195	42,121	61,948
59.	Superior North Catholic District School Board	61,021	40,986	60,906
60.	Thames Valley District School Board	199,032	174,345	183,410
61.	Thunder Bay Catholic District School Board	72,977	52,539	71,519
62.	Toronto Catholic District School Board	219,101	193,738	201,224
63.	Toronto District School Board	488,864	454,408	440,677
64.	Trillium Lakelands District School Board	88,485	67,524	85,284

	<b>Name of Board</b>	<b>Summer Mental Health Professionals</b>	<b>Summer Staffing Supports: Special Education</b>	<b>Summer Transition Programs: Special Education and Mental Health</b>
		<b>(\$)</b>	<b>(\$)</b>	<b>(\$)</b>
65.	Upper Canada District School Board	105,485	83,951	100,374
66.	Upper Grand District School Board	120,660	98,615	113,844
67.	Waterloo Catholic District School Board	101,676	80,271	96,993
68.	Waterloo Region District School Board	173,846	150,009	161,054
69.	Wellington Catholic District School Board	74,000	53,528	72,427
70.	Windsor-Essex Catholic District School Board	96,011	74,797	91,965
71.	York Catholic District School Board	151,834	128,738	141,515
72.	York Region District School Board	282,478	254,979	257,481
<b>Total District School Boards</b>		<b>7,878,014</b>	<b>6,318,079</b>	<b>7,478,231</b>
1.	James Bay Lowlands Secondary School Board	15,319	10,308	15,283
2.	Moose Factory Island District School Area Board	15,529	10,511	15,469
3.	Moosonee District School Area Board	15,481	10,465	15,427
4.	The Protestant Separate School Board of the Town of Penetanguishene	15,659	10,637	15,585
<b>Total Isolate Boards</b>		<b>61,988</b>	<b>41,921</b>	<b>61,764</b>
<b>Provincial Totals*</b>		<b>7,940,012</b>	<b>6,360,000</b>	<b>7,539,995</b>

*\*Funding is also provided to Section 68 hospital authorities not included in the provincial total numbers in this table.*