Implementation of Full-Day Kindergarten

Information and Useful Links for School Board Early Years Leads
Implementation of Full-Day Kindergarten -
Information and Useful Links for School Board Early Years Leads

This compilation of existing key messages and materials is intended to provide School Board Early Years Leads with information relating to the implementation of the full-day kindergarten program. When looking for detailed background information to guide decisions, it is recommended that the legislation, regulations and relevant Ministry of Education memoranda be utilized.

This is, by no means, intended to be all inclusive of issues related to the implementation of the full-day kindergarten program but rather to provide some background information, key messages and links to the relevant legislation and/or regulations which provide detail around some of the most frequently raised questions.

This list of topics will be updated periodically, in order to reflect any changes and to add new issues/questions which may assist School Board Early Years Leads in their important work of building leadership capacity in their systems and facilitating the work of implementing this important initiative.

Topics:
Right to Attend ................................................................. pg. 3
Attending Part Time .......................................................... pg. 3
Recording Attendance for Part Time Students .................. pg. 4
Class Size and Organization .............................................. pg. 5
Students with Special Needs ............................................. pg. 6
Letters of Permission for ECEs ......................................... pg. 7
Educator Teams ................................................................. pg. 8
Third Party Operators ....................................................... pg. 9
Schools First Child Care Capital Retrofit Policy .............. pg.10
Pupil Records ................................................................. pg.11
Early Learning Leadership Strategy Funding .................. pg.12
Some Helpful Web Links .................................................. pg.12
Obligation for School Boards to Offer FDK (reg. change 2014) pg. 13
<table>
<thead>
<tr>
<th>topic</th>
<th>background</th>
<th>key messages</th>
<th>relevant links</th>
</tr>
</thead>
</table>
| Right to Attend        | • resident pupils of a school district have the right to attend the full-day kindergarten program in the calendar year that they turn four years of age  
• kindergarten is a mandatory program for school boards to offer and an optional program for pupils to attend | • sections 32(1) - 33(1-6) of the Education Act outline the resident pupil qualification  
• section 34 (1-2) defines eligibility for a kindergarten program | • Education Act Sections 32, 33 and 34 [http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90e02_e.htm#BK38](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90e02_e.htm#BK38)  
| Attending Part Time    | • some parents choose to have their child attend full-day kindergarten on a part-time basis  
• some parents are concerned about whether a full-time kindergarten program is the right match for their child  
• while some parents choose to send their child on a part-time basis at the start of the school year, most children are attending on a full-time basis within two or three months  
• as with other grades, students who on a part-time register as of the time of the board’s submission of enrolment numbers in October, are funded as part-time pupils (less than an average of 210 minutes of instruction for the purposes of ADE) | • under the Education Act, participation in kindergarten is not mandatory (i.e. school does not become compulsory until the age of six)  
• parents may choose to have their child attend a full-time kindergarten program on a part-time basis  
• principals and educators work with parents to facilitate a child’s transition to full time attendance when the parent indicates this choice  
• if a parent decides, at any point in a school year, to transition their child from part to full-time in the kindergarten program, it is their right to do so | Education Act, Section 21.1 [http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90e02_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90e02_e.htm) |
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<th>relevant links</th>
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| Recording Attendance for Part-time Students    | • parents may choose to have their child attend a full-time kindergarten program on a part-time basis  
  • the school board determines the format of a part-time program (i.e. morning every day; afternoons every day; full days, every-other-day) | • if a child isn’t expected to be at school because the parent has chosen to have him/her attend a full-day kindergarten program on a part-time basis, it is most appropriate to show the morning/afternoon they are not there as an ‘N’ or Non-instructional day in the register  
  • when the principal has indicated that an ‘N’ day should be recorded, enter ‘N’ for the appropriate day(s) in the pupil’s Daily Attendance Record | Enrolment Register Instructions for Elementary and Secondary Schools  
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<th>topic</th>
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<th>key messages</th>
<th>relevant links</th>
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| Class Size and Organization   | • the Ministry provides funding for all students through the GSN (grants for student needs) and additional special education funding grants  
• each JK/SK student in the full-day kindergarten is fully funded through the GSN (grants for student needs @ $6 045.59)  
• funding for ECEs is allocated through the Kindergarten Pupil Foundation allocation and determined by class size requirements (i.e. total number of kindergarten students divided by 26)  
