

# **Results-based Plan Briefing Book 2008/09**

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**Ministry of Education**

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## **Part I: Results-based Plan 2008/09**

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### **Ministry of Education**

## **PART I: PUBLISHED RESULTS-BASED PLAN 2008-09**

### **MINISTRY OVERVIEW**

The Ministry of Education strives to promote a strong, vibrant, publicly funded education system that is focused on three goals: high levels of student achievement, reduced gaps in student achievement and high levels of public confidence.

### **VISION**

Ontario students will receive the best publicly funded education in the world, measured by high levels of achievement and engagement for all students. Successful learning outcomes will give all students the skills, knowledge and opportunities to attain their potential, to pursue lifelong learning, and to contribute to a prosperous, cohesive society.

### **MISSION**

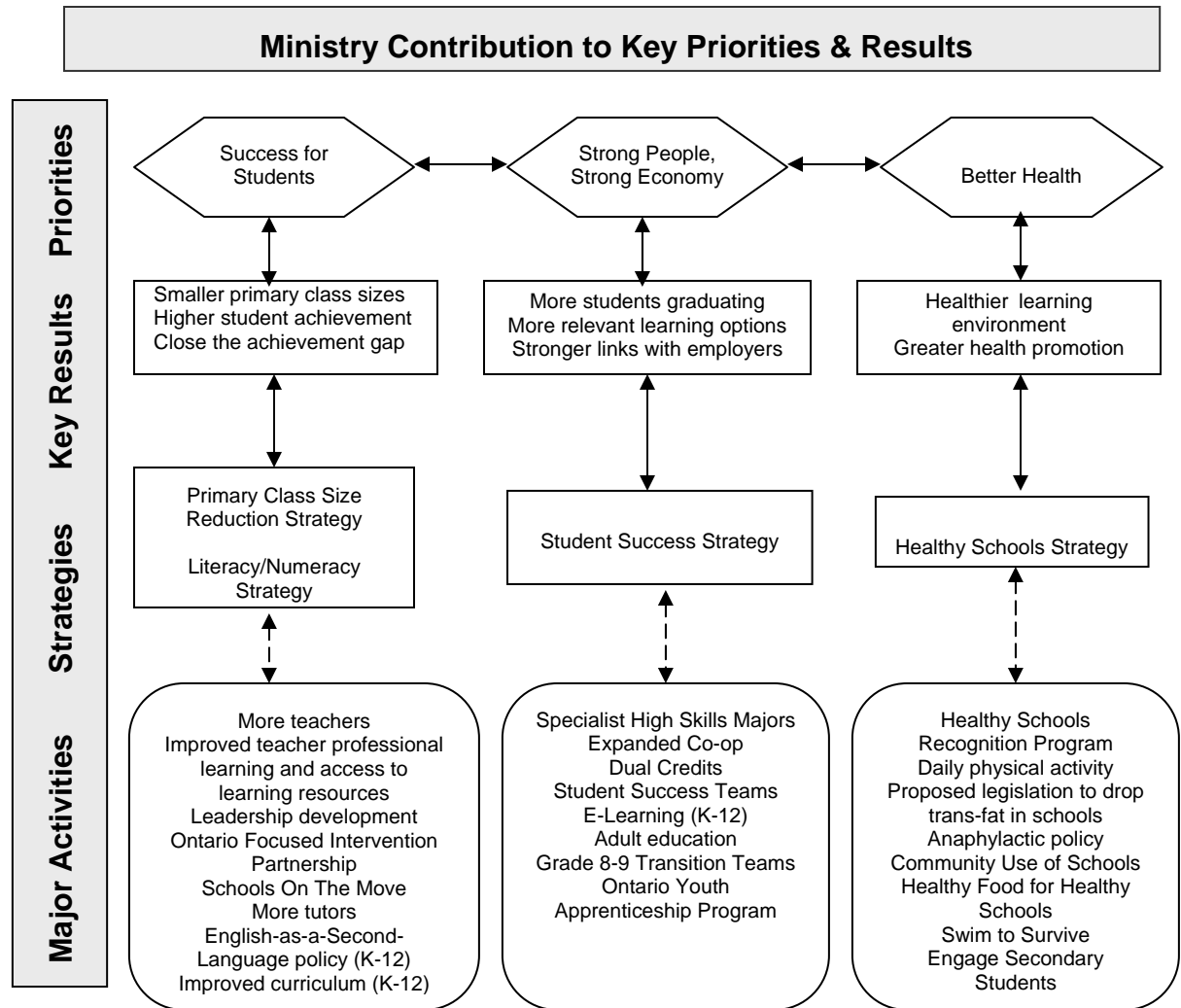
The ministry seeks to energize Ontario's publicly funded education system through stronger partnerships. The wisdom of educators and all those working in the education sector will continue to be sought and valued. Parents will be engaged more in the education of their children. Students will be given a stronger voice in the education they are receiving. More relationships with employers and local leaders will be strengthened to improve linkages between schools and communities.

These partnerships will create a publicly funded education system that can reach every student.

### **KEY PRIORITIES AND RESULTS**

The ministry's work supports three government priorities.

