Part I: Results-based Plan 2013-14

Ministry of Education

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PART I: PUBLISHED RESULTS-BASED PLAN 2013-14

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. The ministry also supports success for children and families in the early years, with a focus on quality early years and child care programs and services.

Today, Ontario’s students are achieving at higher levels than ever before. Record numbers of students are earning their high school diploma. And public confidence in Ontario’s publicly funded education system has solidified, allowing the ministry to undertake bold transformations such as full-day kindergarten.

Mandate

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.

The ministry seeks to strengthen Ontario’s publicly funded education system through stronger partnerships, and by creating a more integrated early learning and child care system for children and their families.

The wisdom of educators, parents, students and all those working in education, early learning and child care will continue to be sought and valued. The government’s goal is to create a publicly funded education system that can reach every student, support every child, and help them succeed.

Key Priorities and Results

The ministry’s work is focused on three goals:

- high levels of student achievement
- reduced gaps in student achievement
- high levels of public confidence.
Student achievement from kindergarten to Grade 12 is a 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 be closed between students who excel and students who struggle because of personal, cultural or academic barriers.

In addition, the ministry is focused on ensuring that Ontario's children and families are well supported by a system of responsive, high-quality, accessible and increasingly integrated early years programs and services. Quality early years and child care programs will provide children and their families with essential support and learning in the early years and contribute to healthy child development.

**Highlights of Achievements**

Ontario continues to be recognized as a worldwide leader in education excellence. A report released by the Organisation for Economic Co-operation and Development (OECD) in March 2012 explains that the Ontario government’s emphasis on education has achieved positive results in increasing literacy and numeracy comprehension, improving graduation rates and reducing the number of low-performing schools. This builds on previous OECD reports that have ranked Ontario students among the best in the world.

Released in December 2012, the results of the 2011 Progress in International Reading Literacy (PIRLS) show that Ontario's Grade 4 students performed near the top in the world in reading achievement. Ontario’s students have sustained their high level of performance in reading since PIRLS 2001 and have narrowed the gender achievement gap.

Ontario students are also ranked amongst the highest achievers in the country. According to the Pan-Canadian Assessment Program 2010 report released in November 2011, Ontario students were the only group to perform above the Canadian average in all three areas of math, reading and science.

It is clear that Ontario students are getting a high-quality education. Our students are well positioned for a successful future — within Canada, Ontario or anywhere in the world.

The Ministry of Education continues to host international delegations examining best practices in education reform and student success. In 2012, Ontario hosted 88 delegations with more than 1,000 visitors from 33 countries examining best practices in education reform and student success.

By coordinating these visits, the ministry continues to build more opportunities for staff to learn from what is working in other jurisdictions as well as share lessons learned from efforts to improve educational outcomes for Ontario students.
Ministry Contribution to Key Priorities & Results

Priorities

- Success for Students
  - Smaller primary class sizes
  - Higher student achievement
  - Close the achievement gap

- Strong People, Strong Economy
  - More students graduating
  - More relevant learning opportunities
  - More student engagement

- Better Health
  - Healthier learning environment
  - Greater health promotion
  - Better, greener learning environments

- Safer Communities
  - Improved student and public confidence

Key Results

- Literacy/Numeracy Strategy
- Ontario Leadership Strategy
- Full-day kindergarten
- Enhanced integration of education and child care
- Early years framework

- Student Success Strategy
- Healthy Schools Strategy
- Good Places to Learn Capital Priorities

- Safe and Accepting Schools Strategy

Strategies

- More specialist teachers
- Parenting and Family Literacy Centres
- Improved curriculum (K-12)
- Connections for Students
- Mathematics engagement
- OFIP/System Implementation and Monitoring
- Teacher Collaborative Inquiry
- Student Work Study Teachers
- Full-day kindergarten
- Bringing education and child care together under one ministry

Major Activities

- Specialist High Skills Majors
- Expanded Co-op
- Dual Credits
- Student Success
- Teachers and Teams
- Student Voice
- Grade 8-9 Transition Teams
- Homework Help
- Destination Réussite
- Student Success School Support Initiative
- Supervised Alternative Learning
- 21st Century Teaching and Learning Initiative

Healthy Schools Recognition Program
- School Food and Beverage Policy
- Daily Physical Activity in Elementary Schools
- Community Use of Schools
- Concussions Strategy
- Build and repair schools

Safe and Accepting Schools policies, including bullying prevention and intervention
- Mandatory reporting to principals and victim’s parents
- Mandatory responses to behaviours that negatively impact school climate
- Equity and religious accommodation policies
- Accepting Schools Act
Success for Students

The ministry continues to implement initiatives that help ensure more students succeed including Full-day Kindergarten, Safe and Accepting Schools, Healthy Schools, Equity and Inclusive Education, the Literacy and Numeracy Strategy, the Student Success Strategy, the Aboriginal Education Strategy, and Ontario's Comprehensive Mental Health and Addictions Strategy.

New Initiatives

As we move forward, we remain committed to our core priorities. We will continue to develop the whole student and do more to reach every student. Most importantly, we will reform education in Ontario to match the skills of our students with the needs of the modern workforce. That means a new way of thinking when it comes to teaching and learning. It also means an exciting and prosperous future for our students and our province.

21st Century Teaching and Learning Initiative

The move toward 21st century teaching and learning will generate confidence in publicly funded education because it supports modern technology-enabled teaching and learning practices and the acquisition of skills and competencies that will lead to students’ future. This supports not only individual student success, but also the success of the province in a global knowledge society and economy.

Learning and teaching in the 21st century will focus on higher order skills for students. This includes important skills such as critical thinking, communication, collaboration, creativity and entrepreneurship.

