



**Memorandum To:** Directors of Education  
Secretary/Treasurers of School Authorities

**From:** Bruce Rodrigues  
Deputy Minister

**Date:** March 26, 2018

**Subject:** 2018-19 School Year Education Programs – Other (EPO)  
Funding

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The Ministry of Education is pleased to announce its 2018-19 projected EPO funding in conjunction with the release of Grants for Student Needs (GSN) funding.

#### Context

The ministry's vision for education, *Achieving Excellence: a Renewed Vision for Education in Ontario*, is about creating the best possible teaching, learning, and assessment experience to position students in Ontario as the next generation of leaders and citizens. The four goals of the renewed vision are:

- Achieving Excellence
- Ensuring Equity
- Promoting Well-Being
- Enhancing Public Confidence

This vision for public education includes a renewed emphasis on providing students with the knowledge and skills to adapt to a modern, highly skilled workforce rooted in a knowledge-based global economy.

EPO funding will continue to support school boards' ability to implement targeted programs to both advance and protect the gains made under the ministry's Renewed Vision.

As in past years, the ministry will strive to simplify the reporting processes and requirements for EPO transfer payments. The goal of this is to reduce administrative burden, improve financial resource management and better support the Renewed Vision.

The ministry will also continue to examine opportunities to streamline EPO by transferring programs to the GSN. Starting in the 2018-19 school year, Autism Supports and Training and Early Years Leads will be transferred from EPO to GSN (please refer to GSN B memo 06).

## Funding Allocations

To facilitate school boards' budget planning for the 2018-19 school year, we confirm that \$246.9 million of EPO funding will be allocated to school boards and school authorities to support ministry priorities. Within this amount:

- \$145.0 million is allocated by program and by school board in this memorandum; and
- \$101.9 million has been allocated by program, with school board allocations to be confirmed later in the year.

The following tables illustrate the above allocations by initiative:

<b>Section 1: Program Allocation (Details by School Board in Appendix A)</b>	<b>Amount (\$M)</b>
A. After School Skills Development (ASSD) Programs for Students with Autism Spectrum Disorder (ASD)	3.3
B. Community Use of Schools: Outreach Coordinators	6.4
C. Community Use of Schools: Priority Schools	7.5
D. Focus on Youth Program	8.0
E. French-Language eLearning Strategy	0.1
F. Highly Skilled Workforce Strategy K-12: Experiential Learning	12.0
G. Indigenous Support and Engagement Initiative	1.9
H. Innovation in Learning Fund	8.0
I. Managing Information for Student Achievement (MISA) Professional Network Centres	1.4
J. Mental Health Workers in Schools	24.2
K. Pilot to Improve School-based Supports for Students with ASD	3.8
L. Politique d'aménagement linguistique (PAL) Initiatives	0.2
M. Renewed Mathematics Strategy (RMS)	55.2
N. Supporting French-Language Learners and Newcomer Students	0.2
O. Supporting Implementation of French-Language Policies and Programs	0.4
P. Supporting Implementation of Revised Kindergarten Program and the Addendum to Growing Success	0.5
Q. Well-Being: Safe, Accepting and Healthy Schools and Mental Health	12.0
<b>Total Section 1</b>	<b>145.0</b>

<b>Section 2: Program Allocation (Board Allocations to be Confirmed In-Year)</b>	<b>Amount (\$M)</b>
A. Executive Compensation	12.1
B. Gap Closing in Literacy Grades 7-12	1.7
C. Highly Skilled Workforce Strategy K-12	21.3
D. Indigenous Student Learning and Leadership Gatherings	0.3
E. International Education Strategy	0.4
F. Ontario Focused Intervention Partnership (OFIP)	0.8
G. Ontario Leadership Strategy and Mentoring for All	4.8
H. Ontario's Equity Action Plan	5.5
I. Parents Reaching Out (PRO) Grants for School Councils	2.5
J. Professional Development and Apprenticeship	5.0
K. Professional Development - Principals' and Vice-Principals' Associations	0.4
L. Re-engagement (12 & 12+) (including Indigenous Re-engagement)	1.3
M. Strengthening Equity in Northern Boards Initiative	7.0
N. Student Engagement	1.6
O. Supporting Cannabis Legalization	2.8
P. Supporting French-Language Schools and Student Support Grades 7-12	0.5
Q. Supporting French-Language Special Education and the Success of Students with Special Needs	5.0
R. Supporting Special Education Assessments	20.0
S. Teacher Learning and Leadership Program (TLLP)	4.4
T. Transportation Funding for Children and Youth in Care	3.5
U. Tutors in the Classroom	1.2
<b>Total Section 2</b>	<b>101.9</b>

<b>TOTAL PROGRAM ALLOCATION</b>	<b>246.9</b>
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*Note: Totals may not add due to rounding*

## **Section 1. Program Allocations with School Board Detail**

Program funding of \$145.0 million has been allocated board by board (see Appendix A for details).