- Success for Students
- Strong People, Strong Economy
- Better Health



### Success for Students

Student achievement from kindergarten to Grade 12 is the top priority in education. The overall skill and knowledge level of Ontario’s students must continue to rise to remain competitive in a global economy. At the same time, the achievement gap must continue to be closed between students who excel and students who struggle because of personal, cultural or academic barriers.

The government has implemented a number of initiatives to ensure more students succeed. These include the Primary Class Size Reduction Strategy and the Literacy/Numeracy Strategy. The government’s Student Success Strategy is included in the Strong People, Strong Economy priority section; however this strategy is also vital to support the Success for Students priority.

The [Primary Class Size Reduction Strategy](#) is lowering class sizes for students in junior kindergarten to Grade 3 classrooms. This is providing students with more individual attention so they have a better chance to succeed throughout school and beyond.

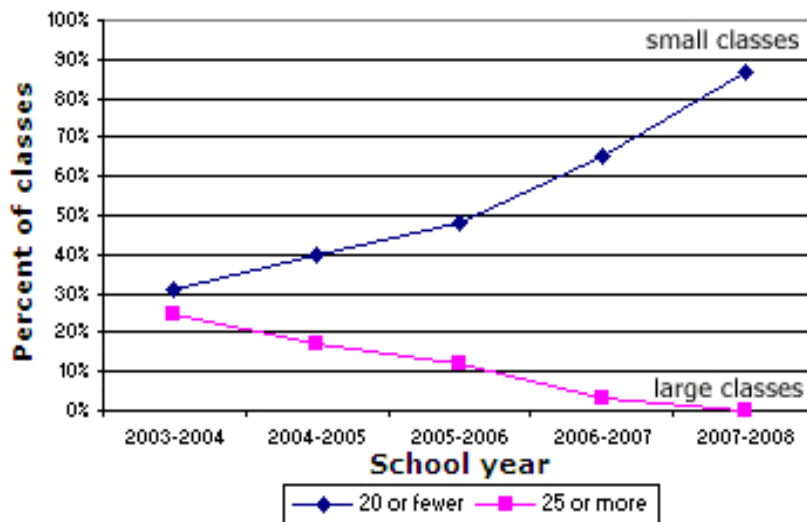
In 2003-04, twenty-five per cent of classes had 25 or more students, while only 32 per cent of primary students were learning in classes of 20 or fewer.

Additional annual funding will reach over \$410 million in 2008-09 to support more than 5,100 primary teachers.

*Performance Measure*

In 2007-08, 88.4 per cent of kindergarten to Grade 3 classrooms had 20 or fewer students. In addition, 0.1 per cent of primary classrooms had 25 or more students.

The government’s target is 90 per cent of classrooms with 20 of fewer students and no classroom with more than 23 students.



The [Literacy/Numeracy Strategy](#) is focused on helping students establish a solid foundation in reading, writing and math by age 12.

Five years ago, only 54 per cent of students were achieving the provincial standard in reading, writing and math assessments. Students who struggle with these skills often become discouraged and later drop out of school.

The government has implemented a number of programs to help more young students succeed.

- [More professional learning opportunities](#) have benefited thousands of teachers and administrators.
- [The Ontario Focused Intervention Partnership](#) supports about 1,100 low-performing elementary schools (based on EQAO results over 3 years) by providing funding for literacy and numeracy resources and professional learning for teachers and principals.
- [The Schools On The Move](#) encourages elementary schools to network with each other to share successful strategies that make a difference for student learning in literacy and numeracy.
- [More than 3,500 postsecondary students](#) were trained and hired to tutor elementary school students.

### *Performance Measure*

The majority of results on all Grade 3 and 6 [provincial reading, writing and math tests](#) have improved by at least 10 percentage points since 2003.

In 2006-07, 65 per cent of Grade 3 students scored at or above the provincial standard, a gain of 11 percentage points from 2002-03 and consistent with 2005-06. At the same time, 62 per cent of Grade 6 students scored at or above the provincial standard, a gain of seven percentage points and consistent with 2005-06.

The government's goal is to have 75 per cent of 12-year-old students meet the provincial standard. This is equivalent to achieving 70 per cent or a "B" grade in reading, writing and mathematics.

### **Strong People, Strong Economy**

A strong publicly funded education will help ensure the long-term success of the province's economy. Ontario remains focused on helping more students achieve success in high school and graduate with high quality skills and knowledge. This will provide Ontario with the innovators and leaders it needs to keep the economy strong in the future.

The [Student Success Strategy](#) helps students in Grade 7 to 12 tailor their education to their individual strengths, goals and interests, and attract back students who have left school without finishing their diploma.