The ministry will continue to support and engage English- and French-language boards in the implementation of the 21st century teaching and learning initiative. By participating in the second phase of the 21st century teaching and learning pilot projects, all boards will take an active part in the provincial dialogue around integrating technology in the classroom, and putting students first in their learning.

The Ontario Early Years Policy Framework

This framework builds on the progress made to date and provides a vision for the early years to ensure children, from birth to age six, have the best possible start in life. It is supported by a set of principles and provides strategic direction for early years programs and services.

This framework also identifies priority areas for action. The immediate focus will be to:

- continue with the implementation of full-day kindergarten by September 2014
- create an effective approach to implementing Best Start Child and Family Centres by September 2014
- improve the delivery of children’s speech and language services (led by MCYS)
- stabilize and transform the child care sector.
The government’s vision is to make sure that Ontario’s children and families are well supported by a system of responsive, high-quality, accessible and increasingly integrated early years programs and services that contribute to healthy child development today and a stronger future tomorrow.

Policy work is underway to support the approval and development of a French-language planning framework - Cadre d’aménagement linguistique - for early years (CAL-EY) during 2013-14. The CAL-EY would align with and complement the Ontario Early Years Policy Framework.

**Ontario College of Teachers**
The government is working with the Ontario College of Teachers to take steps to ensure greater transparency and accountability in the college’s investigation, disciplinary processes and dispute resolution program. Accordingly, the government is considering amendments to the Ontario College of Teachers Act, 1996 to implement the recommendations made to the college by the Honourable Patrick J. LeSage in the Review of the Ontario College of Teachers Intake, Investigation and Discipline Procedures and Outcomes and the Dispute Resolution Program.

**Four-year Graduation (34-credit threshold)**
In September 2013, the ministry is changing how it funds school boards so that more students will graduate within four years. It will fund school boards at a reduced rate for each pupil earning more than 34 credits.

To support better education and career planning, the ministry is also working with school boards to support students by developing a new program for kindergarten to Grade 12 students: [Creating Pathways to Success: A Preview for Grades 10-12 of the New Education and Career/Life Planning Program for Ontario Schools](#). The section related to grades 10 to 12 students was released in fall 2012 for implementation in September 2013.

**Canada-Ontario Agreement on Minority Language Education and Second Official Language Instruction 2013-14 to 2017-18**
Negotiations for the 2013-14 to 2017-18 Canada-Ontario Agreement on Minority Language Education and Second Official Language Instruction will begin once the 2013-14 to 2017-18 Protocol for Agreements for Minority Language Education and Second Language Instruction has been approved by all the provinces and territories and ratified by the Council of Ministers of Education, Canada and the federal government.

The ministry is currently developing Ontario’s action plan, which will be negotiated and included in the 2013-14 to 2017-18 Canada-Ontario agreement.
**Ongoing Initiatives**

**Full-Day Kindergarten**
In September 2013, about 184,000 four-and five-year-olds will benefit from full-day kindergarten. Full-day kindergarten provides children with a day of play-based learning to give them a solid foundation for future learning, making the transition to Grade 1 more seamless.

At full-day kindergarten schools where there is sufficient demand, boards are required to offer before-and after-school programs for four-and five-year-olds to give children more opportunities to learn, play and grow – and to make life easier for busy parents. School boards may deliver these programs directly or enter into agreements with third-party licensed child care providers to offer these programs on school sites before and after school hours.

In addition to funding received through the Grants for Student Needs (GSN), approximately $963 million will be provided to school boards to support the ongoing expansion of full-day kindergarten for the 2013-14 school year.

Since 2009, the government has allocated just over $1.45 billion in capital funding to date to support school boards with the implementation of full-day kindergarten.

**Child Care Modernization**
To enhance the integration of child care and education, responsibility for child care was fully transferred to the Ministry of Education from the Ministry of Children and Youth Services, on January 1, 2012. The ministry supports children and families in the early years, with a focus on quality child care. This includes policy, funding, contract management, and licensing and inspection responsibilities.

One of the first steps towards modernizing child care was the release of a new, more transparent approach to funding that responds to demand for services, helps stabilize fees and improves the reliability of child care.

In 2013-14, the ministry will continue to work with partners to modernize Ontario’s child care system and support centres as they transition to the movement of four- and five-year-olds out of child care and into full-day kindergarten through the Schools-First child care capital policy and other child care capital initiatives.

Modernizing Ontario’s child care system contributes to the government’s goal to strengthen the child care sector to provide families with access to safe, reliable and high-quality child care services and an increasingly integrated early years system that contributes to healthy child development today and a stronger future tomorrow.
Curriculum and Assessment
The ministry continues to keep the curriculum current and relevant. The revised curriculum is based on research and extensive consultations, and supports the ministry’s goals and policies.

Revised curriculum policy documents anticipated for release in 2013-2014:
- Canadian and World Studies, Grades 9 to 12
- Classical Studies and International Languages, Grades 9 to 12
- First Nations, Métis and Inuit Studies, Grades 9 to 12
- French as a Second Language, Grades 1 to 12 (including Core, Immersion and Extended Programs)
- Health and Physical Education, Grades 1 to 8
- Health and Physical Education, Grades 9 to 12.
- Interdisciplinary Studies, Grades 11 and 12
- Native Languages, Grades 1 to 12
- Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8
  Social Sciences and Humanities, Grades 9 to 12.

The draft Full-Day Early Learning-Kindergarten Program document, which identifies the learning expectations in the program, will be finalized for use in September 2014.

An assessment, evaluation and reporting policy for learning in Full Day Kindergarten will be developed and included in Growing Success for implementation in 2014.

A review of the 2010 Growing Success policy document will be conducted for possible clarifications of policy in anticipation of the 2014 implementation of the second edition.

A draft of the revised Ontario Student Record (OSR) Guidelines is being finalized and the updated version will be implemented in the 2014-15 school year.

