

**Ministry of Education**

Minister

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**Ministère de l'Éducation**

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**Memorandum To:** Chairs of District School Boards

**From:** Minister  
Liz Sandals

**Date:** June 10, 2016

**Subject:** Implementation Timelines and Supports for the  
*Kindergarten Addendum to Growing Success* and the  
Communication of Learning Templates

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As you are aware, on March 31, 2016, the ministry released the *Addendum to Growing Success: Assessment, Evaluation and Reporting in Kindergarten (2016)* including the Communication of Learning templates that will be implemented in the 2016-17 school year.

I am writing today to provide further information about the implementation and timelines that will ensure effective communication with the parents of our youngest students about their progress in the Kindergarten program.

I appreciate the advice of the Kindergarten Implementation Working Group which engaged in collaborative and productive discussions. The direction that I am providing is based on this advice. In those discussions consideration has been given to the importance of early communication with the parents and guardians of children in Kindergarten; the value of professional learning for our educator teams in supporting effective implementation of the new policy addendum; the significance of providing resources for our educators and school leaders in a consolidated and easily accessible location; and the importance of providing support for parents as they receive information about their child's progress in school.

It is my expectation that parents of all children in Kindergarten receive communication about their child's learning in the fall of 2016, in accordance with existing board practice and aligned with the timelines established in each board for reporting in Grades 1 to 8. In winter 2017, it is my expectation that boards implement and use the provincial Kindergarten Communication of Learning template for the Term 2 reporting period, and continue to use the provincial templates going forward from that time.

To support the effective implementation of the templates, ministry staff have recently completed provincial training in each region of the province. Training materials from these sessions are posted at [www.edugains.ca](http://www.edugains.ca) for the use of board staff in providing local training. In addition, further supports will be posted for educator teams, principals and parents as they are developed in the coming months. It is our plan to ensure that all Kindergarten supports are posted in a consolidated location and all boards and partners will be informed prior to the start of the 2016 school year as this consolidation process is finalized.

To further support implementation and provide professional learning opportunities to educator teams, I am directing district school boards to use one half of an already designated Professional Activity day in fall 2016 to support effective implementation of the addendum and the Communication of Learning templates. Funding will be provided to boards to compensate early childhood educators to participate in this professional learning so that Kindergarten educator teams (teachers and early childhood educators) can work and learn together. In addition, I am directing district school boards to provide one half-day of release time for educator teams to work and learn together in fall 2016 to support effective implementation of the addendum and Communication of Learning templates. Funding will be provided for boards to release teachers and early childhood educators as a team, and to provide occasional staff coverage for Kindergarten classes. It is acknowledged that boards will need to arrange different approaches to provide this release time with minimal disruption to Kindergarten classes in their schools.

Specific information about each board's funding allocation to support the professional learning of educator teams in fall 2016 will be communicated in the coming weeks.

In addition to these actions, I encourage you at the local level to continue to support the ongoing professional learning and collaborative partnership of your educator teams and school leaders. In the event that your board already has time identified for teacher and early childhood educator collaboration and does not require the funding identified in this memo for that purpose the funding may be used for additional professional learning opportunities for educator teams.

Thank you for your continued support of our youngest students, their families and the educators who support their growth and learning each day.

Sincerely,

A handwritten signature in black ink, appearing to read "Liz Sandals". The signature is fluid and cursive, with the first name "Liz" being more prominent than the last name "Sandals".

Liz Sandals  
Minister

- c. Council of Ontario Directors of Education (CODE)  
Conseil ontarien des directrices et directeurs de l'éducation de langue française (CODELF)  
Association des conseils scolaires des écoles publiques de l'Ontario (ACEPO)  
Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)  
Ontario Catholic School Trustees' Association (OCSTA)  
Ontario Public School Boards' Association (OPSBA)  
Association des enseignantes et des enseignants franco-ontariens (AEFO)  
Elementary Teachers' Federation of Ontario (ETFO)  
Ontario English Catholic Teachers Association (OECTA)  
Ontario Secondary School Teachers' Federation (OSSTF)  
Canadian Union of Public Employees (CUPE)  
Ontario Council of Educational Workers - Conseil des travailleurs de l'éducation de l'Ontario (OCEW-CTEO)  
Education Workers' Alliance of Ontario - Alliance des travailleuses et travailleurs en éducation de l'Ontario (EWAO-ATEO)  
Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)  
Catholic Principals' Council of Ontario (CPCO)  
Ontario Principals' Council (OPC)  
Association des gestionnaires de l'éducation franco-ontarienne (AGEFO)  
Ontario Catholic Supervisory Officers' Association (OCSOA)  
Ontario Public Supervisory Officers' Association (OPSOA)