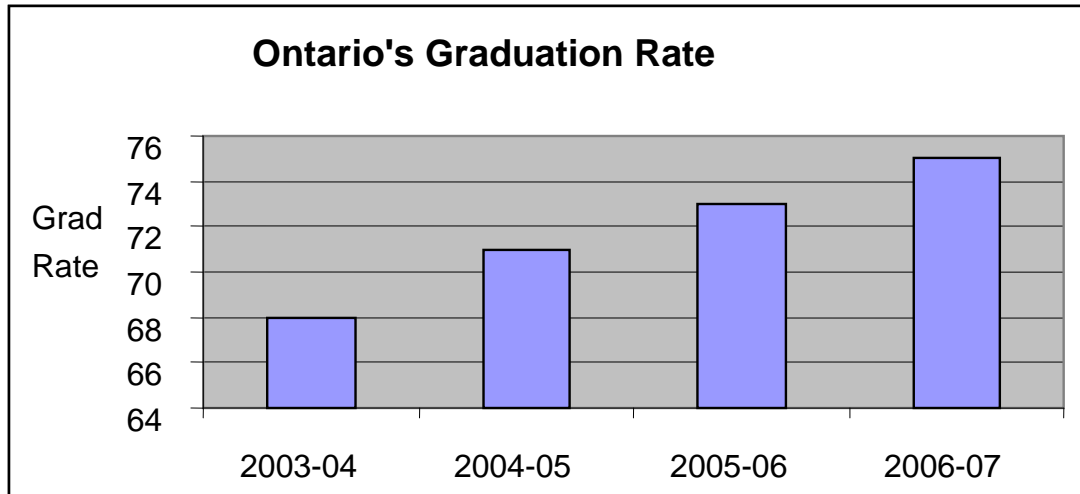
Nearly one-third of students were not completing their high school education only four years ago. They faced a future with an increased risk of unemployment, financial difficulties and social issues.

There are many new programs for students pursuing university, college, apprenticeships or the workplace after graduation.

- [Specialist High Skills Majors](#) let students focus on a career path that matches their skills and interests. Each major is a bundle of 8-10 classroom courses, workplace experiences and sector certifications in a selected economic sector.
- [Expansion of Cooperative Education](#) allows high school students to apply two co-op credits towards their 18 compulsory credit requirements for graduation. Credits earned in co-op can also be used to meet optional diploma requirements.
- [Student Success Teams](#) provide high school students with extra attention and support when needed. These teams are made up of a principal, a student success teacher, a special education teacher and a guidance counsellor.
- [Dual Credits](#) allow students to earn a number of credits by participating in apprenticeship training and college courses. Courses count towards both their high school diploma and their college diploma/degree or apprenticeship certification.

### *Performance Measure*

Ontario's graduation rate has increased from 68 in 2003-04 to 75 per cent in 2006-07. That means a total of 22,500 additional Ontario students have graduated. The government has set an 85 per cent graduation rate target by 2010-11.



### Better Health

Health is a priority in Ontario’s education system. Healthy students have demonstrated higher levels of learning and skill development. Healthy students are also more likely to be healthy adults; improving their quality of life and reducing their impact on the health care system.

The [Healthy Schools Strategy](#) is focused on supporting learning and growing through good food, daily physical activity and health promotion.

With childhood obesity rates on the rise, the government has taken action to create a healthier learning environment for students.

- [Legislation](#) was introduced to drop trans fat from school cafeterias and address nutrition standards for schools.
- [The Healthy Schools Recognition Program](#) was created to encourage schools to declare a commitment to developing a healthier learning environment.
- [Twenty minutes of daily physical activity](#) were incorporated into class time in elementary schools.
- [An anaphylactic policy](#) was required to be put in place at all school boards.
- Secondary students were encouraged to lead and participate in activities focused on making their school healthier.