• the total school board allocation is divided by the provincial class size average of 26 to determine the anticipated number of educator teams (teacher and early childhood educator)  
• class organization is a school board responsibility  
• class organizations with kindergarten pupils may include age-grouped JK and SK classes; combined JK/SK classes and/or a combined K/1 class  
• schools may have only ONE kindergarten class (any class with children on a kindergarten register) with a teacher and no ECE (dual track French Immersion Schools may have one such class per language track) if there are fewer than 16 pupils enrolled as of September 30. | • the funding model for full-day kindergarten is based on a class-size average of 26 students on a board-wide basis, which provides an average child to adult ratio of 13:1  
• school boards are expected to conform as closely to the standard as possible  
• a school board is not required to designate an ECE position if fewer than 16 pupils are enrolled in the class as of the second Friday after Labour Day (only one JK or SK classed in a school or one English and one French class in a dual track school)  
• SK/Grade 1 combined classes may be necessary in some full-day kindergarten schools however this option is most often considered by school boards only when grade enrolment numbers require it; SK/Grade 1 classes must fully the Primary Class Size regulation and be included in associated reports to the Ministry | • 2009:B12  
• 2010:EL4 (p.1)  
• 2012: EL2 http://www.edu.gov.on.ca/kindergarten/memossummary.html  
• http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_100224_e.htm |
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<td>Students with Special Needs</td>
<td>• a memorandum signed jointly by three Assistant Deputy Ministers from Education, Children and Youth Services, and Health and Long-Term Care was sent to boards (and other affected stakeholders) on May 6, 2010 stating that the ministries’ shared goal is to ensure that students and families get the support they need to fully participate in full day early learning</td>
<td>• guiding principles were developed with input from the Early Learning Program Special Needs / Special Education Needs Reference Group. These are listed in a memorandum to assist in the consideration of local solutions for the delivery of services to four- and five-year olds with special needs / special education needs enrolled in the full day JK/K</td>
<td>• Policy/Program memorandum No. 119 (2009): Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools. <a href="http://www.edu.gov.on.ca/extra/eng/ppm/119.pdf">http://www.edu.gov.on.ca/extra/eng/ppm/119.pdf</a></td>
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<td>• currently, four- and five-year olds, depending on their age and special needs, receive services that support their development and their participation in school from a variety of providers, including schools and community service agencies and through a number of programs that operate under different policies</td>
<td>• the ADE (average daily enrolment) of junior and senior kindergarten pupils generates an amount ($933.42 per) in the SEPPA, BEA and SEA allocation. The HNA allocation is based on a number of factors and SIP and FA amounts are related to specific students and/or programs.</td>
<td>• O Reg 225/10 <a href="http://www.edu.gov.on.ca/html/source/regs/english/html/2012/elaws_src_regs_r10225_e.htm">www.e-laws.gov.on.ca/html/source/regs/english/html/2012/elaws_src_regs_r10225_e.htm</a></td>
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<td>• school boards, community-based agencies and parents were asked to continue to work together as partners to ensure that children with special needs / special education needs can participate in full day early learning and that their enrolment will not affect their eligibility for and receipt of services</td>
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<td>• Memorandum 2010: EL 6 <a href="http://www.edu.gov.on.ca/eng/policyfunding/memos/may2010/2010EL6_Bil124.pdf">http://www.edu.gov.on.ca/eng/policyfunding/memos/may2010/2010EL6_Bil124.pdf</a></td>
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<td>• in addition to the per pupil Foundation Grant (GSN) funding is allocated to boards for the provision of special education programs and services through six allocations: Special Education Per Pupil Amount (SEPPA), High Needs Amount (HNA), Special Equipment Amount (SEA), Special Incidence Portion (SIP), Facilities Amount (FA), and Behaviour Expertise Amount (BEA).</td>
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<td>• Policy/Program Memorandum No. 140: Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD) <a href="http://www.edu.gov.on.ca/extra/eng/ppm/140.html">http://www.edu.gov.on.ca/extra/eng/ppm/140.html</a></td>
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<td>• for the extended day, under O.Reg 225/10, boards are required to include a board specific per pupil, per day amount in their fees that reflects a portion of a board’s special education allocation</td>
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<td>• <a href="http://www.edu.gov.on.ca/eng/policyfunding/memos/march2010/ASD_studentsModel.pdf">http://www.edu.gov.on.ca/eng/policyfunding/memos/march2010/ASD_studentsModel.pdf</a></td>
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<td>• Policy/Program Memorandum No. 156: Supporting Transitions for Students with Special Education Needs <a href="http://www.edu.gov.on.ca/extra/eng/ppm/ppm156.pdf">http://www.edu.gov.on.ca/extra/eng/ppm/ppm156.pdf</a></td>
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**Specifically related to children with Autism Spectrum Disorders (ASD)**

The Ministries of Education and Children and Youth Services continue to work closely together to improve the continuity of supports for children and youth with autism as they move into and through school. The successful transition of students with autism to school is consistent with the government’s overall priority of success for students.
