

Ministry of Education

Deputy Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Sous-ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2



MEMORANDUM TO: Directors of Education
Secretary/Treasurers of School Authorities

FROM: Deputy Minister
Bruce Rodrigues

DATE: April 12, 2017

SUBJECT: 2017-18 School Year Education Programs – Other (EPO)
Funding

The Ministry of Education is pleased to announce its 2017-18 projected EPO funding in conjunction with the release of Grants for Student Needs (GSN) funding.

Context

The ministry's vision for education, *Achieving Excellence: A Renewed Vision for Education in Ontario*, recognizes that Ontario's future economic and social stability requires a publicly funded education system that is anchored in high quality learning. Beginning with the youngest of learners and continuing through to post-secondary pathways, it responds to the demands of today's global competitive environment.

The path forward will build on this sound foundation and continue our progress on student achievement, well-being and equity for learners within Ontario's publicly funded education system.

Education Program – Other (EPO) funding will continue in the upcoming school year to support school boards' ability to implement targeted initiatives that meet the needs of its student demographic to both advance and protect the gains made under the ministry's Renewed Vision mandate.

The ministry will continue to strive to simplify the reporting processes and requirements for EPO transfer payments. The goal of this is to reduce administrative burden, improve financial resource management and better support the renewed vision. The ministry will also continue to examine opportunities to streamline EPO, such as by transferring programs to the GSN.

.../2

Last year, the Renewed Math Strategy was announced in a separate memo. This year, the Renewed Math Strategy, along with other EPO programs, is contained in this memo.

Funding Allocations

To facilitate school boards' budget planning for the 2017-18 school year, we confirm that \$140.4 million of EPO funding will be allocated to school boards and school authorities to support ministry priorities. Within this amount:

- \$101.4 million is allocated by program and by school board in this memorandum; and,
- \$39.0 million has been allocated by program, with school board allocations to be confirmed later in the year.

The following tables illustrate the above monetary breakdown by initiative:

	Allocation (\$M)
Section 1: Program Allocation by School Board	
Autism Supports and Training	3.0
Autism: Supporting Transition to the New Ontario Autism Program	8.9
Community Use of Schools: Outreach Coordinators	6.4
Community Use of Schools: Priority Schools	7.5
Focus on Youth Program	8.0
French-Language eLearning Strategy	0.2
French-Language School and Student Support Grades 7 to 12	0.0
Managing Information for Student Achievement (MISA)	1.4
Politique d'aménagement linguistique (PAL) Initiatives	0.1
Professional Development	3.5
Renewed Math Strategy K-12	55.0
Support French Language Literacy Strategies	0.2
Supporting Implementation of Policies and Programs	0.4
Supporting Implementation of Revised Kindergarten Program and the Addendum to Growing Success	0.5
Well-Being: Safe, Accepting and Healthy Schools and Mental Health	6.4
Total	101.4

Note: Total may not add due to rounding

Section 2: Program Allocation By School Board To Be Confirmed In-Year	To be Allocated (\$M)
Board Leadership Development Strategy and Mentoring for All Fund	4.8
Early Year Leads Program	8.9
Equity and Inclusive Education - Parent Engagement	0.9
Gap Closing in Literacy Grades 7-12	1.7
Indigenous Four Directions	0.2
Indigenous Learning and Leadership Gatherings	0.3
Indigenous Re-engagement	0.1
Indigenous Support and Engagement Initiative	1.9
International Education	0.4
Re-engagement (12 & 12+)	1.2
Special Education - French-Language District School Boards	5.0
Specialist High Skills Majors (SHSM)	6.6
Student Engagement	1.6
Teacher Learning and Leadership Program (TLLP)	4.4
Tutors in the Classroom	1.2
Total	39.0

TOTAL PROGRAM ALLOCATION	140.4
---------------------------------	--------------

Section 1. Program Allocations with School Board Detail

Program funding of \$101.4 million has been allocated board by board (See Appendix A for details).