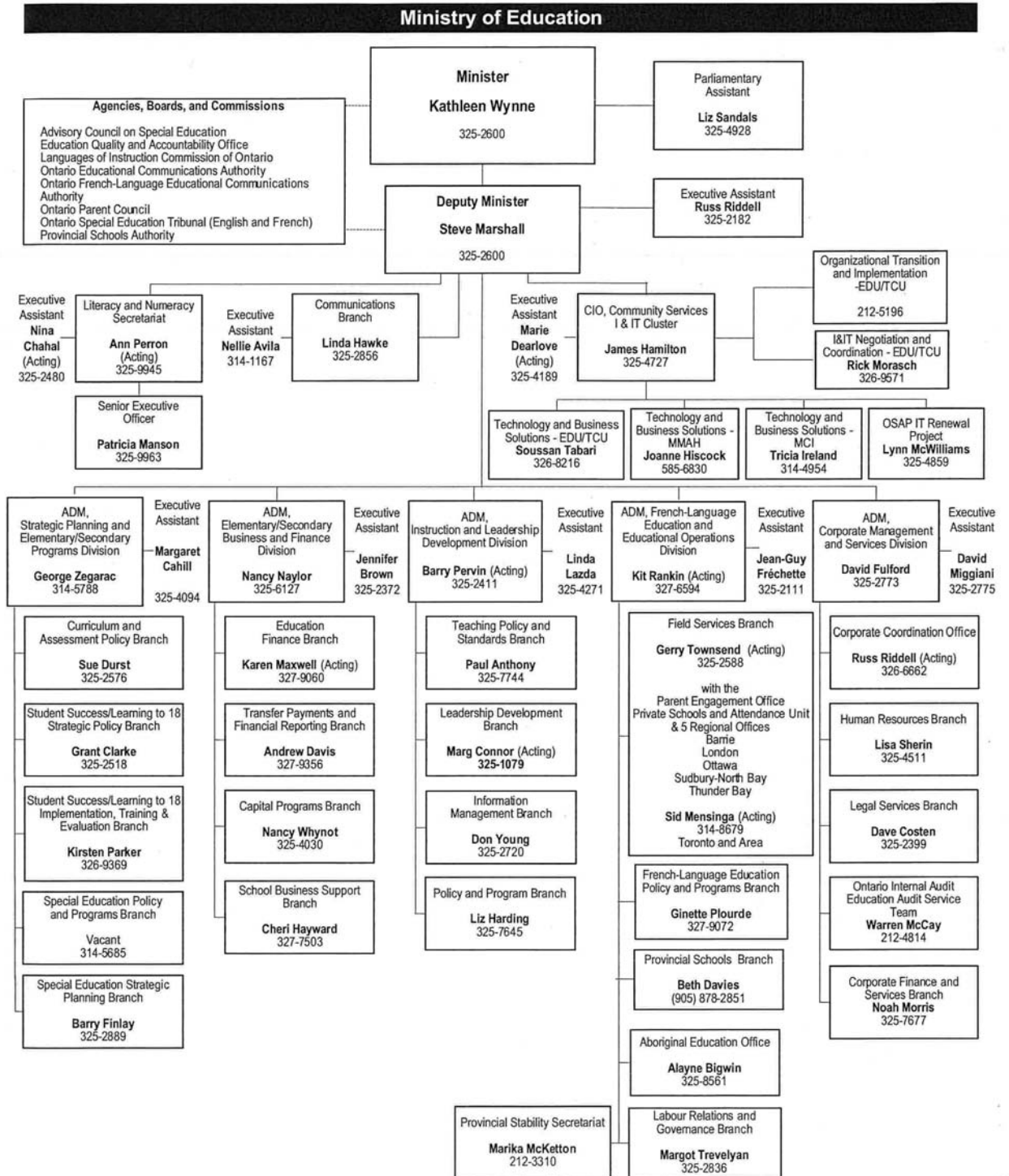
### *Performance Measure*

The first year of the Healthy Schools Recognition Program was a success with 1,300 schools registering to participate. Teachers, students and parents from each school identified at least one activity they would undertake to make their school a healthier place to learn.

### **Reach Every Student**

There were a number of other initiatives launched in 2007-08 to help more students succeed. They will continue to be supported in 2008-09. The initiatives include:

- Reengaging a team of safety and education experts to improve school safety.
- Supporting amendments to the safe schools provisions of the Education Act that strike a balance between more effectively combining discipline with opportunities for students to continue their education.
- Funding psychologists, social workers, child and youth workers, attendance counsellors and others to help school boards make schools safer.
- Continuing to review and refine the school funding formula.
- Repairing, renovating and building schools to ensure students have a safe learning environment.
- Working with teachers' federations and school boards to ensure continued peace and progress.
- Coordinating the annual Premier's Awards for Teaching Excellence.
- Working with an advisor who will recommend the best way to implement full-day learning for four- and five-year-olds.
- Expanding Parenting and Family Literacy Centres.
- Supporting the Provincial Parent Board.
- Ensuring school boards provide Applied Behaviour Analysis (ABA) to students with autism who need it.
- Expanding the Community Use of Schools, Pathways to Education and Focus on Youth programs.
- Supporting the Aboriginal Education Strategy that is focused on increasing Aboriginal student achievement and raising awareness about First Nation, Métis and Inuit peoples' cultures, histories and perspectives in schools.

**MINISTRY ORGANIZATION CHART**


April 14, 2008

## LEGISLATION

Education Act, R.S.O. 1990, c.E.2 as amended by S.O. 1991, c.10; S.O. 1991, c.15; S.O. 1992, c.15; S.O. 1992, c.16; S.O. 1992, c.17; S.O. 1992, c.27; S.O. 1992, c.32; S.O. 1993, c.11; S.O. 1993, c.23; S.O. 1993, c.26; S.O. 1993, c.27, Sched.; S.O. 1993, c.41; S.O. 1994, c.1; S.O. 1994, c.17; S.O. 1994, c.23; S.O. 1994, c.27; S.O. 1995, c.4; S.O. 1996, c.2; S.O. 1996, c.11; S.O. 1996, c.12; S.O. 1996, c.13; S.O. 1996, c.32; S.O. 1997, c.3; S.O. 1997, c.16; S.O. 1997, c.19; S.O. 1997, c.22; S.O. 1997, c.27; S.O. 1997, c.31; S.O. 1997, c.32; S.O. 1997, c.43, Sched.; S.O. 1998, c.3; S.O. 1998, c.14; S.O. 1998, c.33; S.O. 1999, c.6; S.O. 1999, c.9; S.O. 2000, c.5; S.O. 2000, c.11; S.O. 2000, c.12; S.O. 2000, c.25; S.O. 2000, c.26, Sched; S.O. 2001, c. 8; S.O. 2001, c. 13; S.O. 2001, c. 14, Sched.; S.O. 2001, c.17; S.O. 2001, c.23; S.O. 2001, c.24; 2002, c. 7; 2002, c. 8, Sched. A; 2002, c. 8, Sched. I; 2002, c. 17, Sched. C.; 2002, c. 17, Sched. D; 2002, c. 17, Sched. F, Table; 2002, c. 18, Sched. G; 2002, c.22; 2003, c.2; 2004, c.8; 2004, c.31; 2005, c.4; 2005, c.5; 2006, c. 2; 2006, c. 5; 2006, c. 9, Sched. H; 2006, c. 10; 2006, c. 17; 2006, c. 21, Sched. F; 2006, c. 28; 2006, c. 32, Sched. C; 2006, c. 33, Sched. Z.3; 2006, c. 34; 2006, c. 35, Sched. C; 2007, c.7, Sched. 9; 2007, c. 14

EXCEPT: ss. 257.2.1; 257.5; 257.6(3) to (7); 257.7(3); 257.10(4),(5); 257.12; 257.12.1; 257.12.2; 257.12.3; 257.13 and 257.19(4), [see O.C. 1690/2003]

Governs elementary and secondary education in Ontario.

