

School Selection for Phase One Implementation of the Early Learning Program

Recommendation:

It is recommended that the Peel District School Board approve the implementation of full day early learning programs in the twenty schools (totaling 105 classes) identified as Appendix B, contingent on final approval by the Ministry of Education.

Background:

On October 27, 2009, the Ministry of Education announced the implementation of the full day Early Learning Program (ELP) for four and five year olds. As referenced in the November 10, 2009 initial ELP report to the board, the PDSB was allocated \$10.5M for 2,730 pupil spaces, representing an estimated 105 classes with an average class size of 26:1 for the first phase of implementation in 2010-11. A copy of the original report presented to the board on November 10, 2009 has been attached as Appendix A.

Boards are required to submit to the Ministry of Education by November 30, 2009, a completed template, entitled *Early Learning – Phase 1 School Selection* identifying proposed school sites and classes selected by the board. Proposed sites will be reviewed and approved by the Ministry of Education in mid-January.

The Ministry of Education criteria for phase one implementation is as follows:

- Selected sites should be schools where all JK/SK classes in 2010-11 can comply with the new ELP model. In other words, different models of JK/SK cannot be offered within one school.
- Schools with available capacity - Capital funding will not be provided for phase one implementation.
- Community need – For 2010, one of the goals of the ELP is to locate programs in schools that serve low-income neighbourhoods.
- Boards should take into account the local availability of licensed child care. Boards will need to consider whether the community will be best served by selecting schools with existing child care programs, schools near existing licensed child care, or schools in neighbourhoods where no child care is currently available for four and five year olds.
- Schools where student achievement would benefit from early learning programs.
- Schools that are assessed as ready to implement, which means that structures are in place to support the full service model of full day programming from 7 a.m. to 6 p.m.

Site Selection Process:

Identifying 105 sites for phase one implementation has been a complex and challenging process. The Peel District School Board is committed to offering the ELP in schools with the highest social risk index while balancing equity of opportunity and equity of access across the region. Realizing that there are no capital dollars available in phase one implementation of the ELP, space in schools became a critical determining factor during the site selection process.

The process followed for site selection included:

- analyzing the number of current year one kindergarten students and the enrolment trend data to project the number of first year kindergarten students for the 2010-11 school year;
- identifying all schools with space to accommodate the number of classes required for the ELP (average class size 26:1), recognizing that most of our sites cannot accommodate all of the ELP classes in kindergarten-purpose rooms;
- mapping schools by social risk index;
- identifying schools with the highest social risk index (SRI) which also have space;
- meeting with our partners in our coterminous board, the Region of Peel representing licensed operators and Best Start programs;
- on-going discussion at Success by Six meetings;
- connecting with daycare operators and operators of before and after school programs;
- ongoing consultation with the CSDC Centre-Sud French Language Board (currently operating full-day ELP);
- discussion at Leadership Council, Instructional Support Services and Operational Support Services meetings;
- identifying/mapping day care centres in our communities.

In accordance with the criteria developed by the Ministry of Education, and after carefully considering the PDSB availability of space, social risk index, impact on existing child care programs, equity of opportunity and equity of access (in collaboration with our community partners, including Dufferin-Peel CDSB), the attached chart (Appendix B) and maps (Appendix C) represent the recommended school locations for 105 Early Learning Program classes for the 2010-11 school year. As noted in Appendix B, all sites with the exception of six currently operate before and after school programs. The board will enter into conversations with our before and after school providers to discuss the model for Phase 1 implementation.

Communication Strategy:

The Peel District School Board is committed to developing a comprehensive communication plan before mid January to inform parents, the child care sector, and the internal and broader communities of our plans for the implementation of our year one ELP. Clearly there is great anticipation for full-day early learning and confusion about where the program will and will not be offered. We will need to communicate quickly, clearly and transparently. We need to make it clear to parents that the final list of

ministry-approved ELP schools for September 2010 will not be available until the end of January 2010. Furthermore, parents will be informed that flexible boundary applications to access the Early Learning Program will not be approved.

Peel District School Board and Dufferin-Peel Catholic District School Board full-day early learning program registration will take place at the same time regular kindergarten registration occurs in February 2010. To support this process, we will be tailoring kindergarten registration materials for schools that are approved by the Ministry to have the full-day early learning program available in September 2010. Materials will include *Welcome to School* booklets, fact sheets, tip sheets and newspaper ads. Key portions will be translated into multiple languages.

All schools will be provided with a question and answer document immediately, which will be updated as more information becomes available.

Implementation Issues:

There are a great number of questions about the Early Learning Program that are yet unanswered, and a number of important issues that need to be clarified. The administration is developing a list of issues/questions that require clarification from the Ministry of Education. Some of these issues include:

Governance/Funding

- *Education Act/Day Nurseries Act* – what legislation will govern program?
- Will the ELP capital funding for 2011-16 be determined by the Ministry and be announced to boards prior to capital funding announcement in February 2010?
- Will the Provincial funding allocated for phase one implementation be sufficient to cover all related expenditures associated with program implementation i.e. resource materials, furniture and equipment, etc.?
- Careful monitoring of operating costs will need to be undertaken to ensure that provincial funding fully offsets actual expenditures
- School boards are required to appoint a senior official as the Early Years Leader, yet no funds have been provided. Given the magnitude of this important provincial initiative in a board the size of the Peel, a full-time leader to coordinate the implementation for the next five years is necessary.

Extended Day Programs

- How will the program be administered?
- Who will supervise staff?
- How will fees be collected?
- How will subsidies be issued?
- What are the implications for existing collective agreements?
- What are the implications for our partners who currently provide this service?