E-Learning Ontario
E-Learning Ontario supports district school boards to reach students through digital learning:
- continue the adoption of the provincial Learning Management System/Virtual Learning Environment with a goal of all district school boards enabling a significant increase in the number of students, K to 12 experiencing blended learning and/or e-learning
- refresh/revise several secondary school credit courses with the release of the Canadian and World Studies, Humanities and Social Studies and French as Second Language curriculum
- support capacity-building efforts to enable more teachers to use the provincial Learning Management System/Virtual Learning Environment and to modify/create learning experiences for students
continue to offer through TVO’s Independent Learning Centre (ILC), Homework Help, Ontario’s free online math tutoring program available to all Grades 7 to 10 students
continue with pilot projects to increase access to various tools of the strategy for students attending First Nations’ schools, students in Section 23 programs as well as teacher candidates within Ontario’s Faculties of Education.

Helping All Students Succeed
To address gaps in student achievement, the ministry will partner with other levels of government and provincial ministries to address barriers to student success.

The ministry will continue to provide supports for Aboriginal learners, children and youth in care, children and youth with mental health issues and students with special education needs.

The ministry will work to ensure no student is being left behind when it comes to increased student achievement.

Aboriginal Education Strategy
Later in spring 2013, the ministry is planning to release the second Progress Report on the implementation of the Ontario First Nation, Métis, and Inuit (FNMI) Education Policy Framework.

The second progress report will provide an overview of the steps the ministry, school boards, schools and First Nation, Métis, and Inuit partner organizations and communities have taken to implement the strategies outlined in the framework to support achievement of First Nation, Métis, and Inuit students.

To assess progress towards Ontario’s goal of improved student achievement for First Nation, Métis, and Inuit learners and to close the gap in student achievement, it will be important to have reliable and valid data. Boards continue to make significant progress in the implementation of voluntary, confidential First Nation, Métis, and Inuit self-identification policies.

This progress report will include Ontario’s first baseline on self-identified Aboriginal student achievement data.

Ontario continues to work with the federal government and First Nation partners to improve the relationships between provincially funded schools and schools on reserve.

In April 2013, Ontario signed a Memorandum of Understanding on First Nation education with the Nishnawbe Aski Nation (NAN) and the Government of Canada. Through this agreement, the parties have committed to work together as partners to improve educational outcomes for First Nation students in both First Nation schools and provincial schools. This is the first tripartite First Nation education agreement in Ontario.
Mental Health and Addictions Strategy
The Mental Health and Addictions Strategy focuses on children and youth for the first three years of the strategy (2011-12 to 2013-14), to create a more integrated and responsive system. The first three years of the strategy are being led by the Ministry of Children and Youth Services, in collaboration with the Ministry of Education and the Ministry of Health and Long-Term Care.

Over the first two years of the strategy, the Ministry of Education has:

- Provided funding for 30 school boards to hire mental health leaders with dedicated responsibility for mental health and addictions (MHA).
- Funded School Mental Health ASSIST, an implementation support team designed to help Ontario school boards to promote student mental health and well-being.
- Provided supports for educator capacity-building, through:
  - development of a K-12 resource guide focused on supporting students with MHA (expected release in spring 2013)
  - enhancement to the curriculum, including development of English and French-language educator video resources that build MHA awareness (expected release fall 2013) and strengthening of curriculum content
  - provision of professional learning opportunities in MHA for 72 boards
  - support for participation in Working Together for Kids’ Mental Health, an MCYS-led initiative.

French-language Education
The ministry is developing a strategy on immigration for the continuum of French-language education from early childhood to post-secondary levels. The strategy aims to inform and support the integration of learners and their families into the education system to ensure the success of all learners.

The implementation of the Approche culturelle de l’enseignement en situation minoritaire and the Profil d’enseignement et de leadership en situation minoritaire are two initiatives that support ongoing implementation of the Politique d’aménagement linguistique (PAL). These two initiatives provide professional learning and training opportunities that enable French-language educators to adopt teaching strategies that support the development of francophone students’ cultural identity throughout their educational experience.

The French-language Grade 7-10 Provincial Mathematics Strategy fosters a high level of collaboration and provides training and support to Grade 7-10 mathematics teachers to increase students’ knowledge and skills in mathematics.

Education Research and Evaluation Strategy
The ninth annual Ontario Education Research Symposium is being planned for February 2014. The symposium will address the themes of closing achievement gaps and building system capacity for evidence use. It will bring together about 400 researchers, educators and policy makers to share approaches for connecting research and evidence to school and classroom practice.
An outcome evaluation of the Knowledge Network for Applied Education Research (KNAER) will be completed in 2013-14 and a social network analysis will document the networks and partnerships created or supported through the KNAER. Collaborative planning for connecting the work of the KNAER with other education networks is underway.

The ministry will continue to work with the Ontario Education Research Panel – a group of champions of research networks and partnerships from across the province – to create and strengthen relationships among education sector partners to address priority research needs aligned with the ministry’s vision and strategic priorities.

Success in High School and Beyond
A strong publicly funded education system 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 the skills and knowledge needed to succeed in the global economy. This will provide Ontario with the innovators and leaders it needs to keep the economy strong in the future.

To help more students graduate, several programs will continue to expand in the fiscal year 2013-14:

• **Specialist High Skills Majors** (SHSM) are bundles of 8-10 classroom courses, workplace experiences and sector certifications in 19 different economic sectors such as information and communications technology, manufacturing, and hospitality.
  o In 2013-14, more than 1,600 SHSM programs will be offered in about 660 secondary schools.
  o Enrolment in this program is expected to grow to about 42,000 participants from 38,000 in 2012-13.

• **Expansion of Cooperative Education** allows high school students to apply two co-op credits towards the 18 compulsory credits required for graduation and additional co-op credits towards the 12 optional credits for an Ontario Secondary School Diploma.