Autism Supports and Training (\$3.0M)

All boards will continue to receive funding to support training on Applied Behaviour Analysis (ABA) instructional methods, with increasing skill development to implement ABA instructional methods in the classroom, targeting school based teams, including teachers and other educators working with students with Autism Spectrum Disorder (ASD) and reflecting the individual well-being needs of all students.

Autism: Supporting Transition to the New Ontario Autism Program (\$8.9M)

As announced last June, the Ministry is allocating additional funding over two years to support the transition to the new Ontario Autism Program implemented by the Ministry of Children and Youth Services. In the 2017-18 school year, the second and final year of this investment, all boards will receive funding to strengthen their capacities during this transition. The funding can be used to hire additional personnel and provide team release time to ensure effective transition to school for students with autism spectrum disorder (ASD) and to strengthen educators' capacity to support students with ASD.

Community Use of Schools: Outreach Coordinators (\$6.4M)

Funding is allocated to enable school boards to hire Outreach Coordinators who help ensure the effectiveness of the Community Use of Schools program at the local level through activities such as program coordination, outreach, information sharing, and data collection. The Community Use of Schools program helps all schools offer affordable access to indoor and outdoor school space to not-for-profit groups outside of school hours.

Community Use of Schools: Priority Schools (\$7.5M)

The Priority Schools Initiative, a component of the Community Use of Schools program, helps a set of schools provide not-for-profit groups free after-hours access to school space in communities that need it most.

Focus on Youth Program (\$8.0M)

Funding for this program is intended to support the partnership between select school boards and local community agencies to provide summer and after-school programming and employment opportunities for students in high-needs neighbourhoods to enhance youth well-being in those neighbourhoods.

French-Language eLearning Strategy (\$0.2M)

Students attending French-Language school boards have access to e-learning and blended learning that foster the development of global competencies. This funding will support the hiring of two additional French-language e-Learning teachers as well as provide support to targeted French-Language school boards in the deployment of a data analysis intelligent business tools.

French-Language School and Student Support Grades 7 to 12 (\$0.03M)

Targeted French-Language school boards will receive funding to support the Student Success with evidence-based projects intended to ensure the long-term success and well-being of students. Initiatives such as Differentiated Instruction that build capacity through professional learning projects or the Re-engagement (12&12+) are some examples of projects that will continue to be funded.

Managing Information for Student Achievement (MISA) (\$1.4M)

Managing Information for Student Achievement (MISA) has the objective of increasing the capacity for data collection, information management and analytics within the education system. The funding recipients are Ontario's seven MISA Professional Network Centres (six regional English-language centres and one province-wide French-language centre) which are made up of member school boards. The end users are teachers, principals and board administrators who are involved in activities to increase capacity for utilizing information in support of positive student outcomes. The MISA PNC "lead" board will work with other member boards to plan, implement and assess capacity building projects.

Politique d'aménagement linguistique (PAL) Initiatives (\$0.1M)

Politique d'aménagement linguistique (PAL) has the objective of ensuring the protection, enhancement and transmission of the French language and culture in the minority settings that are French-language schools in Ontario. Launched in 2004, PAL is Ontario's overarching language planning policy for all 12 French-Language school boards. Its key goals (delivering high-quality instruction, building a francophone environment through partnerships) are very much aligned with those of Ontario's renewed vision for education (achieving excellence, ensuring equity, promoting well-being, enhancing public confidence). Consultations on the PAL were held with French-language stakeholders in 2014. The final report on the consultations included advice to support a renewal of the PAL and supports for continued implementation. Work is currently underway with education partners to update the policy document and develop related supports for implementation across the French-language education system.

Professional Development (\$3.5M)

As a result of the education sector labour negotiations, several targeted education investments were discussed including, a grant of \$2M to be allocated to school boards with ETFO education workers to be used for professional learning and a grant of \$1.5M to be allocated to school boards with OSSTF early childhood educator staff for professional learning. In both cases, boards and their local bargaining units are to meet to discuss use of the funds.