Program/Professional Development

- What changes will be made to the existing curriculum for Kindergarten programs?
- How will professional development for teachers, administrators, early childhood educators (most of whom will not be hired until the end of this school year) be coordinated?
- How will students with special needs be supported in extended day programs and during the lunch hour?

Enrolment/Staffing/Delivery Model

There are a number of children in our community who currently do not attend half-day Kindergarten because day care centres offer full-day programs. We anticipate that there will be greater community interest in full day Kindergarten programming which will have a significant impact on our enrolment projections. To date, there is a lack of information from the Ministry to address the process to be followed when actual enrolment for Sept 2010 exceeds available capacity

- Will there be a sufficient number of ECE graduates available to meet the need required by school boards across the province for 2010?
- We question whether or not these programs should be capped given that the sites have limited space.
- Will funding be provided for hiring additional lunchroom supervisors, given the age and number of pupils in the ELP?
- Will funding be available to hire additional staff required to support all students, including special needs teaching assistants, secretaries, custodial staff, vice-principals, etc.?
- What are the implications of the extended day on the administration of the school and the role of the principal/vice principal?

Summary:

In partnership with parents, full day learning will provide the children in Peel with a high quality program that helps to lay the foundation for a healthy and productive life. While the implementation of this program will present many complex challenges, we remain committed to successfully implementing Early Learning Programs in all of our schools by 2015-16.

Prepared and submitted by:

Judith Nyman, Interim Director of Education

Carla Kisko, Associate Director, Operational Support Services

Jane Mason, Acting Associate Director, Instructional Support Services

Early Learning Program Implementation (ELP)

Recommendation:

It is recommended that the report be received.

Background:

On October 27th, the Ministry of Education launched the Early Learning Program for four and five year olds. The first phase of implementation will be in place for September 2010, investing \$200M in schools. A commitment of a further \$300M was announced for 2011-12. The goal is to have early learning fully implemented in all schools by 2015-16. Kindergarten will continue to be an optional program.

- For 2010-11, PDSB was provided \$10.5M for 2,730 pupil spaces, representing an estimated 105 classes at an average class-size of 26:1. Average class-size is calculated on a board-wide basis, and these classes will be excluded from the primary class-size calculation and reporting.
- The funding is based on a per pupil formula totaling \$3,827.81. The formula components are similar to the Foundation Grant in stage 1. After schools are identified, boards will be allocated additional funding to recognize selected grants that change with school demographics and teacher Q&E.
- These funds will be provided outside of the GSNs for the first phase, but it is anticipated that the funding will moved into the GSN in future years.
- The model is based on blended staffing comprised of one teacher and one Early Childhood Educator (ECE – registered with the College of ECEs) for the day school program. The before and after school program will be led by ECE staff and funded by parent fees on a full cost recovery basis. Some subsidies will be available for low-income families.
- Boards are required to consult with their coterminous boards, local Best Start networks, Consolidated Municipal Service Managers and District Social Service Admin Boards. After consultation, boards will be required to submit a list of proposed schools for the 2010 implementation.
- Proposed schools will be reviewed and approved by MOE in mid-January.

- MOE will release a draft curriculum document for ELP in Spring 2010. Board teams, including teachers, SOs, ECEs and principals, will be provided professional development and training by MOE.
- Boards are required to identify a senior official to be the Early Learning Leader as soon as possible. The role of the Leader would be to co-ordinate the implementation, facilitate the consultations and serve as the main Ministry contact for this initiative.
- Boards will be required to submit a business case to be considered for additional Transportation funding if additional buses are required to support Year One schools.
- Criteria for Phase 1 implementation is as follows:
 - Selected school will need to comply with ELP model in all its JK/K classes. In other words, different models of JK/K cannot be offered by a school.
 - Schools with available capacity. No capital funding will be provided for first phase implementation.
 - Low income communities
 - Schools that would have a minimal impact on existing child care and early years programs
 - Schools where student achievement would benefit from early learning.
 - Schools that are assessed as ready to implement.
- The Ministry will initiate a capital planning process in February with all boards to identify what addition and renovation projects are required. Board input will be sought before launching the process.
- Boards are required to submit their signed-off planning template titled “Early Learning – Phase 1 School Selection” to the Ministry **by November 30th**. The Ministry will process completed templates by January 15th.

Prepared and Submitted by

Carla Kisko

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MEMORANDUM TO: Directors of Education

FROM: Kevin Costante
Deputy Minister
Ministry of Education

DATE: October 27, 2009

SUBJECT: Implementation of Early Learning for four- and five-year-olds

I know that many of you have been waiting to hear about the government's plans for early learning. I am pleased to share with you now the details of an exciting new initiative focused on full day early learning for our youngest learners. Premier Dalton McGuinty announced today that the government will proceed with its commitment to invest \$200 million in 2010-11 and \$300 million in 2011-12 for the phased-in implementation of the Early Learning Program (ELP) for four- and five-year-olds. The ELP will provide a smoother transition to Grade 1, and help children develop the social and academic skills necessary to succeed in school and in life.

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The Early Learning Program will be offered in selected schools in Year One, the 2010-11 school year. It is anticipated that approximately 35,000 spaces for four- and five-year-olds will be available during the 2010-11 school year. The goal is to have early learning fully implemented in all schools by 2015-16.

To provide support to Boards and leadership in the ELP, I am pleased to welcome Jim Grieve as the Assistant Deputy Minister of the Early Learning Division. Jim's team will play a leadership role on the Early Learning file with a presence both at the Ministry of Education and in the field. They will work closely with you as you plan for and implement the ELP.