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| Letters of Permission for ECEs | • some school boards may find themselves in a position where registered early childhood educators are not available for full-day kindergarten classes  
• after following advertising protocols for the hiring of registered early childhood educators and not finding any candidates, school boards may apply for a Letter of Permission (LOP) to appoint persons who are not registered early childhood educators to positions designated as requiring a registered early childhood educator  
• the Letter of Permission (LOP) process which school boards must follow for Early Childhood Educators was developed to mirror the process for LOPs for teachers  
• Letter of Permission (LOP) applications and processes are managed by staff in the regional Field Services Branch offices  
• there may be urgent situations where a qualified and registered Early Childhood Educator is not available to cover absences.  
• In such cases Regulation 224/10 (5) governing the short term/emergency use of unqualified staff to cover an absent early childhood educator permits such an appointment for 10 days commencing on the day on which the person is appointed. | subsection 8(1), paragraph 10.1 of the Education Act provides that the Minister may grant an LOP to a school board authorizing the board to appoint for a period not exceeding one year an individual who is not a member of the College of Early Childhood Educators – i.e., an individual who is not a registered early childhood educator – to a position in a Junior Kindergarten or Kindergarten class or in an extended-day program unit designated as requiring a registered ECE, if the Minister is satisfied that no registered ECE is available. | • Education Act Subsection 8(1), paragraph 10.1  
http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90e02_e.htm#BK9  
• Policy Program Memorandum No. 154  
http://www.edu.gov.on.ca/extra/eng/ppm/154.html  
• Ontario Regulation 322/10, “Letters of Permission – Early Childhood Educators”  
• Regulation 224/10  
<p>| Appointment to Teach in the Case of Emergency | | | |</p>
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| Educator Teams        | • both teachers and early childhood educators (ECEs) are certified/registered with their respective regulatory bodies, namely the Ontario College of Teachers and the College of Early Childhood Educators, who set the minimum training and education requirements for their professions. As stated in the *Full-Day Early Learning—Kindergarten Program*, knowledgeable and responsive educators are essential  
  • both professional groups state that their principle role is supporting children and their families. When two or more individuals come together to work as a team, each brings individual strengths and perspectives, as well as a set of professional competencies, resulting in a breadth of professional knowledge, skills and abilities  
  • both individuals come prepared to work together, building on their strengths and expertise, to create a dynamic professional team to support children and families in full-day kindergarten settings  
  • both teachers and early childhood educators will have the benefit of a collaborative and complementary partnership to support children and families in a high-quality, intentional, play-based learning environment | as per the *Education Act* - duty for teachers and DECEs to co-operate and co-ordinate in the following areas:  
  • planning for and providing education to pupils in junior kindergarten and kindergarten;  
  • observing, monitoring and assessing the development of pupils in junior kindergarten and kindergarten;  
  • maintaining a healthy physical, emotional and social learning environment;  
  • communicating with families; and  
  • performing all duties assigned to them by the principal with respect to junior kindergarten and kindergarten | • Education Act section 264.1  
[http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90e02_e.html#BK436](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90e02_e.html#BK436)  
• EL6 2010  
• Ontario’s College of Early Childhood Educators  
[http://collegeofece.on.ca/Pages/default.aspx](http://collegeofece.on.ca/Pages/default.aspx) |
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<td>Third Party Operators</td>
<td>• school boards are required to operate an extended day or before-and/or after-school program for 4/5 year olds in schools implementing full-day kindergarten where there is sufficient interest from parents  &lt;br&gt;  • school boards have the choice to either directly operate viable extended day programs or ensure the operation of before- and/or after-school programs through a third-party  &lt;br&gt;  • school boards are exempt from the obligation pertaining to extended day or before/after school programs operated by a third party where a program is not viable (fewer than 20 children)</td>