Education Quality and Accountability Office Act, 1996, S.O. 1996, c.11; S.O. 1997, c.31; 2004, c.8; 2004, c.17; 2006, c. 21, Sched. F; 2006, c. 35, Sched. C.

Establishes the Education Quality and Accountability Office, which evaluates the effectiveness of elementary and secondary education and assesses pupils' academic achievement

Fairness for Parents and Employees Act (Teachers' Withdrawal of Services) 1997, c. 32; 2006, c. 21, Sched. F

Provided for payments to parents in circumstances where teachers withdrew services.

Ontario College of Teachers Act, 1996, S.O. 1996, c.12, as amended by S.O. 1997, c.31; 2001, c.9; 2001, c.14; 2001, c.24; 2002, c.7; 2004, c.26; 2006, c. 10; 2006, c. 19, Sched. C; 2006, c. 21, Sched. F.

Establishes an independent professional regulatory body for Ontario teachers with Council comprised of elected teacher representatives and LGIC appointees. College sets standards of the profession, qualifications for registration by College and is responsible for discipline matters. All teachers in the public system must be members of the College.

Ontario Educational Communications Authority Act, R.S.O. 1990, c.O.12; 1997, c. 26, Sched.; 1999, c. 12, Sched. Q; 2002, c. 8, Sched. G; 2002, c. 8, Sched. I; 2002, c. 18, Sched. G; 2004, c. 17; 2006, c. 35, Sched. C.; 2007, Sched. 7.

Establishes broadcasting entity – TV Ontario - with mandate to provide educational broadcasting and delivery of distance education to students. Licensed by the CRTC, the federal broadcasting regulatory body.

Ontario Institute for Studies in Education Repeal Act, 1996, S.O. 1996, c.16

Repealed the Ontario Institute for Studies in Education Act.

Ontario School Trustees' Council Act, R.S.O. 1980, c.355

Establishes the Ontario School Trustees' Council

Ottawa-Carleton French-Language School Board Transferred Employees Act, R.S.O. 1990, c.O.44 as amended by 1992, c. 17; 1993, c. 11; 1993, c. 23; 1993, c. 27, Sched.; 1994, c. 1; S.O. 1997, c.31; 2002, c.17, Sched. F, Table.

Governs the transfer of employees from the former Ottawa and Carleton school boards to either of the former French-language school boards in Ottawa.

Provincial Schools Negotiations Act, R.S.O. 1990, c.P.35 as amended by S.O. 1996, c.12; S.O. 1997, c.31; 2003, c.2; 2006, c. 10; 2006, c. 19, Sched. L; 2006, c. 35, Sched. C.

Governs collective bargaining regime for teachers in provincial schools for blind and deaf through the Provincial Schools Authority, consisting of members appointed by the Government

Sabrina's Law, 2005, c.7.

Requires school boards to have an anaphylactic policy.

School Trust Conveyances Act, R.S.O. 1990, c.S.3; 2002, c.17, Sched. F, Table.

Empowers interested persons to act as trustees for accepting conveyances of land for the purposes of establishing a school

Teachers' Pension Act, R.S.O. 1990, c.T.1 as amended by S.O. 1991, vol.2, c.52; S.O. 1993, c.39; S.O. 1998, c.34; 2005, c. 31, Sched. 21; 2006, c. 33, Sched. Z.8.

Continues the Ontario Teachers' Pension Plan Board and provides for the governance and management of the pension plan for elementary and secondary school teachers and teachers in other designated institutions

Teachers' Pension Act, 1989, S.O. 1989, c.92; S.O. 1993, c.39; S.O. 1998, c.34

Schedule containing teachers' pension plan retained in force, but may be amended by partners.

Teaching Profession Act, R.S.O. 1990, c.T.2, amended 1991, vol.2, c.52; S.O. 1996, c.12; S.O. 1997, c.31; S.O. 2000, c.12; 2002, c.7; 2006, c. 21, Sched. F.

Establishes the Ontario Teachers' Federation to promote interests of teachers and profession. Every teacher is a member. Board made up of teacher unions.

Upper Canada College Act, R.S.O. 1937, c.373; 1958, c.120

Governs Upper Canada College

#### Notes:

1. Legislation of particular importance to the Ministry of Education administered by other ministries includes: Assessment Act, Municipal Elections Act, 1996, Municipal Act, 2001, Municipal Conflict of Interest Act, Municipal Freedom of Information and Protection of Privacy Act, Municipal Property Assessment Corporation Act, 1997 and the Immunization of School Pupils Act.
2. The Ministry of Education is also responsible for the administration of some "back-to-work" legislation, such as the Back to School Act, 1998, S.O. 1998, c. 13; and the Back to School Act (Hamilton-Wentworth District School Board), 2000, c. 23.
3. The list does not include all private Acts, which may be relevant to the Ministry of Education; nor does it include Acts that are purely amending Acts.