The package of materials you are receiving today will orient you to the new ELP. Included under this cover are:

- Memorandum 2009: B12
- Early Learning – Phase One School Selection planning template

These documents provide you with a detailed review of key program features, funding allocations and processes related to the ELP and the selection of the first sites for Fall 2010. The

following is a general overview of those items, highlighting a few additional matters for your attention.

Program Model

The Early Learning Program will include a full school day of learning for four- and five-year-olds and a fee-based extended day for those same children. A blended staffing model comprised of one teacher and one Early Childhood Educator (ECE), working side by side, will deliver the program during the school day with an average class size of 26 students. The before- and after-school programs will be led by ECE staff, and funded by parent fees set on a full cost-recovery basis. Some subsidies will be available for low-income families. School attendance is only compulsory for children aged six and older; kindergarten programs continue to be optional. In addition, parents may choose to enrol their children in the extended day programs.

Selection of Early Learning Schools

Boards will be asked to submit a list of proposed schools for September 2010 implementation after consultation with coterminous boards, local Best Start networks, Consolidated Municipal Service Managers, and District Social Services Administration Boards. Details regarding the process and ministry support to assist boards in developing a list of Early Learning Schools for Year One implementation are outlined in the attached B memo.

Communication

76 It is recommended that boards begin to develop a communications plan for mid January 2010 to inform parents, the child care sector and the broader community of their plans for implementation of Year One. Details should include the location of selected schools, Early Learning Program details, the registration process and timelines, and the board contact person with whom parents and community members can speak to obtain further information. The ministry will provide materials that school boards and schools can customize and use to promote this important new initiative to their communities. We are providing some preliminary information to the communications contacts at your boards today.

Registration

Once the list of ELP schools has been approved by the ministry in mid-January, boards can begin student registration for selected ELP sites for September 2010. You may register students in the Early Learning Program along with the regular Kindergarten registration process in your board.

Curriculum Development

The ministry intends to review the Kindergarten Program (2006) and Early Learning for Every Child Today (2006) and release in draft an updated document for use in ELP schools in spring 2010. The development of the document will involve consultation with stakeholders including supervisory officers, program staff, principals, teachers, early childhood educators and parents.

Professional Development

To support implementation, professional learning opportunities and networks will be organized for board teams, including supervisory officers, teachers, early childhood educators and principals. Details will be provided at a later date.

Early Learning Implementation Branch - Regional Office Early Learning Education Officers
Boards are encouraged to begin the selection of an Early Learning Leader as soon as possible. Ministry Regional Office Early Learning Education Officers are available to assist you and will be preparing a list of board and ministry contacts and organizing regional meetings to support Year One implementation. They will be in contact with you in the near future.

This is an exciting time in our sector in Ontario and your partnership in implementing this new initiative is essential. While we have a great deal of work ahead, I note that our sector has risen to the challenge of implementing very significant changes in recent years such as the Primary Class Size initiative and the launch of Best Start. I know we can continue this success by working together, and by strengthening relationships with other partners such as Consolidated Municipal Service Managers and District Social Services Administration Boards. These relationships will help us plan effectively and use resources wisely.

We look forward to working with you in implementing this important initiative.

Kevin Costante

Enclosed: B Memo
Early Learning – Phase One School Selection planning template

CC: Judith Wright, Deputy Minister of Children and Youth Services

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2009: B12

MEMORANDUM TO: Directors of Education

FROM: Nancy Naylor
Assistant Deputy Minister

DATE: October 27, 2009

SUBJECT: **Early Learning Program –
Planning for 2010-11 and 2011-12**

As announced by the Premier today, the first phase of Ontario's plan for a province-wide Early Learning Program (ELP) is the implementation of full-day early learning for four- and five-year-olds.

The program will be offered in a number of schools throughout the province starting in September 2010. The goal is to make the program available over time to all four- and five-year-old students. This multi-year, phased-in approach will help ensure a smooth transition to a mature ELP, while recognizing current economic and fiscal realities.

As noted in today's memorandum from the Deputy Minister of Education, entitled *Implementation of Early Learning for four- and five-year-olds: Year One*, the purpose of this B-memorandum is to provide school boards with information about the initial planning steps that boards must take to prepare for Years One and Two of ELP implementation (2010-11 and 2011-12). Appendix 1 lists the initial board-by-board planning allocations of ELP pupil places for these two years.

The government has committed \$200M in 2010-11 to support the first year of full-day early learning for up to 35,000 four- and five-year-olds – 15 percent of the Junior and Senior Kindergarten (JK/SK) population. This investment will grow to \$300M in 2011-12 to expand the full-day program to approximately 20 percent of the JK/SK population. The goal is to have early learning fully implemented in all schools by 2015-16.

As the ELP is a school-based initiative, school boards will have a lead role in achieving the province's vision for early learning. The Ministry of Education will work with and support school boards in this leadership role. Successful implementation of the ELP will require boards to consult with their school communities and other key partners, including coterminous boards, Best Start networks, and Consolidated Municipal Service Managers and District Social Services Administration Boards.

To support this collaborative approach and address the needs of the childcare sector, the Ministry will also work closely with the Ministry of Children and Youth Services.

A. PROGRAM MODEL

Overview – two basic components

The ELP will be offered during the school year. The program model has two basic components:

1. A *core* component that will be offered each school day during the hours of the instructional program (for example, 9:00 a.m. to 3:30 p.m.). In each classroom, an educator team of one certified teacher and one early childhood educator (ECE) registered with the College of Early Childhood Educators will work side by side to deliver the program.
2. An *extended day* component that will be available before and after school (for example, 7:00 to 9:00 a.m. and 3:30 to 6:00 p.m.). A student's participation in this component of the program is at the option of parents and guardians, but boards must offer the program where there is sufficient enrolment to make a program viable. This component of the ELP will be led by ECEs. It will be funded through parent fees set on a cost-recovery basis, with subsidies available for families who need help with the cost. Further information about fees will be provided in the near future.