<td>Under the <em>Education Act</em>, where a board chooses to ensure the operation of a before/after school program offered by a third party, it must be:  &lt;br&gt; • delivered on at least every instructional day;  &lt;br&gt; • delivered on the school premises;  &lt;br&gt; • led by a Registered ECE (or by an individual approved by a Director under the <em>Day Nurseries Act</em>); and  &lt;br&gt; • a day nursery program licensed under the <em>Day Nurseries Act</em>  &lt;br&gt; The following conditions are also to be met for a school board to enter into an agreement with a third party to offer the before/after school program:  &lt;br&gt; • operators of third party programs must be not-for-profit entities or municipalities (some exceptions may apply for school boards with pre-existing written agreements in place with for-profit operators, or where a school board is unable to reach an agreement with a not-for-profit operator or municipality and the operators and meets the requirements)  &lt;br&gt; • the third party operator must be eligible to receive fee subsidy payments for children enrolled in the program.  &lt;br&gt; • the content of the third party program must be the same content that a school board is required to include in a board-operated extended day program.  &lt;br&gt; • the third party operator must ensure that its staff or contractors report to a school’s principal when they become aware that a pupil of the board may have engaged in an activity that could be grounds for suspension or expulsion.</td>
<td>• 2011: EL4  &lt;br&gt; • 2010: EL12  &lt;br&gt; • 2010:EL10  &lt;br&gt; • 2010:EL6  &lt;br&gt;<a href="http://www.edu.gov.on.ca/kindergarten/memosummary.html">http://www.edu.gov.on.ca/kindergarten/memosummary.html</a>  &lt;br&gt; • O.Regulation 509/10  &lt;br&gt;<a href="http://www.e-laws.gov.on.ca/html/source/regs/english/2010/elaws_src_regs_r10509_e.htm">http://www.e-laws.gov.on.ca/html/source/regs/english/2010/elaws_src_regs_r10509_e.htm</a>  &lt;br&gt; • 2010: B1 - Encouraging Facility Partnerships  &lt;br&gt;<a href="http://faab.edu.gov.on.ca/Memos/B2010/B_1.pdf">http://faab.edu.gov.on.ca/Memos/B2010/B_1.pdf</a></td>
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<td>Schools First Child Care Capital Retrofit Policy</td>
<td>• a policy intended to guide the education and child care sectors as they plan for and repurpose school space to transition to serving children 0 to 3.8 years</td>
<td>• although school boards are responsible for managing capital investments, plans shall be developed and approved jointly by both school boards and CMSMs/DSSABs</td>
<td>• 2012:EL3 <a href="http://www.edu.gov.on.ca/eng/policyfunding/memos/july2012/Schools-FirstChildCarePolicy.pdf">http://www.edu.gov.on.ca/eng/policyfunding/memos/july2012/Schools-FirstChildCarePolicy.pdf</a> and <a href="http://faab.edu.gov.on.ca/Memos/SB2013/SB09E%20Attach.pdf">http://faab.edu.gov.on.ca/Memos/SB2013/SB09E%20Attach.pdf</a></td>
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<td>• funding totalling $113M over three years provided to school boards</td>
<td>• data on Year 2 expenditures and projects completed must be submitted by November 14, 2014</td>
<td>• 2012:EL4 <a href="http://www.edu.gov.on.ca/eng/policyfunding/memos/nov2012/2012EL4.pdf">http://www.edu.gov.on.ca/eng/policyfunding/memos/nov2012/2012EL4.pdf</a></td>
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<td>• all submitted projects must align with the eligible expenses/ineligible expenses outlined on page 2 of the 2012:EL4 memorandum and fall within the school board’s funding allotment</td>
<td>• planning template and attestation are required to be submitted by February 28th, 2015 to <a href="http://www.edu.gov.on.ca/eng/policyfunding/memos/nov2012/2012EL4.pdf">SFCCC.earlylearning@ontario.ca</a> and copied to the regional Education Officer and Child Care Advisor</td>
<td>• <a href="http://faab.edu.gov.on.ca/Memos/SB2013/SB09E.pdf">http://faab.edu.gov.on.ca/Memos/SB2013/SB09E.pdf</a></td>
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<td>• those capital projects that are eligible under the policy described in Memorandums 2012: EL3 and EL4 do not require an ATP (approval to proceed) unless the project is associated with a larger capital project that requires an ATP such as an addition or major retrofit. (less than $250,000.00)</td>
<td>• allocated funds not spent in a given year may be carried forward to the next year, however all monies must be fully expended by August 31, 2015</td>
<td>• <a href="http://www.edu.gov.on.ca/eng/policyfunding/memos/nov2013/2013EY3.pdf">http://www.edu.gov.on.ca/eng/policyfunding/memos/nov2013/2013EY3.pdf</a></td>
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<td>• the funding is intended to support space conversion targets for each school board based at an average of 16 spaces per room in order to provide greater flexibility in implementation. Spaces should be reported to the maximum licensed capacity of the area converted.</td>
<td>• following consultation and agreement of the CMSM/DSSAB partner, plans may be updated at any point, with revised templates submitted to <a href="http://www.edu.gov.on.ca/eng/policyfunding/memos/nov2013/2013EY3.pdf">SFCCC.earlylearning@ontario.ca</a> and copied to the regional Education Officer and Child Care Advisor and budget projections with spending projections within the stated allocation</td>
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| Pupil Records       | in article 266.1 of the Education Act under the title **Pupil records privileged**, it states “(2) A record is privileged for the information and use of supervisory officers and the principal, teachers and designated early childhood educators of the school for the improvement of instruction and other education of pupil...” | as per the *Education Act* - duty for teachers and DECEs to co-operate and co-ordinate in the following areas:  
- planning and delivery of the full-day kindergarten program;  
- assessment and observation of children;  
- communicating with families;  
- maintaining a healthy social, emotional and learning environment.  