**Agencies, Boards and Commissions (ABCs)\***

<b>AGENCIES, BOARDS AND COMMISSIONS</b>	<b>2008-09 Expenditure Estimates</b>	<b>2007-08 Expenditure Interim Actuals</b>	<b>2006-07 Expenditure Actuals</b>
Advisory Council on Special Education	75,000	75,000	58,140
Ontario Educational Communications Authority (TVO)			
Operating	45,910,800	45,760,800	58,960,800
Capital Expense	3,400,000	7,290,000	-
Education Quality and Accountability Office	38,084,100	32,430,000	35,244,478
Languages of Instruction Commission	13,500	30,000	6,947
Ontario Special Education Tribunals	355,500	325,000	371,293
Provincial Schools Authority	30,100	30,100	13,509
L'Office des télécommunications éducatives de langue française de l'Ontario (TFO)			
Operating	17,800,000	22,800,000	-
Capital Expense	2,800,000	3,600,000	-

\* electronic version revised March 2010

***Minister's Advisory Council on Special Education***

The Minister's Advisory Council on Special Education advises the Minister of Education on any matter related to the establishment and provision of special education programs and services for exceptional students, including the identification and provision of early intervention programs for students with special education needs.

***Ontario Educational Communications Authority (TVO)***

TVO is governed by the *Ontario Educational Communications Authority Act*. TVO, as Ontario's publicly funded, educational media organization, provides high quality English-language educational programming and services through broadcast, distance education, and interactive web access. Distance education for elementary and secondary school credit is provided through the Independent Learning Centre. TVO's broadcast licence is governed by the federal *Broadcasting Act* and CRTC licensing.

The government is supporting TVO as it proceeds with conversion to digital broadcast as mandated by the CRTC. With TVO's renewed focus on its educational mandate, it continues to add new educational content to its programming to support Ontario's

learners from pre-schoolers to adults through lifelong learning opportunities.

### ***L'Office des télécommunications éducatives de langue française de l'Ontario (TFO)***

In 2007-08, French language programming will be enhanced through the establishment of a new autonomous agency, "*L'Office des télécommunications éducatives de langue française de l'Ontario*" (TFO), a new Franco-Ontarian institution that brings together education, culture and multimedia and that provides a new public awareness of the Franco-Ontarian community and its many accomplishments. TFO will continue to have separate responsibility for English language programming and the Independent Learning Centre.

### ***Education Quality and Accountability Office (EQAO)***

EQAO is an independent agency responsible for assuring greater accountability and enhancing of the quality of education in Ontario. This is achieved through the development and administration of large-scale student assessments and the public release of assessment findings together with recommendations for system improvement.

### ***Languages of Instruction Commission of Ontario***

The Languages of Instruction Commission of Ontario was established to help resolve disputes over the provision of education programs in the language of a French or English minority group. The commission intercedes in conflicts between school authorities and French-language rights holders groups.

### ***Ontario Special Education Tribunals (English / French)***

The Special Education Tribunals provide a final avenue of appeal for parents who disagree with recommendations of the Identification, Placement and Review Committee (IPRC), for either the identification of a pupil as an exceptional pupil or the placement of an exceptional pupil.