Class size and child-adult ratio

The class size standard for the ELP will be an average of 26 students on a board-wide basis, which provides for an average child-adult ratio of 13:1.

While this standard gives boards flexibility, boards are expected to conform closely to the standard and organize ELP classes so that almost all these classes have 26 students.

As with current JK/SK class sizes, boards will report ELP class sizes, which will be published on the Class-Size Tracker. However, ELP classes will be excluded from each board's calculation and reporting of primary class sizes and board-wide elementary class size average. JK/SK classes outside the ELP will continue to be subject to the primary class size standards and will be included in the calculation and reporting of class sizes at the primary and elementary levels.

B. EARLY YEARS LEADER

The implementation of the Early Learning Program is a priority throughout the next year. Each board must ensure that it is assigning sufficient resources to planning, management and reporting activities.

To provide leadership at the board level, the Ministry asks that each board appoint a senior official as its Early Years Leader. The primary responsibilities of the Early Years Leader will be to co-ordinate the board's implementation of ELP, facilitate board consultations, and act as a link to the Ministry. Boards are encouraged to begin the selection of an Early Years Leader as soon as possible.

C. FUNDING

Operating funding

In 2010-11, all JK/SK students will continue to be funded through the GSN for a half-day. Each JK and SK student enrolled in the ELP will continue to be counted as 0.5 of a student for the purposes of calculating Average Daily Enrolment.

Funding for the additional half-day of the core Early Learning Program will be calculated based on GSN benchmarks, but will be provided outside the GSN. It is anticipated that this funding will move into the GSN in future years.

Funding for ELP will be allocated in two stages:

- *Stage 1*

Prior to the selection of Year One schools, each board's allocation is based on approximately 15 percent of projected JK/SK enrolment in 2010-11, funded at per-pupil benchmarks of \$3,827.81 for English-language public boards and \$3,860.81 for all other boards. Appendix 2 shows the 2010-11 allocation for each board (ELP pupil places × per-pupil benchmark).

These per-pupil benchmarks include funding for the incremental classroom costs of the ELP, including teachers and ECEs, and for the Special Education Per-Pupil Amount and School Operations. Preparation time for teachers is included in the benchmarks to reflect the 2010-11 standard of 220 minutes per week. Appendix 3 shows in detail how the per-pupil funding benchmarks have been generated.

- *Stage 2*

After Year One schools are identified, boards will be allocated additional funding to recognize selected grants that change based on the individual schools chosen and teachers' qualifications and experience: School Foundation, Remote and Rural, Teacher Qualifications and Experience, Student Transportation (see **Student transportation** below, p. 4), and School Renewal. English as a Second Language/English Literacy Development and Perfectionnement du français allocations will not be included, as eligible JK/SK students generate GSN funding from these allocations on a head-count basis.

Capital funding

For Year One, school boards will be expected to identify schools where the ELP can be introduced without capital construction or renovations. Boards are also asked to identify priority sites for Year Two implementation that minimize the need for new capital funding. It is anticipated, however, that some boards may require some capital funding to support Year Two sites.

The Ministry will initiate a capital planning process with all boards to identify what addition and renovation projects are required, and the capital funding needed, to ensure that school facilities can support the implementation of the ELP. This planning process is being developed, and the Ministry will seek board input before launching the process in February 2010.

Student transportation

The Ministry will review transportation cost requirements for Year One beginning in February or March 2010. School boards are asked to advise their transportation consortia of the proposed sites for Year One and the anticipated enrolment following the completion of JK and SK registration.

Transportation consortia will need to review existing routing and the extent to which new students can be carried on existing routes. Where additional buses are required to support the Year One schools, consortia may submit a business case for additional funding to the Ministry. Priority will be given to consortia that have established a "high" efficiency rating for routing through Efficiency and Effectiveness (E&E) reviews.

It is anticipated that an annual review of transportation requirements will be undertaken to support the full implementation of the ELP within the context of the work underway to bring all transportation consortia to a "high" rating in routing and all other E&E categories.

D. PLANNING

To assist boards in preparing their preliminary plans for the ELP in 2010-11, the Ministry has developed a planning template, titled *Early Learning – Phase 1 School Selection*. This form, with the information pre-loaded for each board by the Ministry, will be e-mailed to directors of education shortly. A sample of the template is also attached.

Each school board must submit the completed template, approved by the board's Chair and Director of Education, to ELP_AJE@Ontario.ca by **November 30, 2009**.

The Ministry will review the preliminary plans in consultation with the Ministry of Children and Youth Services and will work with each board to ensure the board's plan meets the requirements and criteria described below. This process will be completed by **January 15, 2010**.

Consultation requirements

Coterminous boards are required to consult and plan together regarding site selection. To ensure boards benefit from municipal expertise in managing and delivering child care services, boards are also expected to consult with Consolidated Municipal Service Managers and District Social Services Administration Boards and local Best Start Networks. The planning template includes a section that asks each board to describe the consultation processes and summarize the results.

Criteria for selection

In prioritizing schools for the ELP in 2010-11, boards are expected to meet two requirements:

1. Selected schools should be schools where all JK/SK classes in 2010-11 can comply with the new ELP model. This will avoid situations where two or more JK/SK program models are offered by a single school.
2. The ELP classrooms opened in 2010-11 should be new full-day JK/SK classrooms.

Boards that are currently offering full-day JK/SK programs in some schools are expected to introduce the ELP in other schools. Boards that currently offer full day JK/SK programs in all their schools are being provided with ELP funding, but will need to develop a plan in collaboration with the Ministry for the use of these funds to support students.