Renewed Math Strategy K-12 (\$55.0M)

Funding for the Renewed Mathematics Strategy (RMS) is designed to provide additional supports to all district school boards (DSB) with a focus on improving achievement in mathematics. This is intended to help the system achieve key goals related to the Strategy and aligns with the goals of *Achieving Excellence*, Ontario's renewed vision for education. That is, it recognizes the system's needs to increase mathematics achievement overall and close the mathematics achievement gaps, so that all students can succeed.

Funding is determined by a number of factors, including student achievement and school size components. The general funding model is to support all schools while providing increased support to some schools and intensive support to few schools.

Support French Language Literacy Strategies (\$0.2M)

Three targeted French-language school boards will receive funding for a third year to continue to participate in the pilot project research, in collaboration with Ottawa University, to promote effective practices in the use of the Effective literacy Guide *La littératie dans toutes les matières: Guide d'enseignement efficace de la 7^e à la 10^e année*, and the electronic portal *Trousse d'acquisition des compétences langagières en français (TACLEF)*. This project fosters the development of French-language competencies (oral communication, writing and reading) in all subjects by providing teachers with authentic practices to better respond to the needs of French-language learners. These tools also support non conversing new comer students, which numbers continually increase in French-language boards, by supporting their recruitment, welcoming and retention while also ensuring they become proficient in the French-language. The main goal of these projects is to ensure equity and inclusion in support of student achievement and well-being.

Supporting Implementation of Policies and Programs (\$0.4M)

This funding supports French-language school boards to provide the necessary training and support for the implementation of policies such as *Growing Success* and of revised curriculum documents, such as *International Language* and *Classical Studies*. The objective is to strengthen the instruction underlying these policies and programs: assessment as, for and of learning and inquiry-based learning. Training for *Classical Studies* and *International Language* curriculum was provided to English-Language school boards in 2015.

Supporting Implementation of Revised Kindergarten Program and the Addendum to Growing Success (\$0.5M)

In 2017 -2018, French-language school boards will receive an allowance for the implementation of the revised program. School boards will receive base funding in order to implement the program effectively. The funding will help school boards to build capacity, to promote the integration of learning expectations from the four frames (Appartenance et contribution, Autorégulation et bien-être, Manifestation des apprentissages en littératie et en numératie et Résolution de problèmes et innovation), to make children's voices heard in their environment and make their learning, thinking and theories (Assessment for Learning and as Learning) visible and to continue to support play-based and inquiry-based learning in the Kindergarten classes. Similar training was provided to English-Language school boards in the fall and winter 2016-17. Additional training sessions are being held in spring 2017.

Well-Being: Safe, Accepting and Healthy Schools and Mental Health (\$6.4M)

Promoting and supporting well-being is one of the four goals of Achieving Excellence, Ontario's vision for education. This allocation combines previous years' funding for safe and accepting schools and implementation of board mental health strategies in support of Ontario's comprehensive mental health and addiction strategy. In previous years, two separate funding allocations were provided. These allocations have continued to be bundled together to maximize boards' flexibility for better alignment and integration of work to support well-being at the local level. Boards will manage funds within the same bundle, to deliver outcomes in a cost-efficient way.

The purpose of this funding is to support school boards' work related to promoting well-being, such as targeted work to:

- support student well-being across the connected policy areas of mental health, safe and accepting schools, equity and inclusive education, and healthy schools;
- promote and support student well-being in the classroom, across the school and in the community;
- integrate student voice to holistically support student well-being by addressing the physical, cognitive, emotional and social components, as well as self-spirit;
- continue to develop and implement school board mental health and addictions three year strategies and one-year action plans;

- support equity and inclusive education to help the education community identify and remove discriminatory biases and systemic barriers in support of student achievement and well-being (including working with Equity and Inclusive Education (EIE) Networks);
- take further steps to implement a whole-school approach to promoting safe, inclusive and accepting schools; and,
- support strategies and activities that are aligned with the *Foundations for a Healthy School* resource.