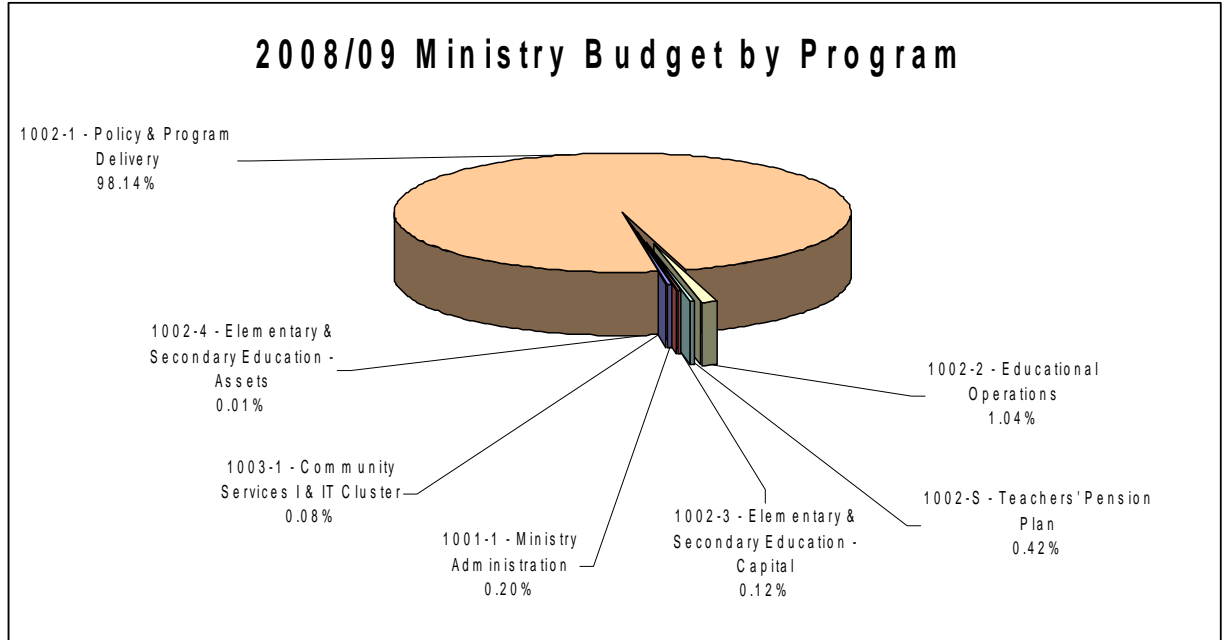
### ***Provincial Schools Authority***

The Provincial Schools Authority (PSA) was established in 1975 under the Provincial Schools Negotiations Act. The Act created a bargaining unit of all teachers employed in provincially operated schools. The PSA negotiates a collective agreement with the Provincial Schools Authority Teachers (PSAT) on behalf of the ministries of Education, and Community Safety and Correctional Services. The PSA is the employer of record for teachers, principals and vice-principals. It handles grievances, leaves and other administrative functions.

***Ontario Parent Council (inactive)***

## FINANCIAL INFORMATION

The following chart depicts the ministry's investment in 2008/09 in activities that provide Ontario students with an excellent and accountable elementary/secondary education, so their futures and that of the Province will be characterized by continued prosperity, stability and growth. The ministry's budget supports the key government priority "Student Success".



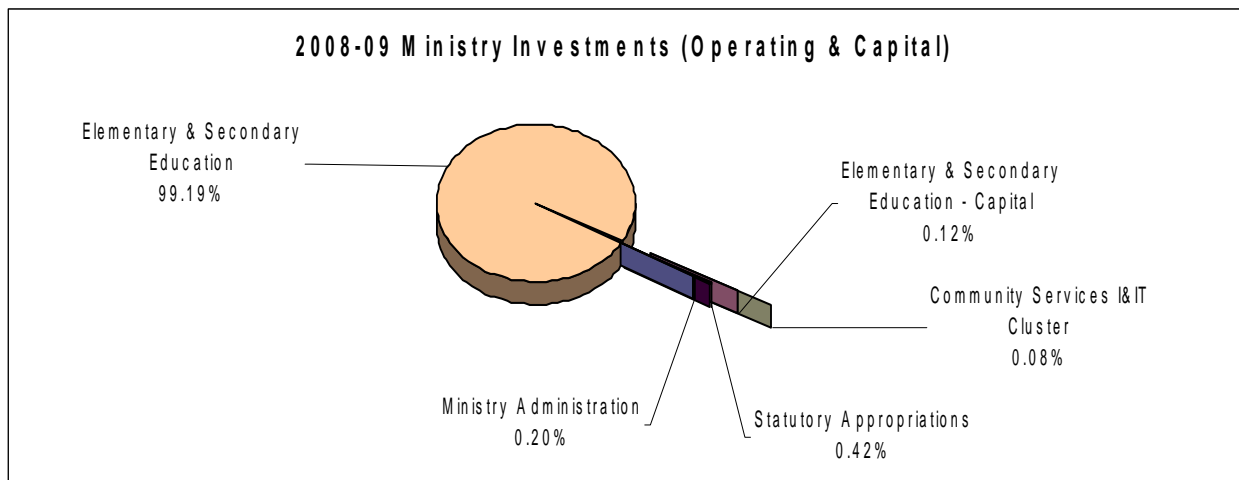
**Ministry Planned Expenditures 2008/09 (\$M)**

<b>Operating</b>	12,992.3
<b>Capital</b>	15.3
<b>TOTAL</b>	* 13,007.6

\* Note: includes Statutory Appropriations but does not include consolidation adjustments. After consolidation adjustments (for agency and school board expenses), the total 2008/09 planned expenditure is \$ 13,196.14M.

**Operating and Capital Summary by Vote**

Votes/Programs	Estimates 2008/09 \$	Change from Estimates 2007/08 \$	%	Estimates 2007/08 \$	Interim Actuals 2007/08 \$	Actuals 2006/07 \$
<b>OPERATING AND CAPITAL</b>						
Ministry Administration	25,531,000	1,657,400	6.94%	23,873,600	23,542,333	23,851,935
Elementary and Secondary Education	12,917,818,200	527,872,500	4.26%	12,389,945,700	12,236,537,253	11,573,632,923
Community Services I & IT Cluster	10,197,900	498,800	5.14%	9,699,100	12,598,100	1,000
Total including Special Warrants	12,953,547,100	530,028,700	4.27%	12,423,518,400	12,272,677,686	11,597,485,858
Less: Special Warrants	0	(3,455,072,300)	(100.00%)	3,455,072,300	0	
<b>Total to be Voted</b>	<b>12,953,547,100</b>	<b>3,985,101,000</b>	<b>44.43%</b>	<b>8,968,446,100</b>	<b>12,272,677,686</b>	<b>11,597,485,858</b>
Special Warrants	0	(3,455,072,300)	(100.00%)	3,455,072,300	0	0
Statutory Appropriations	54,064,014	(294,998,685)	(84.51%)	349,062,699	342,062,699	344,989,680
<b>Ministry Total Operating and Capital</b>	<b>13,007,611,114</b>	<b>235,030,015</b>	<b>1.84%</b>	<b>12,772,581,099</b>	<b>12,614,740,385</b>	<b>11,942,475,538</b>
<b>Assets</b>						
Elementary and Secondary Education	1,310,000	560,000	74.67%	750,000	750,000	750,000
Less: Special Warrants		(187,500)	(100.00%)	187,500		
<b>Total Assets to be Voted</b>	<b>1,310,000</b>	<b>747,500</b>	<b>132.89%</b>	<b>562,500</b>	<b>750,000</b>	<b>750,000</b>
Special Warrants		(187,500)	(100.00%)	187,500		
<b>Ministry Total Assets</b>	<b>1,310,000</b>	<b>560,000</b>	<b>74.67%</b>	<b>750,000</b>	<b>750,000</b>	<b>750,000</b>