In addition to these two requirements, the Ministry has set the following criteria to guide boards in selecting schools. These criteria are intended as guidelines. A school does not need to meet all of the criteria to be recommended. Each board's recommendations should address these criteria, but should also consider (1) the needs and circumstances of students, parents and communities; (2) input received through consultations with Best Start networks and Consolidated Municipal Service Managers in the board's jurisdiction; and (3) consultations with coterminous school boards.

The criteria are:

Availability of space

As noted above (**Capital funding**, p. 3), priority should be given to schools that have space for full day JK/SK programming in 2010 without requiring new capital construction or renovations.

Recommended schools should be schools that the board anticipates will remain open over the next five years.

Community need

For 2010, one of the goals of the ELP is to locate a portion of the ELP spaces in schools that serve low-income neighbourhoods.

Minimal impact on existing child care and early years programs

In developing the best solutions for four- and five-year-olds in their communities, boards should take into account the local availability of licensed child care. Boards will need to consider whether the community will be best served by selecting schools with existing child care programs, schools near existing licensed child care, or schools in neighbourhoods where no child care is currently available for four- and five-year-olds.

Student achievement

Each board should identify schools where students would benefit significantly from the increased learning opportunities offered by the ELP. This may include schools where many families struggle with poverty, language issues or other challenges. It may include schools where student achievement is static and students would benefit from increased learning and individual attention.

Readiness to implement

Boards should assess the level of community and school readiness to support ELP implementation.

E. ACCOUNTABILITY AND REPORTING REQUIREMENTS

Funding for the additional half day of the core Early Learning Program will be provided outside of the GSN in Year One. Board transfer payment agreements for this funding will incorporate accountability and reporting requirements for Year One. Longer term accountability requirements, including performance measures, are being developed and will be provided at a later date.

As stated above (**Class size and child-adult ratio**, p. 2), ELP class sizes will be reported on the Class-Size Tracker. Boards are expected to organize ELP classes in conformity with the standard of 26 students in a class.

F. SUPPORT AND INFORMATION RESOURCES

The Deputy Minister's memorandum of today's date highlights some of the steps the Ministry will take to support school boards in implementing the ELP. These steps include curriculum development, professional development and networking, and generic communications materials.

Early Learning Education Officers will be available in each Regional Office to assist you and should be your first contact for further information about the ELP. They will be preparing a list of board and Ministry contacts and organizing regional meetings to support Year One implementation.

For assistance in completing the *Early Learning – Phase 1 School Selection* template, please contact the Finance Officer assigned to your board. For further information about future capital needs, please contact the Capital Analyst assigned to your board.

If you require further information about the ELP, please contact:

ELP implementation	Kit Rankin Director, Field Services Branch	(416) 325-2588 kit.rankin@ontario.ca
ELP policy and program	Jill Vienneau Director, Early Learning Policy and Program Branch	(416) 314-2190 jill.vienneau@ontario.ca
Funding	Didem Proulx Director, Education Finance Branch	(416) 327-9060 didem.proulx@ontario.ca
Capital	Nancy Whynot Director, Capital Programs Branch	(416) 325-4030 nancy.whynot@ontario.ca

With the introduction of the Early Learning Program, Ontario's education system has an opportunity to renew and extend its commitment to the education and development of our youngest students. While the successful implementation of this initiative will present challenges, publicly funded education has already demonstrated its capacity to achieve positive change that benefits students, parents, and communities. The Ministry looks

forward to a co-operative effort with school boards and schools to make our province's vision for early learning a reality.



Nancy Naylor
Assistant Deputy Minister

Copy: Superintendents of Business and Finance
Jim Grieve, ADM - Early Learning Division

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Selection Coordinator

Please describe your board's selection strategy/rationale (e.g. based on criteria, specific regions, etc.)

We selected the schools after consultation with the coterminous boards and the municipality. Our board selected schools in four different quadrants of the city where the principal of the school has demonstrated strong leadership. In addition, we made sure there was space available, considered whether schools were included in our board improvement plan (EQAO results), and if the jurisdiction served by the school included a low income neighborhood.

Did you consult with Best Start networks?
Please describe the extent and outcome of the consultations (e.g. concerns raised and how they are being addressed)

The Best Start network is supportive of plans to add capacity in the region.

Did you consult with the local Consolidated Municipal Service Manager / District Social Services Administration Board?
Please describe the extent and outcome of the consultations (e.g. concerns raised and how they are being addressed)

The two english language boards in the jurisdiction had a joint meeting with the municipalities to plan the location of the Early Learning sites. The meeting resulted in an agreement that each board would select its sites for the first round in different quadrants of the community.

Did you consult with your coterminous board?
Please describe the extent and outcome of the consultations (e.g. concerns raised and how they are being addressed)

Our boards have worked together to ensure that for phase 1, the selected sites are in different areas of the city.

Please describe the program you are planning to offer in accordance with the parameters outlined in Memorandum 2009:B12.

Our board will add at least 115 spaces in up to 5 schools. Each class will have an ECE and Teacher providing programming during the regular school day. In addition, our board will offer an extended day component led by ECEs from 7 to 9 am and 3:30 to 6 pm.

Early Learning Program - Phase 1 - School selection
Springfield DSB

We selected the schools after consultation with the coterminous boards and the municipality. Our board selected schools in four different quadrants of the city where the principal of the school has demonstrated strong leadership. In addition, we made sure there was space available, considered whether schools were included in our board improvement plan (EQAO results), and if the jurisdiction served by the school included a low income neighborhood.