Section 2. Program Allocations To Be Confirmed

Funding of \$39.0 million, as outlined below, has been allocated by program, with board-by-board allocations to be confirmed later in the year.

Board Leadership Development Strategy and Mentoring for All Fund (\$4.8M)

Leadership that transforms culture and optimizes conditions for teaching, leading and learning is central to *Achieving Excellence: A Renewed Vision for Education in Ontario*. In 2017-18, school boards will be provided with funding to support equity and diversity in succession planning for school and system leaders (with a particular emphasis on Supervisory Officers and Directors); capacity building; collaborative professionalism (PPM 159); evidence and research; the continued development of effective leadership practices and personal leadership resources through mentoring and coaching; and, a growth-oriented culture of continuous improvement.

Within the Board Leadership Development Strategy (BLDS) funding envelope, districts are encouraged to explore innovative practices that intentionally embed leadership into provincial priorities such as the Renewed Mathematics Strategy (RMS), the Well-Being Strategy, Indigenous Education, Global Competencies, and supporting students in applied courses, in care and with special education needs. The BLDS continues to support the goals of school and board improvement plans for student achievement and the board multi-year plan.

The *Mentoring for All* fund provides school boards with a funded opportunity to improve the quality of supports and professional learning opportunities available to mentors in a variety of roles. Powerful learning designs like mentorship de-privatize instruction, foster collaboration, and support educator leadership via the intentional sharing of knowledge and practice between colleagues. School boards are best positioned to offer a continuum of mentorship based on the authentic learning needs of the mentors they support.

School boards will be given the opportunity to combine BLDS and PLE to provide support along a continuum of mentorship roles that could include: associate teachers, NTIP mentors, VP/P mentors, ECE mentors, business and facilities mentors and board consultants and coordinators.

Early Years Leads Program (\$8.9M)

Funding will be allocated to school boards to continue to support a minimum of a 0.5 FTE of the Early Years Lead position (EY Lead), funded at the Supervisory Officer level. The primary objectives of this position include:

- leadership of system-wide implementation of the vision of creating a system of responsive, high quality, accessible, and increasingly integrated early years programs and services that contribute to healthy child development as outlined in the Ontario Early Years Policy Framework;
- development of policies, protocols, programs, standards, and strategies as required to ensure consistently high quality early years programs and services;
- 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 in the early years community by contributing to the development, review, administration and application of performance measures and indicators.

In the 2017-18 school year, an allocation of \$8.4 million will be provided for ongoing EY Lead positions and one-time funding of \$0.5 million for professional development/release time for educators. Board allocations will be communicated in time for the upcoming school year.

Equity and Inclusive Education - Parent Engagement (\$0.9M)

Funding is provided to support seven school board-led Equity and Inclusive Education (EIE) Implementation Networks (six regional English-language networks and one provincial French-language network). A total of \$875,000 is provided for the networks to support the effective implementation of Ontario's Equity and Inclusive Education Strategy, Parent Engagement policy, and to share promising practices in schools and boards across the province.

Gap Closing in Literacy Grades 7-12 (\$1.7M)

All English language district school boards may apply for additional funding to enhance capacity building for effective and differentiated instruction to meet the assessed needs of students who require additional support in literacy.

Indigenous Four Directions (\$0.2M)

Four Directions First Nations, Métis and Inuit Graduation Coach Approach (Four Directions Approach) provides intensive supports to Indigenous learners and their families with the goal of seeing each learner through to graduation.

Indigenous Learning and Leadership Gatherings (\$0.3M)

This program provides leadership development opportunities to Indigenous students (from Grades 7-10) in a culturally relevant context with the aim of supporting student engagement. Funding is provided to lead boards to support the planning, implementation and evaluation of the program.

Indigenous Re-engagement (\$0.1M)

Funding will be allocated to selected English-language school boards in 2017-18 to provide support as they contact, mentor and monitor self-identified Indigenous students in grade 9-12 who have left school.