• **Dual Credits** allow students to earn credits that count toward both their high school diploma and their college diploma/degree or apprenticeship certification. In 2013-14, approximately 22,000 students are approved to participate.

• In 2013-14, the **Student Success School Support initiative** will include 25 school boards with approximately 118 participating schools. In addition, 11 of the participating boards have elected to expand the work of the School Support initiative, which will add 49 schools.
Healthy Students, Healthy Schools
Promoting student health and well-being is a priority for Ontario’s education system. Healthy students have demonstrated higher levels of learning and skill development, and are more likely to be healthy adults. They also have a higher quality of life and lower impact on the health care system.

In 2013, the ministry will release an updated Foundations for a Healthy School Framework to help school boards and schools enhance or establish integrated and holistic approaches to creating ‘healthier schools’.

Building on a successful Ottawa youth conference on the School Food and Beverage Policy (SFBP) in March 2013, in 2013-14 the ministry will continue to build capacity to strengthen implementation of the SFBP, including a new school fundraising pilot project that will involve students selling bundles of Ontario fruits and vegetables as a healthier option over traditional fundraising choices.

Safe and Accepting Schools
Every Ontario student has the right to feel safe and to be safe when they go to school. They deserve an education that is free from discrimination and harassment. Safe and accepting schools are also a prerequisite for student success and academic achievement.

Ontario’s Comprehensive Action Plan for Accepting Schools initiative builds on the Safe Schools Strategy and the Equity and Inclusive Education Strategy. Ontario’s Safe Schools Strategy allows children to learn, grow and achieve in a safe and secure environment. Ontario’s Equity and Inclusive Education Strategy fosters positive school and board environments in which all students, parents, school staff, and other members of the school community are welcome and respected; and every student is supported and inspired to succeed in a culture of high expectations for learning.

In 2013, the ministry will recognize 12 new teams for exceptional and innovative work being done in schools to create a safe and caring school environment through the Premier’s Awards for Accepting Schools.
Key Investments for 2013-14

- Investing almost $21 billion in education through the Grants for Student Needs (GSN) for the 2013-14 school year. Overall, GSN funding in education has increased by $6.40 billion since 2002-03. This is a per-pupil increase of more than $4,000 a student, which is an increase of 56 per cent.

- Investing $3.48 billion in Ontario’s rural schools. Since 2003, annual funding for rural boards has increased by $869 million. That means $4,607 more per student, an increase of 61.5 per cent.

- Investing $1.47 billion in Ontario’s Northern schools. Since 2003, annual funding to Northern boards has increased by $337 million. That means $6,210 more per student, an increase of 71.5 per cent.

- Investing $1.36 billion in Ontario’s French-language schools in 2013-14, an increase of 1.5 per cent from the previous year. Since 2003, annual funding for French-language boards has increased by $609 million. That means $6,026 more per student, an increase of 66.6 per cent.

- Increasing funding for First Nation, Métis, and Inuit Education Supplement from $12 million in 2007-08 (when the grant was introduced) to $42.8 million for the 2013-14 school year. This is an increase of $2.6 million over 2012-13, and an increase of 256 per cent since the grant was introduced. In addition, the government is providing new funding of $5 million outside of GSN.

- Funding for special education will remain approximately $2.5 billion for the 2013-14 school year. This is an increase of over $877 million, or 54 per cent since 2003.

- In January 2013, the ministry announced over $700 million in capital priority and full-day kindergarten funding to support school boards' capital priority projects needed in the next three years.

- Since 2009, providing just over $1.45 billion in capital funding to school boards to build new classrooms and renovate existing ones to support the implementation of full-day kindergarten.

- In addition to the Grants for Student Needs, $963 million in funding for the 2013-14 school year will be provided to school boards to support the ongoing expansion of full-day kindergarten.

- Investing $133 million to modernize the existing child care sector which includes close to $49 million to retrofit school and community-based child care centres that are transitioning to offering care for younger children.

- Providing stabilization funding to help child care centres. This funding is being phased in over the period of full-day kindergarten implementation, growing to $51 million annually.

- Committing $12 million in new transition capital funding over five years to help non-profit child care centres with retrofits and renovations to provide child care for younger children.

- Providing $150 million for School Condition Improvement again in 2013-14 for boards to address renewal needs.

- Providing $42 million ($28.1 million through the GSN) to the Community Use of Schools program, including a $7.5 million investment in the Priority Schools, and $6.4 million for Outreach Coordinators.
• Refocusing the demographic allocation of the Learning Opportunities Grant to give greater priority to lower income communities. The demographic allocation is $346.4 million for 2013-14, an increase of 65.2 per cent since 2003.

• In 2013-14, $36 million will be provided in annual funding to school boards to provide programs for expelled and long-term suspended students and to acquire additional para-professional resources to work with at-risk students.

• In 2013-14, $10 million will be provided to selected secondary schools located in urban priority neighbourhoods that face challenges such as poverty, criminal and gang activity, lack of community resources and student achievement issues.

• The government will invest an additional $5M again in 2013-14 to put resources in place that will support safe, inclusive and welcoming schools.
AGENCIES, BOARDS AND COMMISSIONS (ABCs)

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<th>AGENCIES, BOARDS AND COMMISSIONS</th>
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<td>Languages of Instruction Commission</td>
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The Ministry is responsible for the following classified agencies:

Operational Enterprise Agencies (sell goods or services to the public in a commercial manner):

Ontario Educational Communications Authority (TVO)

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

L’Office des télécommunications éducatives de langue française de l’Ontario (TFO)

The Ontario French-language Educational Communications Authority (TFO) produces and broadcasts multimedia quality educational and cultural content; produces and distributes supporting complementary products, according to the needs and aspirations of the target audience. Therefore TFO contributes to the civic and cultural fulfillment of the Ontario French community and makes accessible to them a wide range of products on various multimedia platforms.
Operational Service Agencies (deliver goods or services to the public, usually with no or minimal fees):

Education Quality and Accountability Office (EQAO)

EQAO is responsible for ensuring greater accountability in and enhancing 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.