Priority number starting from 1)	SFIS #	School Name	Sufficient Purpose Built JK/K Space	Sufficient Vacant Capacity with loading at 26	There is no Licensed Child Care Centre in the school	There is no Licensed Child Care within 2 kilometres	Part of board improvement plan?	School does not offer full time JK and/or K
1	99011	School 12	✓	✓	✓	✓	✓	✓
2	99004	School 5	✓	✓	✓	✓	✓	✓
3	99008	School 9	✓	✓	✓	✓	✓	✓
4	99014	School 15	✓	✓	✓	✓	✓	✓
5	99001	School 2	✓	✓	✓	✓	✓	✓

Early Learning Program - Phase 1 - School selection
 DSE Inmate
 Springfield, IL
 ELP Allocation

Information which Boards may find useful in making their site selections.

Verify Submission
 Add a School

SITE #	School Name	Capacity	2008-09	2009-10	Vacant	Purpose built	Non-purpose	Sufficient	There is no	Part of Board	School Area	Priority	Board	Enrollment	BOARD IMPACT INFORMATION	
															2008-09	2009-10
9101	School 1	493	78.0	283.5	4	3	0	✓	✓	✓	✓	5	1	1	Impact on school and local child care	
9102	School 2	474	58.2	321.0	3	3	0	✓	✓	✓	✓	5	1	1	Impact on school and local child care	
9103	School 3	230	45.4	184.5	3	2	0	✓	✓	✓	✓	5	1	1	Impact on school and local child care	
9104	School 4	239	32.8	206.0	7	3	0	✓	✓	✓	✓	5	1	1	Impact on school and local child care	
9105	School 5	239	32.8	206.0	7	3	0	✓	✓	✓	✓	5	1	1	Impact on school and local child care	
9106	School 6	213	104.2	108.8	1	2	0	✓	✓	✓	✓	2	2	2	Area child care center focused on ethnic and bilingual, not school aged children.	
9107	School 7	271	34.3	236.5	0	3	0	✓	✓	✓	✓	2	2	2	Area child care center focused on ethnic and bilingual, not school aged children.	
9108	School 8	397	34.4	248.5	3	2	0	✓	✓	✓	✓	2	2	2	Area child care center focused on ethnic and bilingual, not school aged children.	
9109	School 9	251	25.6	225.0	3	1	0	✓	✓	✓	✓	3	3	3	Area child care center focused on ethnic and bilingual, not school aged children.	
9110	School 10	238	75.0	163.5	2	2	1	✓	✓	✓	✓	3	3	3	Area child care center focused on ethnic and bilingual, not school aged children.	
9111	School 11	294	29.4	264.5	4	1	0	✓	✓	✓	✓	3	3	3	Area child care center focused on ethnic and bilingual, not school aged children.	
9112	School 12	305	42.0	263.0	2	2	0	✓	✓	✓	✓	3	3	3	Area child care center focused on ethnic and bilingual, not school aged children.	
9113	School 13	435	59.2	375.8	2	2	0	✓	✓	✓	✓	1	1	1	School based child care for before / after school will continue serving up to grade 8	
9114	School 14	483	47.4	243.0	2	3	0	✓	✓	✓	✓	1	1	1	School based child care for before / after school will continue serving up to grade 8	
9115	School 15	286	32.0	254.0	5	1	0	✓	✓	✓	✓	4	4	4	School based child care for before / after school will continue serving up to grade 8	
9116	School 16	316	50.2	265.8	0	1	1	✓	✓	✓	✓	4	4	4	School based child care for before / after school will continue serving up to grade 8	
9117	School 17	251	25.4	225.5	5	1	0	✓	✓	✓	✓	4	4	4	School based child care for before / after school will continue serving up to grade 8	
9118	School 18	377	34.4	248.5	1	2	0	✓	✓	✓	✓	4	4	4	School based child care for before / after school will continue serving up to grade 8	
9119	School 19	350	35.0	315.0	1	2	0	✓	✓	✓	✓	4	4	4	School based child care for before / after school will continue serving up to grade 8	
9120	School 20	337	30.3	306.5	1	2	0	✓	✓	✓	✓	4	4	4	School based child care for before / after school will continue serving up to grade 8	
9121	School 21	469	82.8	386.5	0	3	0	✓	✓	✓	✓	4	4	4	School based child care for before / after school will continue serving up to grade 8	
9122	School 22															