### ***A. After School Skills Development Programs for Students with Autism Spectrum Disorder (\$3.3M)***

Extending After School Skills Development (ASSD) programs for students with Autism Spectrum Disorder (ASD) over the 2018-19 school year. The ministry will provide \$3.3 million to 39 school boards to extend their after school programs to support students with ASD in social, communication, self-regulation and life-planning skills development.

### ***B. Community Use of Schools: Outreach Coordinators (\$6.4M)***

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

### ***C. Community Use of Schools: Priority Schools (\$7.5M)***

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

### ***D. Focus on Youth Program (\$8.0M)***

Funding for this program continues in 2018-19 to support the partnership between select school boards and local community agencies to provide summer and afterschool programming and employment opportunities for students in high-needs neighbourhoods.

### ***E. French-Language eLearning Strategy (\$0.1M)***

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

### ***F. Highly Skilled Workforce Strategy K-12: Experiential Learning (\$12.0M)***

Funding is being provided to support Year Two of the implementation of the Highly Skilled Workforce Strategy K-12. This funding will continue to support a dedicated Leader in Experiential Learning for each school board, as well as enable the expansion of experiential learning opportunities and professional learning for educators.

Part of the ministry's multi-year plan to fully realize the commitment in Achieving Excellence includes an intention to enhance parent/guardian and community connections to schools to support school experiences that reflect an integrated and coherent approach to student achievement, equity and well-being. Schools will be supported in providing opportunities for rich, meaningful experiences that include experiential learning. This will involve expanding deliberate opportunities for schools to connect with community partners to bring experiential learning resources to students.

This funding also supports Deeper Conversations on Education and Career/Life Planning: Professional Learning for Educators.

The Ministries of Education and Advanced Education and Skills Development will continue collaboration with district school board teams and community partners in the 2018-19 school year to offer professional learning for educators in a counselling role to foster dialogue and create a culture in schools where students value education and career/life planning and where educators see themselves as important contributors to the school's comprehensive education and career/life planning program. This will include professional learning supports for the Grade 7 and 8 teachers, announced in the 2018-19 GSN memo.

### ***G. Indigenous Support and Engagement Initiative (\$1.9M)***

Funding is provided to selected school boards to employ a full time staff member responsible for:

- further developing strong working and learning relationships with local Indigenous communities and organizations;
- developing school strategies that are culturally informed and welcoming for Indigenous students and their Indigenous communities;
- increasing capacity of Professional Learning Teams to better understand the learning needs of self-identified Indigenous students;
- improving achievement for Indigenous students who are not consistently achieving success; and,
- better understanding trends and patterns of Indigenous students not engaged or not attending in school.

#### **H. Innovation in Learning Fund (\$8.0M)<sup>1</sup>**

The ministry is investing \$8 million a year in fostering greater innovation in learning and teaching to support the development of global competencies (e.g. transferrable skills) in students. The Innovation in Learning Fund will provide funding to school boards for:

- innovations in learning and teaching (“innovation projects”) that will help to support the learning of all students with a focus on transferable skills; and,
- professional development for educators to promote collaborative professionalism and facilitate the sharing of experiences and expertise with a focus on transferable skills.

#### **I. Managing Information for Student Achievement (MISA) Professional Network Centres (\$1.4M)**

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

#### **J. Mental Health Workers in Schools (\$24.2M in EPO)<sup>2</sup>**

Beginning in 2018-19, the ministry will be providing \$24.5 million to support approximately 180 new mental health workers in secondary schools, growing to \$49.5 million to support approximately 400 new workers in every secondary school across the province in the 2019-20 school year<sup>2</sup>. The purpose of this investment is to hire regulated health professionals with specialized training in mental health, which may include social workers, psychologists and psychotherapists. All school boards with secondary schools will receive funding for one mental health worker, plus an incremental amount based on average secondary school size and enrolment. The investment will also include annual base funding of \$50,000 for all school boards with secondary schools to support province-wide research and evaluation of the new supports.