Indigenous Support and Engagement Initiative (\$1.9M)

The Indigenous Support and Engagement Initiative combines funding for boards eligible to participate in both the Indigenous Achieving Excellence in Applied Courses (AEAC) Initiative and the Indigenous Re-engagement Initiative. Funding is used to employ a full time staff member responsible for re-engaging Indigenous students who have withdrawn from school, and working with the AEAC professional learning team.

International Education (\$0.4M)

To implement the Ontario's Strategy for K-12 International Education curriculum document. The ministry will take a leading role in championing international education as essential for twenty-first century learning and the development of global competencies and global citizenship through programming in Ontario schools and international learning experiences. The provision of grants to individual school boards will facilitate the early adoption of the strategy document. It will provide boards with resources to develop international education experiences for students, initiate an international education certificate program or to encourage the collaborative design of a program model between boards.

Re-engagement (12 & 12+) (\$1.2M)

Funding will be allocated to all English-language school boards in 2017-18 to provide support as they contact, mentor and monitor students who, despite being close to graduation, have left school.

Special Education – French-Language District School Boards (\$5.0M)

As a result of the education labour discussions, an agreement was reached to provide \$5M in the 2017-18 school year to collect data and information on the challenges of teaching and supporting students with special needs in the classroom.

Specialist High Skills Major (SHSM) (\$6.6M)

Funding for Specialist High Skills Major programs is provided to school boards both through the GSN (approximately 75% of the total funding) and through an EPO transfer payment (25% of the total funding). The funding allocation to a board may change if student enrolment or program offerings differ from the approved programs resulting from the board's 2015-16 SHSM application.

These funds are to be used by school boards to address costs related to the delivery of SHSM programs in the following expenditure categories:

- certification and training programs for SHSM students;
- tracking students completion of the SHSM components;
- equipment purchases and consumable expenditures;
- development/renewal of connections with local business and community partners; and,
- teacher professional development.

Student Engagement (\$1.6M)

SpeakUp Project Grants support student-led projects that work towards improving student engagement and the school community. All school boards are invited to encourage students from grades 7 -12, and in particular, students who are not yet achieving success, to apply for a *SpeakUp* Project grant.

Teacher Learning and Leadership Program (TLLP) (\$4.4M)

This program is aimed at experienced teachers and involves self-directed learning and sharing based on ministry, board or school priorities. It enhances opportunities for experienced teachers to expand their knowledge and leadership skills, and share exemplary practices with others. Since the program began in 2007, over 1,000 projects involving the work of approximately 45,000 teachers have been approved for funding.

Tutors in the Classroom (\$1.2M)

With this funding, boards are able to hire and train postsecondary students to tutor elementary students. The tutors support the work of classroom teachers by working with students to reinforce skills and concepts. Funding is accessed by board application and will be finalized later in the year.

Next Steps

If you require further information about these initiatives, please contact your regular ministry program contacts or the office of the Assistant Deputy Minister responsible for the program.

The ministry looks forward to continuing our working partnership with the school boards. Your commitment to achieving excellence for all our students and providing effective leadership are valued. Together in partnership, I am confident that we can provide high quality education to our students and allow them to reach their full potential.



Bruce Rodrigues
Deputy Minister of Education

Copy: Superintendents of Business and Finance

Frank Kelly, Executive Director, Council of Ontario Directors of Education

Monique Ménard, Chair, Council of Ontario Directors of Education

Martyn Beckett, Assistant Deputy Minister, Learning and Curriculum Division

Andrew Davis, Assistant Deputy Minister (A), Education Labour Relations
Division

Denise Dwyer, Assistant Deputy Minister, Leadership and Learning Environment
Division

Denys Giguere, Assistant Deputy Minister (A), French Language, Aboriginal
Learning and Research

Shannon Fuller, Assistant Deputy Minister, Early Years Division

Cathy Montreuil, Assistant Deputy Minister, Student Achievement Division

Bohodar Rubashewsky, Assistant Deputy Minister, Chief Administrative Officer

Joshua Paul, Assistant Deputy Minister (A), Financial Policy and Business
Division