• the Education Act neither limits or prohibits designated early childhood educators from contributing to or signing student records and report cards in addition to the teacher-member of the Educator Team | • http://www.e-laws.gov.on.ca/html/statutes/english/laws_statutes_90c02_e.htm#BK442                                                                 |
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| Early Learning Leadership Strategy Funding | • establishes a senior school system Early Years Lead position to plan, consult, manage and support implementation of early years initiatives  
• ensures that school boards are able to have a presence at and engagement with community early years planning and service networks, and collaborate with CMSM/DSSAB partners and other stakeholder groups | • the Early Years Lead position is funded at a Supervisory Officer level  
• key responsibilities for the EY Lead are to provide leadership of system-wide implementation of the vision of a high-quality, accessible and increasingly integrated early years programs and services, development of policies, protocols, programs, standards and strategies, coordination of a system plan to strengthen integration of full-day kindergarten, child care and early years programs and services in each school community, and advance knowledge building by contributing to the review, administration and application of performance measures and indicators  
• Early Years Leads develop system leadership capacity through the activities of the board Early Years Leadership Team  
• school board Early Years Leads work with Early Years Implementation Branch Education Officers and Child Care Advisors to ensure that reports and documentation required by the Ministry are completed and received by the ascribed due dates, and through their participation in Regional Joint Early Years Lead and CMSM/DSSAB Meetings | • 2013:EL2 [http://www.edu.gov.on.ca/eng/policyfunding/memos/june2013/2013EL02.pdf](http://www.edu.gov.on.ca/eng/policyfunding/memos/june2013/2013EL02.pdf)  
• Ontario Early Years Policy Framework [http://www.edu.gov.on.ca/childcare/OntarioEarlyYear.pdf](http://www.edu.gov.on.ca/childcare/OntarioEarlyYear.pdf) |
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| Obligation for School Boards to Offer Full-Day Kindergarten (schools without kindergarten programs) | • in July 2014 two regulations were filed in support of the full roll out of FDK by clarifying the obligation for school boards to offer the program  
• school boards are obliged to offer FDK in all schools in which instruction is provided in Grade 1 (instead of every elementary school of the board in which instruction is given in some or all of the primary division)  
• single track French Immersion schools with a Grade 1 entry point are exempted from the obligation to offer FDK (if the board policy relating to single track FI entry points was in place as of June 26, 2014)  
• single track French Immersion schools with a kindergarten entry point are exempted from the obligation to offer FDK to JK students (if the board policy relating to single track FI entry points was in place as of June 26, 2014) | • families of children ages four and five have access to full-day kindergarten programs  
• the clarification in regulation avoids inadvertently capturing some schools (i.e. those organized to serve only grades 3 to 6) in the obligation to provide an FDK program  
• school boards are still obligated to ensure that all families have access to an FDK program | links are not yet posted on the Ministry’s website - links will be added once they are |
The Ministry of Education regularly provides updates as well as publishing the memoranda sent to school board regarding the implementation of full-day kindergarten on its public website. Here are a few links which you may find helpful:

- up-to-date information regarding the full-day kindergarten program (http://www.edu.gov.on.ca/kindergarten/)
- a summary of Early Learning memoranda sent to school boards (http://www.edu.gov.on.ca/kindergarten/memosummary.html)
- a summary of all Policy/Program Memoranda sent to school boards (http://www.edu.gov.on.ca/extra/eng/ppm/ppm.html)
- memoranda sent to school boards relating to funding policy and other financial matters (http://faab.edu.gov.on.ca/Memos.htm)