This investment is part of the government’s system-wide transformation of mental health care services to improve quality and access for all Ontarians. This funding will address the increasing need to support students who have mental health concerns through

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<sup>1</sup> This program includes funding to the six hospital boards (up to \$34,177 each) to be determined based on budget requirements.

<sup>2</sup> Investments of \$24.5M and \$49.5M include GSN funding of \$0.3M in 2018-19 and \$0.6M in 2019-20 to support the cost of crown contributions to the benefit trusts for these staff.

continued and expanded mental health awareness and education, early identification and assessment, and improve timely referrals to community mental health services.

***K. Pilot to Improve School-based Supports for Students with Autism Spectrum Disorder (\$3.8M)***

The ministry will provide \$3.8 million to extend this pilot to improve school-based supports for students with Autism Spectrum Disorder (ASD) through the 2018-19 school year with participating school boards. The pilot was introduced in 2017-18 in 18 school boards to test the impact of providing dedicated space in schools for external applied behavior analysis (ABA) practitioners, providing ABA training for Educational Assistants (EAs), and hiring Board Certified Behaviour Analysts (BCBAs) or equivalent, to improve school-based supports for students with ASD. The pilot extension will allow the collection and analysis of more robust evidence on pilot processes, student and system outcomes, and will better inform next steps.

***L. Politique d'aménagement linguistique Initiatives (\$0.2M)***

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

***M. Renewed Mathematics Strategy (\$55.2M)<sup>3</sup>***

The Renewed Mathematics Strategy (RMS) is a three-year strategy that provides dedicated annual funding to improve mathematics across the province. The RMS provides supports to all schools and increased or intensive supports to a select group of schools with the greatest needs in math achievement.

***N. Supporting French-Language Learners and Newcomer Students (\$0.2M)***

Three targeted French-language school boards will continue to receive funding for to participate in the pilot project research, in collaboration with Ottawa University, to promote effective practices in the use of the Effective literacy Guide *La littératie dans toutes les matières: Guide d'enseignement efficace de la 7e à la 10e année*, and the electronic portal *Trousse d'acquisition des compétences langagières en français (TACLEF)*. These projects promote effective practices in support of French-language

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<sup>3</sup> This program includes funding to the six school authorities operating in hospital settings (up to \$3,650 each) to be determined based on budget requirements.

competencies for French-language learners and newcomer students, including non-conversant learners. This is the fourth year of implementation of the initiative. Please note that this was referred to as “Support French Language Literacy Strategies” in last year’s EPO memo.

***O. Supporting Implementation of French-Language Policies and Programs (\$0.4M)***

This funding supports French-language school boards to provide the necessary training and support for the implementation of policies such as Growing Success and of revised curriculum documents, such as *Études des Premières Nations, des Métis et des Inuits*. The objective is to strengthen the instruction underlying these policies and programs: assessment *as, for* and *of* learning and inquiry-based learning.

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

In 2018-19, French-language school boards will receive an allowance for the implementation of the revised program. School boards will receive base funding in order to implement the program effectively. The funding will help school boards to build capacity, to promote the integration of learning expectations from the four frames (Belonging and Contributing, Self-Regulation and Well-Being, Demonstrating Literacy and Mathematics Behaviour, and Problem Solving and Innovating), to make children’s voices heard in their environment and make their learning, thinking and theories (assessment for learning and as learning) visible and to continue to support play-based and inquiry-based learning in the kindergarten classes.

***Q. Well-Being: Safe, Accepting and Healthy Schools and Mental Health (\$12.0M)<sup>4</sup> – Theme Bundle***

Through an extensive public engagement process, the ministry heard that achievement, well-being and equity must be closely interwoven in day-to-day teaching, learning and assessment in a way that enables all students to flourish, and of the need to look at well-being together with a student’s whole experience at school.

This bundle continues to combine the funding allocations for safe and accepting schools and implementation of board mental health strategies in support of Ontario’s Comprehensive Mental Health and Addiction Strategy, Open Minds, Healthy Minds.

The funding will be used to address local needs and priorities, such as those identified in the school climate surveys, to enhance well-being in the classroom and across the school to support the cognitive, social, emotional and physical development of students, as well as their sense of self, spirit and identity, and staff. The funding may be used to support:

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<sup>4</sup> This program includes funding to the six school authorities operating in hospital settings (up to \$20,000 each) to be determined based on budget requirements.



