



MINISTRY OF EDUCATION

ESSENTIAL ELEMENTS

FOR

***EDUCATION PROGRAMS FOR PUPILS IN
GOVERNMENT-APPROVED CARE AND/OR TREATMENT,
CUSTODY AND CORRECTIONAL FACILITIES***

February 2009

Essential Elements for Section 23 Programs

The Section 23 Essential Elements were developed in collaboration with school boards, stakeholders, Ministry of Education branches, and partnering ministries. The Essential Elements will inform the delivery of S23 programs in support of the Ministry of Education's key goals: improving student achievement; closing the education gap; and increasing public confidence in the publicly funded education system.

The Essential Elements for Section 23 programs include the following categories:

1. Assessment, Evaluation and Reporting on Student Achievement
2. Instruction and Intervention
3. Transition Planning
4. Information Management and Reporting to the Ministry of Education

The Essential Elements:

- Are observable, relevant and measurable, and
- Reflect effective practices in school boards.

1: Assessment, Evaluation and Reporting on Student Achievement

Students are assessed for learning needs and their learning outcomes are evaluated according to the Ontario Ministry of Education's assessment and reporting policy.

- 1a. The specific circumstances of the students when assessing and evaluating their knowledge and skills are given consideration.
- 1b. The appropriate informal academic assessment occurs upon admission to Section 23 programs.
- 1c. The appropriate academic assessment occurs to confirm or inform the education plan.
- 1d. The assessment and evaluation takes into account the required accommodations, modifications and/or alternative programming.
- 1e. Ongoing assessment and evaluation provide information on the level of achievement in literacy and numeracy, and ongoing progress is recorded.
- 1f. Students participate in board or government sponsored tests/assessments as determined by the school board and assessment guidelines.
- 1g. The evaluation of knowledge and skills is completed and results are recorded by teaching staff upon demission from the program.
- 1h. The assessment and evaluation results are shared with students and parents/guardians.
- 1i. The appropriate documentation such as Provincial Report Cards, education plans, transition plans and the Ontario Student Transcript (OST) is maintained and kept in the Ontario Student Record (OSR).
- 1j. The reporting on the development of learning skills, the completion of elementary units of work, secondary credits and half-credits, as well as documentation regarding work completed toward credits, are tracked and recorded where applicable.

2: Instruction and Intervention

Students receive instruction based on individual strengths and needs. Instruction focuses on developing and strengthening literacy and numeracy skills.

- 2a. The primary focus of instruction is literacy and numeracy as individual subjects and/or through other subjects.
- 2b. The appropriate learning resources are available to students in order for them to access the Ontario curriculum.
- 2c. The education program is based on the Ontario Curriculum or board determined alternative education program and/or course. Instruction is differentiated based on students' strengths and needs.
- 2d. The use of accommodations, modifications and/or alternative programming is reflected in the education plan.
- 2e. The assessment is consistent and ongoing; evaluation and programming inform the education plan and reflect student progress.
- 2f. The strategies for instruction recognize the benefits of the multidisciplinary approach.
- 2g. The education staff have access to:
 - resources such as curriculum documents, resource guides, exemplars, etc. to support their planning and delivery of the education program;
 - professional development activities provided by the school board;
 - appropriate training led by the facility to support the unique needs of their students.
- 2h. Consideration is given to staff with relevant knowledge, classroom teaching experience and understanding of the unique needs of students in Section 23 programs to develop, deliver and support the effectiveness of the programs.
- 2i. The principals and superintendents responsible for Section 23 programs work with and provide support and guidance to staff assigned to a Section 23 facility on a regular basis.

3: Transition Planning

School board and agency staff plan and facilitate effective transitions so that students receive continuous programs and services with a minimum of disruption when they are admitted to and/or demitted from Section 23 Programs.

- 3a. The educational strengths and needs are identified through appropriate assessment procedures, where possible, before admission to Section 23 programs.
- 3b. The transition plans are developed and monitored by multidisciplinary teams, which may include but are not limited to, parents/guardians, students (where appropriate), educators, community service partners and professional agencies, to address the students' strengths and needs and support a seamless transition into and out of Section 23 programs.
- 3c. The receiving teacher(s) has access to information about each student's education plan and needs and, as appropriate, attends a transition planning meeting with Section 23 education staff to inform program planning and delivery in the regular school system.
- 3d. The students are supported by Section 23 education staff during the transition period from the facility into the appropriate school-based program or post-secondary setting through informal liaison, if possible and appropriate.

4: Information Management and Reporting to the Ministry of Education

Required data are collected and reported to the Ministry of Education.

- 4a. The appropriate protocols and procedures are in place for the gathering and storage of all relevant documentation.
- 4b. The confidentiality of information is protected according to the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), *Freedom of Information and Protection of Privacy Act* (FIPPA), *Personal Health Information Protection Act* (PHIPA), and *Youth Criminal Justice Act* (YCJ).
- 4c. The data requested by the Ministry of Education through its annual information collection process are submitted in compliance with timelines indicated.
- 4d. The information requested through the Ministry of Education monitoring process is provided as requested at the time of the monitoring visit.