Provincial Schools Authority

In 1975, under the Provincial Schools Negotiations Act, a bargaining unit was created of all teachers, principals and vice-principals employed in provincially operated schools, called Provincial School Authority Teachers (PSAT). The Provincial Schools Authority (PSA) was also established as the employer of record to negotiate collective agreements with the PSAT on behalf of the ministries of Education and Community Safety and Correctional Services. The PSA handles grievances, leaves, and related administrative functions.

Advisory Agencies (provide information and advice to assist the development of policies or delivery of programs):

Minister’s Advisory Council on Special Education

The Minister’s Advisory Council on Special Education advises the Minister on any matter related to the establishment and provision of special education programs and services for students with special education needs.

Curriculum Council

The Curriculum Council provides high-level strategic policy advice to the Minister on issues affecting the elementary and secondary curriculum. The Curriculum Council allows a forum of knowledgeable English-language and French-language education sector leaders to engage in high-level discussion, at the request of the Minister, and provide advice, driven by sound educational pedagogy. As required, the Council may convene a working group of experts to gather further information and conduct consultations to inform their deliberations.

Languages of Instruction Commission of Ontario

The Languages of Instruction Commission of Ontario is no longer active. The ministry plans to develop a submission to dissolve this agency during fiscal year 2013-14.
Ministry Financial Information

The following chart depicts the ministry's investment in 2013-14 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.

2013/14 Ministry Budget by Program - Operating Expense*

* Includes Statutory Appropriations but excludes consolidation adjustments and assets.

2013/14 Ministry Budget by Program - Capital Expense**

** 1002-5 and 1004-05 represent less than 0.01% of the ministry's total capital.
Ministry Planned Expenditures 2013/14 ($M)*

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*Includes Statutory Appropriations but does not include consolidation adjustments. After consolidation adjustments (for agency and school board expense), the total 2013/14 planned expenditure including statutory appropriations is $25,086.0M. This total, excluding statutory appropriations is $24,147.0M.

2013/14 Ministry Expenditure (Operating & Capital)*

Total $26,084.7M

Operating and Capital Summary by Vote*

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* Prior year estimates and actuals are re-stated to reflect any changes in ministry organization and/or program structure. Interim actuals reflect the numbers presented in the 2013 Ontario Budget.
## Operating Summary by Vote*

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## OPERATING ASSETS

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* Prior year estimates and actuals are re-stated to reflect any changes in ministry organization and/or program structure. Interim actuals reflect the numbers presented in the 2013 Ontario Budget.
## Capital Summary by Vote*

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Appendix

Ministry of Education
2012-13 Annual Report

Ontario has experienced nine consecutive years of improvement in student results — a feat that has earned the province international renown.

The ministry’s work is focused on three goals:

- high levels of student achievement
- reduced gaps in student achievement
- high levels of public confidence.

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. The ministry also supports children and families with a focus on quality early years and child care programs and services.

The ministry seeks to strengthen Ontario’s publicly funded education system through stronger partnerships, and by creating a more integrated early learning and child care system for children and their families.

Ontario is continually recognized as a worldwide leader in education excellence.

In 2012, Ontario hosted 88 delegations with more than 1,000 visitors from 33 countries examining best practices in education reform and student success.

In March 2012, a report released by the Organisation for Economic Co-operation and Development (OECD), Strong Performers and Successful Reformers in Education said that Ontario has improved student achievement and increased its graduation rate. The report explained that the government’s emphasis on education has achieved real, positive results in increasing literacy and numeracy comprehension, improving graduation rates, and reducing the number of low-performing schools. This builds on previous OECD reports that have ranked Ontario students among the best in the world.

It is important to note the contributing factors for the ministry’s success in making publicly funded education a priority. Please note that the following pages provide an overall snapshot and are by no means a comprehensive list.
Early Years And Child Care

- The province is taking significant steps forward in the process of building a cohesive and coordinated system of integrated early years programs and services in Ontario.

- In 2012-13, the government invested an additional $90 million to modernize the existing child care sector. The investment will bring the government’s commitment to child care funding to more than $1 billion – an increase of 90 per cent since 2003-04. At the same time, the government announced additional investments to support child care modernization: $68 million in 2013-14, and $84 million in 2014-15.

- In June 2012, the province released a discussion paper, Modernizing Child Care in Ontario: Sharing Conversations, Strengthening Partnerships, Working Together. The paper requested feedback on how to strengthen the child care sector to provide families with access to safe, reliable and high-quality child care services. Feedback received is helping to guide the modernization of childcare so it works effectively with full-day kindergarten.

- In July 2012, the government released the Schools-First Child Care Capital Retrofit Policy, which is a foundational step to modernize child care, align the education and child care sectors, and build high-quality, accessible and coordinated programs and services for children and families.
  - The ministry is providing $113 million, over three years, to school boards to support retrofits and renovations of school-based child care spaces that can be repurposed to serve younger children. This investment also creates opportunities for community-based programs to be relocated to schools.

- In December 2012, the province announced a new funding formula and funding framework for child care. The new funding approach is more transparent, evidence-based and equitable, and responds to demographics. Municipalities now have more flexibility so they can adapt their programs to meet local needs, while increasing stability and access for Ontario’s children and families.

- In January 2013, the government released the Ontario Early Years Policy Framework, which sets out a vision, guiding principles, and strategic direction for early years programs and services for children from birth to age six and their families.