- activities that support student mental health;
- taking further steps to promote safe, healthy, inclusive and accepting learning environments;
- supporting equity and inclusive education to identify and remove discriminatory biases and systemic barriers in support of student achievement and well-being (including working with Equity and Inclusive Education Networks);
- promoting student voice and self-advocacy;
- supporting collaborative professionalism through professional learning to help educators and all school staff reflect and support well-being and equity in classroom instruction and the school experience; and,
- co-developing approaches to support staff well-being.

To better understand the impact of education initiatives and funding strategies to promote and support well-being, the ministry will be changing reporting requirements on well-being funding. In place of requiring boards to submit annual action plans, the ministry will be requiring boards to submit a 3-Year Well-Being Plan and provide annual report-backs on their spending in this area to the ministry. It is expected that boards will use this plan to inform integrated planning for student achievement, well-being and equity with Board Improvement Planning for Student Achievement (BIPSA).

## **Section 2. Program Allocations To Be Confirmed**

Funding of \$101.9 million, as outlined below, has been allocated by program, with board-by-board allocations to be confirmed later in the year.

### **A. Executive Compensation (\$12.1M)**

Funding of \$12.1 million is being provided to assist school boards in addressing the changes as a result of the implementation of school board executive compensation programs for the 2017-18 and 2018-19 school years. Specific school board funding amounts will be based on each board's salary and performance-related pay envelope and approved maximum rate of increase, minus adjustments to reflect the increases already provided as part of the GSN salary benchmarks for the 2017-18 and 2018-19 school year for other senior administration.

### **B. Gap Closing in Literacy Grades 7-12 (\$1.7M)**

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

### **C. Highly Skilled Workforce Strategy K-12 (\$21.3M) - New Theme Bundle**

The ministry continues to support the implementation of the Highly Skilled Workforce Strategy K-12 by funding the initiatives below. To reduce administrative burden, a new EPO bundle is being created for the 2018-19 school year to support the strategy, including supports for experiential learning.

#### **Specialist High Skills Major (\$20.2M)**

Funding for Specialist High Skills Major (SHSM) programs is provided to school boards both through the GSN and through an EPO transfer payment. Board funding allocations may change if student enrolment or program offerings differ from the approved board 2018-19 SHSM application.

School boards are receiving additional SHSM expansion funds to increase the participation among Grade 11 and 12 students in SHSM programs as recommended by the Premier's Expert Panel on the Highly Skilled Workforce. The ministry is committed to ensuring sufficient resources are in place for successful implementation considering school capacity, labour market opportunities and local context. Boards' expansion plans are to be developed by SHSM board leads in partnership with schools and administrators, involving the local federations/unions and aligned with school and board improvement plans.

Funds are to be used by school boards to address costs related to the delivery and management of SHSM programs which will be communicated in forthcoming SHSM Program and Funding memoranda to Directors of Education.

#### **Support for French-Language SHSM Programs (\$0.1M)**

Funding is allocated in all three EDU regions to organize French-Language SHSM regional conferences. These conferences will target local needs in regards to the implementation of the five SHSM components and the Innovation, Creativity and Entrepreneurship training. A number of SHSM teachers in each school will be invited to take part in this conference.

#### **Expansion of Experiential Learning for Adult Learners (\$0.75M)**

The ministry is committed to ensuring adult learners have access to quality experiential learning opportunities that are adaptable and appropriate to their needs. In support of this commitment, funding has been dedicated to help enhance adult learners' engagement, achievement and well-being through robust, meaningful and innovative experiential learning opportunities, while also building professional capacity in this area.

#### **Career Studies Course Update (\$0.25M)**

The ministry will continue and expand the Career Studies projects to include representation from each district school board with a focus on the effective promotion

and assessment of transferable skills within four content areas: financial literacy, digital literacy, pathways planning and innovation, creativity and entrepreneurship. These projects are meant to collaboratively: inform the revision of the Career Studies curriculum; build capacity for teaching and assessing transferable skills; engage Career Studies teachers in meaningful professional development activities that support innovative practice; and facilitate the sharing of inquiries into effective Career Studies teaching strategies.

#### ***D. Indigenous Student Learning and Leadership Gatherings (\$0.3M)***

This program provides leadership development opportunities to Indigenous students (from Grades 7-12) in a culturally relevant context with the aim of supporting student engagement. Funding is provided to lead boards to support the planning, implementation and evaluation of the program.