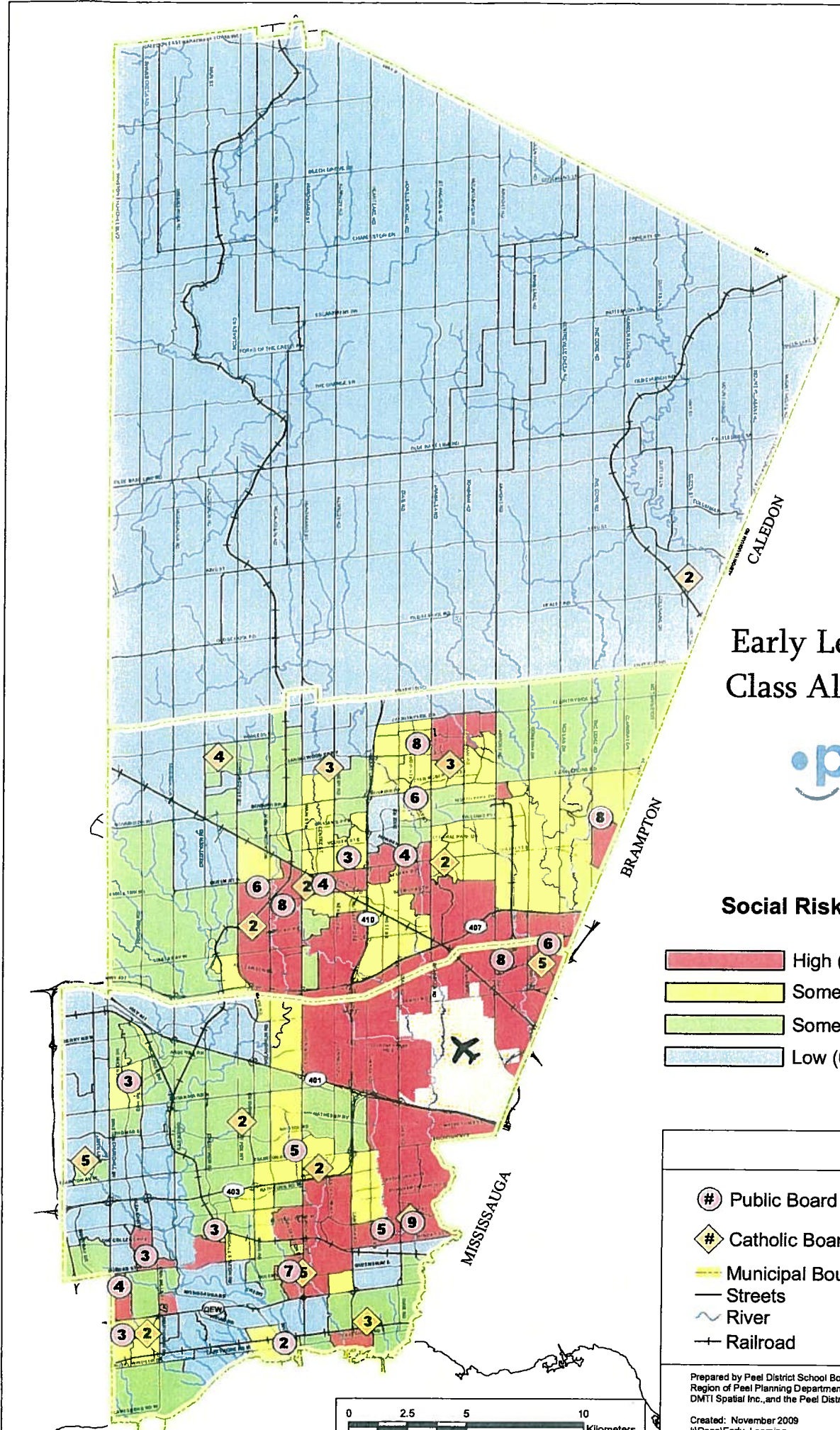
PROPOSED ELP SCHOOLS

Social Risk Index (SRI) = 0-2.831 low risk, 2.834-4.195 medium risk, 4.268-5.335 high risk, 5.351-8.213 high risk

SCHOOL	TRUSTEE	SUPT	CLASS ALLOCATION	BEFORE AND AFTER PROGRAM	CHILDCARE PROGRAM	SRI	ELP CLASSES IN K ROOMS	ELP CLASSES IN REGULAR ROOMS	PORTABLES ON SITE	SURPLUS PORTABLES ON SITE	PORTABLES REQ'D FOR OTHER GRADES
Plowman's Park	Allison Van Wagner	DM	3	PLASP B/A		5.267	3	0	4	1	0
			3				3	0	4	1	0
Hanover	Beryl Ford	SAT	4	PLASP B/A		5.741	2	2	2	1	1
Massey St.		SAT	6	PLASP B/A		4.676	4	2	0	0	0
			10				6	4	2	1	1
Brookmeade	Bred MacDonald	LS	3	PLASP B/A		5.782	3	0	0	0	0
			3				3	0	0	0	0
Sir Winston Churchill	David Green	MH	4	NO B/A	HUB	6.888	3	1	0	0	0
Macdoc Dr.		SAT	3	NO B/A		4.570	3	0	2	0	0
			7				6	1	2	0	0
Elmcrest	Don Stephens	PT	3	PLASP B/A		5.184	2	1	0	0	0
Thorn Lodge		LS	4	NO B/A	FAMILY LITERACY CENTRE	6.183	2	2	0	0	0
			7				4	3	0	0	0
Floradale	Janet McDougald	PT	7	PLASP B/A	READINESS CENTRE	7.411	5	2	2	2	0
Riverside		PT	2	PLASP B/A	FAMILY LITERACY CENTRE	5.155	2	0	0	0	0
			9				7	2	2	2	0
Ellengale	Jeff White	LS	3	NO B/A	FAMILY LITERACY CENTRE	4.985	2	1	0	0	0
			3				2	1	0	0	0
Brian W. Fleming	Ruth Thompson	PG	9	PLASP B/A	HUB / BEST START / DAYCARE	7.791	5	4	0	0	0
Dixie		PG	5	PLASP PM only		6.158	2	3	0	0	0
			14				7	7	0	0	0
Cooksville Creek	Rick Williams	PG	5	PLASP B/A		4.751	4	1	0	0	0
Marvin Heights		SH	8	NO B/A	READINESS CENTRE	7.277	4	4	6	0	2
Brandon Gate		SH	6	NO B/A		5.683	2	4	0	0	0
			19				10	9	6	0	2
Queen Street	Steve Kavanagh	JD	6	PLASP B/A		5.880	4	2	12	12	0
Ridgeview		JD	8	PLASP PM only		5.386	6	2	0	0	0
			14				10	4	12	12	0
Springdale	Suzanne Nurse	SAT	8	PLASP B/A		4.848	6	2	3	3	0
Thornedale		SH	8	PLASP B/A		5.748	4	4	9	3	3
			16				10	6	12	6	3
Totals			105				68	37	40	22	6