- The framework also identifies priority areas of action. The immediate focus will be to:
  - continue with the implementation of full-day kindergarten by September 2014
  - create an effective approach to implementing Best Start Child and Family Centres by September 2014
  - improve the delivery of speech and language services (led by MCYS)
  - stabilize and transform the child care sector.
Full-Day Kindergarten

- As of September 2012, full-day kindergarten is being offered in approximately 1,700 Ontario schools, benefitting about 122,000 students. It marks the third year of the program, which gives Ontario’s youngest learners the best possible start and provides a solid foundation for future learning.

- This means almost half of Ontario’s four-and five-year-olds are benefiting from full-day kindergarten in the 2012-13 school year.

- Full-day kindergarten will be available to all four-and five-year-olds by September 2014.

- In addition, school boards are also required to offer before- and after- school programs for full-day kindergarten students at schools where there is sufficient demand.

- Continuing to use the draft full-day early learning kindergarten program document, and provided training sessions for board leadership and/or educator teams who are implementing the program.

- Consultations have been completed for the Growing Success assessment and reporting policy for full-day kindergarten, and a draft is being prepared.

21st Century Learning

- Currently, all school boards (72 school boards, involving about 2,300 schools and more than 530,000 students) and the Provincial Schools Branch are participating in 21st Century Pilots for System Learning collaborative research initiative.

- E-Learning Ontario supports district school boards to reach students through digital learning. This was the second year of a multi-year contract for a province wide Learning Management System/Virtual Learning Environment license for the delivery of online learning, blended learning and collaborative professional learning communities; a virtual library of digital resources, as well as training for teachers and educational staff across the province. There were over 155,000 students and teachers using the Virtual Learning Environment as of March 31, 2013.

- Approximately 125 English-language online courses are available to English-language school boards. Teachers and students can access over 22,000 English-language online resources in the Ontario Educational Resources Bank.

- There are 73 French-language online courses available to French-language school boards. French-language teachers and students can access approximately 8,000 online resources in the Banque de ressources éducatives de l’Ontario.
Supports For Students

- The Literacy and Numeracy Secretariat (LNS) works with teachers, principals and board leaders in all 72 school boards to support student learning and achievement in reading, writing and mathematics from JK through Grade 6.

- The Ontario Focused Intervention Partnership (OFIP) and System Implementation and Monitoring (SIM) initiatives provide support to all elementary schools in Ontario. Additional supports are provided to approximately 1,900 elementary schools where less than 75 per cent of students have not yet met Ontario’s high provincial standard (which is equivalent to 70 per cent or a “B”). These initiatives provide all school boards with funding for professional learning about reading, writing and mathematics for teams of teachers and principals.

- The successful Focus on Youth summer program allows community partners to provide employment and program opportunities for children and youth, which engage them in positive activities in safe and supportive environments. In summer 2012, the Ontario government invested $6 million for Focus on Youth programs in the inner city areas of Toronto, Ottawa, Hamilton and Windsor.

- The ministry continues to work with diverse education and equity community stakeholders to support effective board and school implementation of the Equity and Inclusive Education Strategy. The total 2012-13 funding for equity and inclusive education projects was $2.9 million, and included the development and delivery of evidence informed print and online resources, e-learning modules, web conferences, workshops and training sessions for students, school staff, teachers, school and system leaders as well as parents.

- Ontario released new guidelines in May 2012, to ensure that school fundraising proceeds complement – not replace – public funding for education.

- The Guideline for School Fundraising establishes a province-wide standard for fundraising in schools. The guideline will assist school boards and the public by providing guiding principles and best practices. It also includes examples of appropriate and inappropriate uses of fundraising proceeds. For example, field trips, guest speakers and scholarships are appropriate for fundraisers, but classroom additions, capital projects, classroom learning materials and textbooks are not because they are already publicly funded.

- The guideline also increases transparency and accountability by recommending school boards post an annual report of school generated funds and make their fundraising policies publicly available on their websites.
In September 2012, Ontario again expanded the Specialist High Skills Major (SHSM) program to help students graduate and prepare in a focused way for post-secondary education, apprenticeship training or employment.

There are now 19 sectors in the Specialist High Skills Majors that allow students to focus on career paths that match their individual goals and interests. In 2012-13, approximately 38,000 students are involved in over 1,500 SHSM programs at 640 secondary schools.

Dual Credit programs allow high school students to take apprenticeship training or college courses for which they receive secondary credit towards their Ontario Secondary School Diploma (OSSD) as well as credit towards their post-secondary diploma or apprenticeship certification. In 2012-13, approximately 17,500 students are participating in over 500 Dual Credit programs.

Homework Help, Ontario’s free online math tutoring program is available to all Grades 7 to 10 students. Homework Help connects certified Ontario teachers with students who are looking for extra support.

Across Ontario, SpeakUp projects are helping students engage academically and socially by leading projects that they design and implement with the support of their learning community. In 2012-13, over 33,000 students in grades 7-12 are leading or participating in over 1,400 projects in 800 schools.

In 2012-13, eleven Students as Researchers forums were held across Ontario. Fifty student-teacher research teams were trained to conduct collaborative inquiry on questions they created. Topics included student engagement and learning. Student Research teams will share their findings and recommend next steps with school boards and the ministry.

Through the Re-engagement Initiative (12&12+), in the 2012-13 school year, school boards were asked to contact 16,000 students to encourage them to return to school. Data from the school boards regarding outcomes is currently being collated.

Consultations have been completed on revisions to the Ontario Student Record (OSR) policy and a draft is being finalized.

French Language Education

In 2012-13, French-language boards are receiving about $1.3 billion in funding. That works out to almost $6,121 more per student – a 68 per cent increase since 2003.
Funding outside the Grants for Student Needs (GSN) for French-language education covers a variety of initiatives to support the achievement and success of students in French-language schools. Examples include:

- Apprentissage électronique Ontario Strategy (i.e., e-Learning)
- French-language student and school support
- transition to post-secondary initiatives
- aménagement linguistique policy initiatives
- French-language curriculum initiatives (i.e., implementation of mathematics curriculum, support for student assessment and evaluation policy).