#### ***E. International Education Strategy (\$0.4M)***

The purpose of funding international education projects is to provide boards with support to develop and implement innovative international education programming for students from Kindergarten to Grade 12 that focus on one or more of the four goals of *Ontario's Strategy for K-12 International Education*.

#### ***F. Ontario Focused Intervention Partnership (OFIP) (\$0.8M)***

The OFIP program provides funds to selected elementary schools to assist school and board leaders, classroom educators, and other members of the school community to implement, monitor, and adjust a school improvement plan.

The key purpose of OFIP is to support the equity of outcomes for students by:

- providing support for schools where a majority of students are not meeting the provincial standards;
- strengthening and supporting instructional leadership and classroom practices for implementing precise interventions;
- building collaborative professionalism within the schools towards continuous student learning and improvement; and,
- implementing research-proven strategies to improve student learning.

#### ***G. Ontario Leadership Strategy and Mentoring for All (\$4.8M) - Theme Bundle***

Collaborative efforts to integrate provincial priorities of Achievement, Equity and Well-Being are reflected in the Board Leadership Development Strategy (BLDS) for 2018-19. As an integral component of the Ontario Leadership Strategy, school boards will continue to be provided with funding to support succession planning and capacity building; evidence and research; development of effective leadership practices and personal leadership resources through mentoring and coaching; and a growth-oriented

culture of continuous improvement. The BLDS continues to support the goals of school and board improvement plans for student achievement and the board multi-year plan.

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

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

#### ***H. Ontario's Equity Action Plan (\$5.5M)***

The ministry will continue working across ministries and with education partners to further its goal to address systemic barriers to student achievement and well-being. Funding in 2018-19 will support key areas such as:

- ***school and classroom practices*** that reflect and respond to the diversity of students and staff so that student populations feel reflected in their learning and are not unintentionally disadvantaged, including supporting Culturally Responsive and Relevant Pedagogy pilots, seven school board-led Equity and Inclusive Education Implementation Networks and pilots that explore interventions, preventative approaches and equity centered programs to student discipline [*\$2.0 million*];
- ***data collection and analysis*** to prepare for the collection, analysis and use of student or employee identity-based data in select school boards [*\$2.5 million*]; and,
- ***leadership, governance, and human resource practices*** to enhance accountability for equity in schools and school boards including human rights supports for school boards. Starting in 2018-19, the ministry will begin a multi-year implementation of a two-faceted human rights structure to promote and ensure compliance with principles of human rights and equity and procedurally fair and locally sensitive complaints processes. First, Ministry Regional Human Rights Support Services will be established in regional offices to provide dispute resolution services, including fact-finding and mediation, for boards and complainants in human rights matters. Second, the ministry will provide funding for school boards to employ human rights professionals who will help to build and maintain an organizational culture that promotes and upholds principles of human rights and equity. For the 2018-19 school year, implementation will begin in the Thunder Bay and Toronto area regions followed by province-wide implementation in future years. Additional details will be communicated in the coming months [*\$1 million*].

### ***I. Parents Reaching Out (PRO) Grants for School Councils (\$2.5M)***

PRO Grants for School Councils is an application-based program that supports parents in identifying barriers to parent engagement in their own community and to find local solutions to involve more parents in support of student achievement, equity, and well-being.

### ***J. Professional Development and Apprenticeship (\$5.0M)***

As a result of the education sector labour negotiations, a grant of \$0.5 million is to be allocated to school boards with OSSTF education worker local bargaining units to be used on the basis of joint applications received from school boards and OSSTF locals for apprenticeship training under the Ontario College of Trades. A grant of \$4.5M to school boards with CUPE local bargaining units is to be used on the basis of joint applications received from school boards and CUPE locals for apprenticeship training under the Ontario College of Trades/and or professional development opportunities. In both cases, boards and their local bargaining units are to meet to discuss use of the funds, and to submit joint applications for approval by the Apprenticeship/Professional Development Committee. Details on the implementation of the OSSTF funds have been provided in a memo that was issued to involved school boards on March 1, 2018. Further details on the implementation of the CUPE funds will be provided in early April.

### ***K. Professional Development – Principals’ and Vice-Principals’ Associations (\$0.4M)***

As part of the 2018-2020 extension agreement with the Principals’ and Vice-Principals’ Associations, \$0.4 million will be provided for Principal and Vice-Principal professional development. These funds will be allocated in consultation with the working group referenced in Letter of Agreement #4 of the 2014-2018 Memorandum of Settlement. Further details on the implementation of these funds will be provided at a later date.