Superintendents
 DM- Dianne Miles
 SAT- Shirley-Ann Teal
 LS- Louise Sirisko
 MH- Mark Heermann
 PG- Pam Tomasevic
 SH- Susan Hiraishi
 JD- Jeff DeFreitas

PLASP- Peel Lunch and After School Program
 B/A- Before and After School
 SRI- Social Risk Index
 ELP- Early Learning Program



Early Learning Program Class Allocation - Year 1

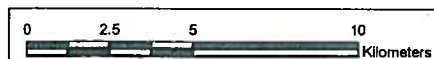


Social Risk Index (2006)

- High (above 5.35)
- Somewhat High (4.27 - 5.34)
- Somewhat Low (2.826-4.26)
- Low (0 - 2.825)

Legend

- # Public Board Class Allocation
- # Catholic Board Class Allocation
- Municipal Boundary
- Streets
- River
- Railroad

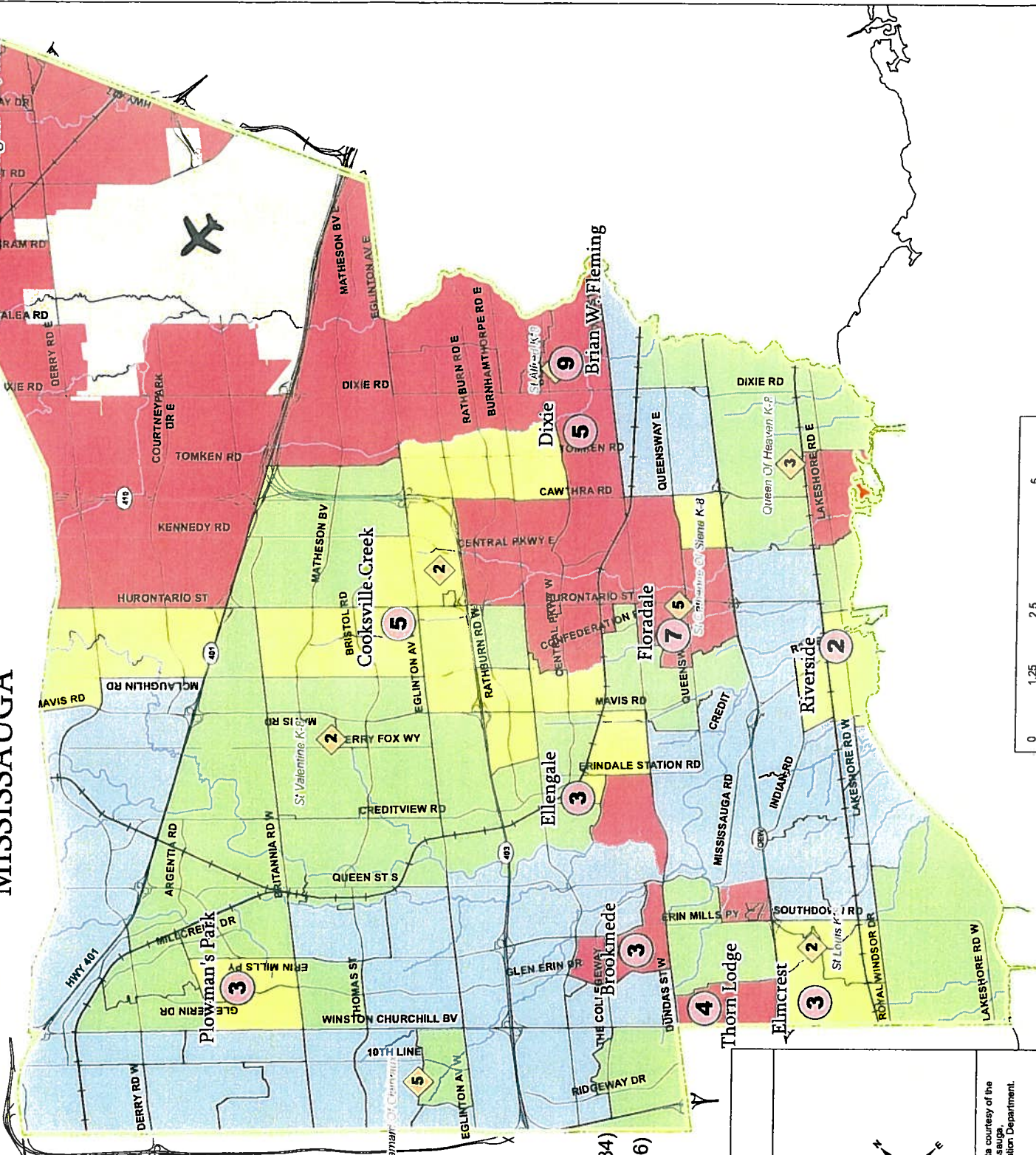


Prepared by Peel District School Board Planning & Accommodation Map data courtesy of the Region of Peel Planning Department, the City of Brampton, the City of Mississauga, DMTI Spatial Inc., and the Peel District School Board Planning & Accommodation Department.

Created: November 2009
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Early Learning Program Class Allocation - Year 1

MISSISSAUGA



Social Risk Index (2006)

- High (above 5.35)
- Somewhat High (4.27 - 5.34)
- Somewhat Low (2.826-4.26)
- Low (0 - 2.825)

Legend

- # Public Board Class Allocation
- # Catholic Board Class Allocation
- Municipal Boundary
- Streets
- River
- Railroad



Prepared by Peel District School Board, Planning & Accommodation Map data courtesy of the Planning & Accommodation Department, the City of Brampton, the City of Mississauga, DMRT Spatial Inc., and the Peel District School Board Planning & Accommodation Department.
Created: November 2009