Under the Canada-Ontario Agreement on Minority Language Education and Second Official Language Instruction, in 2012-13, French-language school boards received a total of $6.3 million for the development and enhancement of programs and services. This funding supported initiatives such as:

- animation culturelle and community development
- educational technology
- SOS Devoirs.

The Politique d'aménagement linguistique (PAL) and the new PAL for post-secondary education and training contribute to improving student success as well as recruitment and retention within French-language schools and bilingual and French-language post-secondary institutions.

The Ministry of Education/Ministry of Training, Colleges and Universities Permanent Task Force on French-language Continued Learning contributes to the strategic development of French-language education from early childhood to the post-secondary level, including employability training.

Aboriginal Education

In December 2012, a preliminary progress report on the implementation of the Ontario First Nation, Métis, and Inuit (FNMI) Education Policy Framework was released. The preliminary report served as a tool for dialogue with First Nation, Métis, and Inuit communities and organizations, school boards and other education partners. The preliminary report will inform the second progress report which is planned for release later in 2013.

The FNMI Education Supplement for 2012-13 is about $38.1 million.
• Annual funding is provided outside the Grants for Student Needs (GSN) to support the implementation of the Ontario First Nation, Métis and Inuit Education Policy Framework. This includes targeted support for professional development in Aboriginal education, as well as project-based funding to school boards focused on:
  o increasing voluntary, confidential First Nation, Métis, and Inuit student self-identification
  o using data to support student achievement.

Special Education

• The Special Education Grant (SEG) in 2012-13 is projected to remain at approximately $2.51 billion. This is an increase of more than $887 million or 55 per cent since 2002-03.

• The ministry has invested approximately $60 million since 2006, through targeted funding outside the Grants for Student Needs (GSN), to build capacity and improve the learning environment for students with Autism Spectrum Disorders (ASD).

• $11.3 million was provided to school boards to support ABA expertise. The funding allows school boards to hire additional board-level applied behaviour analysis expertise professionals.

• To date, more than 16,000 educators have been prepared to support Applied Behaviour Analysis (ABA) in our publicly funded schools. A significant number of educators also enhanced their ABA knowledge and skills through yearly ministry funding to school boards to support further ABA training ($3 million for 2012-13).

• School boards have reported that they are providing special education programs and services to more than 14,500 students with Autism Spectrum Disorders.

• Supportive environments for students with autism spectrum disorders and their families are being provided through the Connections for Students model in all school boards.

• The model supports children transitioning from Intensive Behavioural Intervention (IBI) therapy services provided by the Ministry of Children and Youth Services to Applied Behaviour Analysis (ABA) instructional methods in publicly funded schools.

• As of March 2012, 1,221 children and youth were served provincewide by Connections for Students.

Safe, Accepting And Healthy Schools

• In 2012-13, the government invested $64 million to support safe, inclusive and accepting schools.
• Provided $10 million to 34 high schools located in urban neighbourhoods that face challenges such as poverty, criminal and gang activity, lack of community resources and student achievement issues.

• In 2012-13, the government provided one-time funding of $10 million to re-open and expand the Safe Welcome program to allow all elementary schools to purchase and install security access devices. Schools that received funding must lock their front doors, in addition to perimeter doors as appropriate, during school hours in order to restrict access and help keep schools safe.

• Provided $36 million in annual funding to school boards to operate programs for expelled and long-term suspended students and to acquire additional para-professional resources to work with at-risk students.

• In 2012-13, a Healthy Schools Support and Monitoring Plan was initiated to expand the understanding and awareness of healthy schools policies and programs at the school board level. The strategy included school board visits, Adobe Connect webinars, and the Focus on Healthy Schools e-bulletin.

• Provided one-time funding of over $10 million to address the results of the Ministry of Labour’s inspections of secondary technological education facilities and science labs.

• Invested $1 million annually since 2005-06 for Kids Help Phone to provide a bullying prevention hotline 24 hours a day, seven days a week.

• Provided $3 million annually from 2007-08 to 2012-13 to boards to support the Student Support Leadership initiative.

• Provided $42 million to the Community Use of Schools program to help cover the costs of inflation, ensuring that school space for after-school activities continues to be affordable for not-for-profit groups.

• Provided funding to 38 school boards for 220 Priority Schools, in high-needs neighbourhoods so that boards could offer school space free of charge to not-for-profit groups.

• The Premier’s Awards for Accepting Schools recognize the exceptional and innovative work being done in schools to create a safe and caring school environment. For the 2012-13 school year, ten safe schools teams are being recognized for their initiative, creativity and leadership in promoting a safe and inclusive school climate.

• The Accepting Schools Act came into effect in September 2012, and is part of a comprehensive action plan to create safe and accepting schools. The plan also includes:
  o bringing mental health support workers into schools
• creating an Accepting Schools Expert Panel
• providing direction to Ontario’s Curriculum Council to report back on
  strengthening equity and inclusive education principles and bullying prevention
  strategies across the curriculum and suggesting ways to support this learning in
  Ontario schools
• a public awareness campaign to remind Ontarians about their roles in preventing
  bullying.

• The Accepting Schools Expert Panel was created in June 2012. The panel brings
together experts to identify and advise on the development of resources and practices
that promote a positive school climate, equity and inclusive education, as well as
bullying prevention and early intervention.