## Appendix

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### Ministry of Education

## 2007/08 Annual Report

The Ministry of Education seeks to establish and maintain a high quality and sustainable publicly funded education system focused on the goals of high levels of student achievement, reduced gaps in student achievement and high levels of public confidence.

Strategies that are helping the ministry achieve these goals include:

- Investing \$18.3 billion overall in education in 2007-08, an increase of \$781 million over 2006-07. This includes adding a Program Enhancement Grant, Supported Schools Allocation and the First Nations, Métis and Inuit Education Supplement.
- Strengthening publicly funded education and continued improvements to the funding formula by investing an additional \$309 million in public funding over the next two years.
- Making TFO independent from The Ontario Education Communications Authority (TVO) with its own board of directors.
- Launching the Premier's Awards for Teaching Excellence and recognizing fifteen individuals as the first recipients.
- Launching the Healthy Schools Recognition Program and recognizing more than 1,200 schools that participated. The program brings together students, parents and community partners to find ways of making schools healthier.
- Improving the learning environment for students with autism spectrum disorders by directing all school boards to provide Applied Behaviour Analysis (ABA) to students who need it.
- Passing amendments to the safe schools provisions of the Education Act that strike a balance between more effectively combining discipline with opportunities for students to continue their education
- Providing the Toronto District School Board and Toronto Catholic District School Board with \$4 million to offer Toronto youth living in priority neighbourhoods new and enhanced community programs, employment opportunities and leadership activities through their local schools during the summer.

- Expanding Specialist High Skills Majors programs from 27 to 153 to help more high school students focus on graduation and a future career.
- Investing an additional \$73 million in Ontario's French-language schools. Per pupil funding for French-language school boards has grown by 42 per cent since 2003 – or \$317 million – reaching \$1.089 billion for the 2007-08 school year.
- Releasing the first-ever provincial English as a Second Language and English Literacy Development policy covering kindergarten to Grade 12 to help more students learning English as an additional language.
- Investing an additional \$25 million in the Ontario Focused Intervention Partnership (OFIP), which supports about 1,100 low-performing elementary schools by providing funding for literacy and numeracy resources and professional learning for teachers and principals.
- Expanding the Schools On The Move program to an additional 42 schools. This program encourages elementary schools to network with each other to share successful strategies that make a difference for student learning in literacy and numeracy.
- Ensuring all Ontario students learn more about the environment in the classroom in response to the report from the Curriculum Council and the Working Group on Environmental Education.
- Investing \$6 million in 89 Parenting and Family Literacy Centres across Ontario — 54 existing centres in Toronto and 35 new centres throughout the province.
- Improving the learning environment for students who are deaf or hard of hearing by permitting American Sign Language and Langue des signes québécoise to be used in Ontario schools.
- Investing \$12.2 million to help school boards make schools safer. This includes \$10.5 million to fund 170 psychologists, social workers, child and youth workers, attendance counsellors and others and one-time funding of \$1.7 million to provide 18 police officers who will work with school boards in Toronto, London and Hamilton to prevent bullying.
- Making it easier for parents to play an active role in their children's education by creating a Provincial Parent Board and funding parent involvement grants.
- Funding more than 1,300 projects across the province to help parents play a more active role in their children's education.

- Investing \$2 million in adult education for 14 community pilots that will improve navigation, develop assessment tools and increase collaboration.
- Expanding Pathways to Education program to more communities with \$19 million over four years.
- Introducing Healthy Food for Healthy Schools Act, 2007 that would, if passed, drop trans fat from food and beverages sold in school cafeterias.
- Reducing class size to 20 students or fewer in nearly 90 per cent of Kindergarten to Grade 3 classrooms.
- Increasing the investment in the Community Use of Schools program to \$66 million over the next four years so more people will find it easier and cheaper to use Ontario’s schools after hours.
- Providing school boards across the province with an additional \$40 million over the next four years to hire about 160 more library staff.
- Reengaging a team of safety and education experts to combat harassment and violence in schools. The team will focus on improving school safety by making recommendations aimed at preventing behaviour such as sexual harassment, homophobia and gender-based violence.

**Ministry Expenditures**

	<b>Ministry Actual Expenditures (\$M) 2007/08</b>
<b>Operating</b>	*12,598.6
<b>Capital</b>	17.1
<b>Staff Strength (as of March 31, 2008)</b>	2,112.95

\*Note: Includes Statutory Appropriations, Bad Debt expense, and reconciliation adjustments but does not include consolidation adjustments. This number is based on Interim Actuals, and final actual expenditures will be stated in the 2007-08 Public Accounts.