### ***L. Re-engagement (12 & 12+) (including Indigenous Re-engagement) (\$1.3M)***

Funding will be allocated to all English-language school boards in 2018-19 to provide support as they contact, mentor and monitor students who, despite being close to graduation, have left school.

Additional funding will be allocated to select boards in 2018-19 to provide support as they contact, mentor and monitor self-identified Indigenous students in grade 9-12 who have left school.

### ***M. Strengthening Equity in Northern Boards Initiative (\$7.0M)***

As announced in May 2017, the ministry will continue to fund special education supports to students in Northern Ontario school boards and authorities. This funding will be allocated through Northern Cooperatives to all northern boards and school authorities, to carry out innovative/cooperative programs and services that deliver special education supports, and collaborative service delivery objectives to meet the needs of children and youth with special education needs in Northern Ontario.

#### ***N. Student Engagement (\$1.6M)***

*SpeakUp* Projects provide students in grade 7-12 with grants of up to \$2,500 to lead and/or participate in projects that strengthen student engagement and help make connections within the classroom, school and wider community.

#### ***O. Supporting Cannabis Legalization (\$2.8M)***

The ministry is developing education materials for parents/guardians, educators and students to increase awareness and understanding about healthy decision-making and cannabis across the education sector to prevent and delay its use among students and youth. This funding will support training for system leaders (Directors of Education, supervisory officers, principals/vice principals) and the development of targeted resources for school mental health professionals, as well as resources that are linked to the Ontario curriculum.

#### ***P. Supporting French-Language Schools and Student Support Grades 7-12 (\$0.5M)***

For a second year and based on an application process, targeted French-language school boards will receive funding to support the implementation of in classroom transformation learning evidence-based projects. These projects are intended to ensure the long-term success and well-being of students. The Re-engagement (12&12+) Strategy will also continue to be funded through this envelope.

#### ***Q. Supporting French-Language Special Education and the Success of Students with Special Needs (\$5.0M)***

In the January 9, 2017 Memorandum of Settlement (MoS) with AEFO and Council of Trustees' Associates (CTA), the Crown undertook to invest \$10M in the French-language school system to promote the success of students with special needs. The Crown also committed to undertake a tendering process to retain the services of experts whose mandate was to collect data and information on the challenges of teaching and supporting students with special needs at the classroom level. The report submitted by the experts will inform the specific utilization of the funding, which will be decided by a central committee (the Crown in consultation with AEFO and the CTA). The central committee is currently meeting to make recommendations on the distribution and use of the funding allocation for the 2018-19 school years. Board-by-board allocations will be made available once the central committee has made its recommendations.

#### ***R. Supporting Special Education Assessments (\$20.0M)***

Over the next three school years, the ministry is providing approximately \$125 million in application-based EPO funding to address current waitlists for assessments, beginning with a projected \$20 million in 2018-19. The ministry will engage in ongoing, focused conversations with school boards about their assessment and program/service needs. The focus will be on building capacity and/or developing local approaches for boards to

be better positioned to provide timely, responsive assessments, programs and services on a regular basis. Further details will be provided at a later date.

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

This program is aimed at experienced teachers and involves self-directed learning and sharing based on ministry, board or school priorities. It enhances opportunities for experienced teachers to expand their knowledge and leadership skills, and share exemplary practices with others. Since the program began in 2007, over 1,100 projects involving the work of approximately 50,000 teachers have been approved for funding.

**T. *Transportation Funding for Children and Youth in Care (\$3.5M)***

Funding will be allocated to school boards to provide transportation services to support children and youth in care to remain in their home school on a temporary basis, after a placement change, until a more natural transition time and when it is in their best interest.

**U. *Tutors in the Classroom (\$1.2M)***

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

**Next Steps**

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

The ministry looks forward to continuing our working partnership with the school boards.

Your commitment to achieving excellence for all our students and providing effective leadership are valued.

Together in partnership, I am confident that we can provide high quality education to our students and allow them to reach their full potential.



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Bruce Rodrigues  
Deputy Minister of Education

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

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Joshua Paul, Assistant Deputy Minister, Capital and Business Support Division

Martyn Beckett, Assistant Deputy Minister, Student Achievement Division

Patrick Case, Assistant Deputy Minister, Education Equity Secretariat

Richard Franz, Assistant Deputy Minister, System Planning, Research &  
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Shannon Fuller, Assistant Deputy Minister, Early Years and Child Care Division

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