• As part of Ontario’s Comprehensive Mental Health and Addictions Strategy the ministry
  is:
  o delivering more high quality and timely services and support for kids and families
  o building awareness and support around mental health issues by reducing stigma
    and discrimination, identifying problems and intervening early
  o drafting a K-12 resource guide/website for educators to promote healthy
    development, early signs of mental health and/or addictions issues, and
    classroom strategies
  o providing funding to 15 school boards (2011-12) to hire mental health leaders to
    support the development and implementation of a comprehensive school board-
    level strategy to address student mental health/addictions needs. An additional
    15 school boards, including two French boards, were allocated funding in year
    two (2012-13)
  o helping more young people get the help they need in their communities.

• More than 20,000 kids and their families now have quicker and easier access to the
  right mental health services. It is estimated that more than 50,000 kids and their families
  will benefit from the mental health strategy over the next few years.

Parent Engagement

• In August 2012, the ministry released a new, practical, user-friendly handbook to help
  Parent Involvement Committees (PICs) understand their roles and responsibilities so
  they can provide the best advice to school boards when it comes to getting more
  parents engaged in their children’s learning.

• Held the Minister’s Third Annual Parent Involvement Committee Symposium in April
  2012. The symposium gave parents opportunities to learn more about the ministry’s
  parent engagement policy, regulation and initiatives, and to share effective practices for
  parent engagement in support of student achievement and well-being.
• Invested $11.6 million to support and expand the Parenting and Family Literacy Centres network to 172 across the province, including 17 new centres.

• Provided $3.5 million in funding for nearly 2,100 projects in 2012-13 to support and enhance parent engagement at the local, regional and provincial levels through the Parents Reaching Out (PRO) Grants program. A portion of PRO Grants directly support Ontario’s Poverty Reduction Strategy.

Supporting Educators

• The government is moving forward on its commitment to enhance teacher education in Ontario. Stakeholder consultations were held in the spring of 2012.

• Twenty educators and support staff were recognized with Premier’s Awards for Teaching Excellence in 2012. The awards celebrate the outstanding individuals who inspire Ontario’s students and children to reach their full potential, and included two new categories: Early Childhood Educator of the Year and Full-Day Kindergarten Team of the Year. More than 140 educators and support staff have been recognized since the awards were created six years ago.

• In 2012-13, provided $4 million to school boards to the Ontario Leadership Strategy. The strategy includes succession planning, mentoring for newly appointed school leaders and principal/vice-principal performance appraisals.

• The eighth annual Ontario Education Research Symposium took place in February 2013. It brought together just over 400 researchers, educators and policy makers to explore the theme of “The Role of Innovation in Education Improvement: Equity, Engagement and 21st Century Learning.”

• The Knowledge Network for Applied Education Research (KNAER) funded 44 knowledge mobilization projects. The projects involve 120 organizational partners from across the education and related sectors. The KNAER was extended to 2014 to enable several projects to continue their work.

• The ministry worked with the Ontario Education Research Panel – a group of champions of research networks and partnerships from across the province – to create and strengthen relationships among education sector partners to address priority research needs.

• Collaborative Inquiry projects and Capacity Building projects on developing models of effective practice in assessment, evaluation and reporting involved 30 teams in all divisions from every region.

• Building capacity among educators for effective instruction and programming in support of Ontario’s literacy, numeracy and graduation rate goals.
Key Investments In 2012-13

- Invested a projected $1.3 billion in Ontario's French-language schools in 2012-13. Since 2002-03, annual funding for French-language school boards has increased by more than $589 million. This works out to $6,121 per student - a 68 per cent increase.

- The Special Education Grant (SEG) in 2012-13 is projected to remain at approximately $2.52 billion. This is an increase of more than $887 million or 55 per cent since 2002-03.

- In addition to funding received through the Grants for Student Needs (GSN), the ministry has, since 2009, provided up to $675 million in funding to school boards to support Years 1 to 3 of full-day kindergarten, reaching about 122,000 students.

- Provided a projected $38.1 million through the First Nation, Métis, and Inuit Education Supplement of the Grants for Student Needs (GSN) in 2012-13. The supplement supports the delivery of Native Languages and Native Studies courses as well as other programs designed for Aboriginal students.

- Annual funding is also provided to school boards outside the GSN to support the implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework. This includes targeted support for professional development in Aboriginal education, as well as project-based funding to support First Nation, Métis and Inuit student achievement.

- Continued to support the repair and maintenance of schools through the new $150 million School Condition Improvement allocation.

- In January 2013, the ministry announced over $700 million in capital priority and full-day kindergarten funding to support school boards’ capital priority projects needed in the next three years. These include building 39 new schools and 48 additions/retrofits to address enrolment growth, to support full-day kindergarten, to replace schools in poor condition and to support school consolidations.
Moving Forward

As we move forward, the ministry remains committed to our core priorities and we will continue to reach every student and help them succeed.

Building on all that we have achieved — including higher test scores and graduation rates — we are once again raising the bar for Ontario’s publicly funded education system, our students and for the future prosperity of this great province.

When it comes to our more vulnerable students — Aboriginal learners, children and youth in care, children and youth with mental health issues, and students in need of special education — we need to be more effective in helping them catch up with the others.

Most importantly, in the years ahead, we must re-imagine our education system into one that is a leader in 21st century teaching and learning.

We will continue to engage our education partners — educators, students, principals, directors and parents.

The move toward 21st century teaching and learning is precisely what we need to pursue right now to prepare Ontario’s students for the future.

We will take Ontario’s publicly funded education system — already the best in the English-speaking world — from great to excellent.

Ministry Expenditures**

<table>
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<tr>
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<th>Ministry Actual Expenditures 2012/13**</th>
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<tbody>
<tr>
<td>Operating</td>
<td>24,406.7261M</td>
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<tr>
<td>Capital</td>
<td>1,427.4925M</td>
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<tr>
<td>Staff Strength</td>
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<tr>
<td>(as of March 31, 2013)</td>
<td>1726**</td>
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*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 2012/13 Public Accounts.

**This number excludes seasonal staff, students, and employees on leave.