

**Ministry of Education**

Mowat Block  
Queen's Park  
Toronto ON M7A 1L2

**Ministère de l'Éducation**

Édifice Mowat  
Queen's Park  
Toronto ON M7A 1L2



**2013: B6**

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

**FROM:** Grant Clarke, ADM  
Learning and Curriculum Division

Mary Jean Gallagher, ADM  
Student Achievement Division

Jim Grieve, ADM  
Early Learning Division

Janine Griffore, ADM  
French Language, Aboriginal Learning and Research

Barry Pervin, ADM  
Instruction and Leadership Development Division

Gabriel F. Sékaly, ADM  
Elementary/Secondary Business and Finance Division

Pamela Skinner, CAO and ADM  
Corporate Management and Services Division

**DATE:** **March 27, 2013**

**SUBJECT:** **2013-14 Funding in addition to Grants for Student Needs**

---

The Ministry of Education is pleased to announce its 2013-14 projected funding outside the Grants for Student Needs (GSN) at the same time as the release of the GSN memorandum — more than five months before the beginning of the school year. This memorandum outlines initiatives funded through “Education Programs – Other” (EPO) transfer payment.

A separate memorandum to school boards outlining the 2013-14 school year allocations for the Full-Day Early Learning Kindergarten Program will be forthcoming.

This year's allocation does not include funding under the Canada-Ontario Agreement on Minority Language Instruction as the 2013-2018 agreement is currently being negotiated.

The Ministry expects District School Boards (DSBs) to pursue the program objectives and meet reporting requirements outlined in the transfer payment (TP) appendices and initiative memoranda.

Acknowledging the coherence-making that boards are demonstrating in their planning and implementation, the ministry encourages DSBs to identify opportunities for co-ordinating and integrating work in support of various EPO funded programs and initiatives in service of their own identified improvement needs. This flexibility will support board work while maintaining a focus on the intent of EPO funding.

For example, unless otherwise specified in a TP appendix or memorandum, this may include integration of professional learning supports in meeting the goals of the Board Improvement Plan for Student Achievement (BIPSA), Board Leadership Development Strategy (BLDS), and/or the integration of different initiatives with congruent goals.

To facilitate your budget planning for the 2013-14 school year, we confirm that the ministry is allocating \$182.56 million to school boards and school authorities, in addition to funding provided through the GSN, to sustain supports to priority education initiatives. Within this amount:

- \$123.84 million has been allocated board by board in this memorandum; and
- \$58.72 million has been allocated by program, with board allocations to be confirmed later in the year.

Note: This memorandum indicates that some initiatives are allocated only to English-language school boards, however similar initiatives are funded in French-language school boards and are adapted to the French-language minority setting. Details on these specific initiatives will be provided in a future memorandum.

<b>Initiative</b>	<b>Allocated</b>	<b>To be Allocated</b>	<b>Grand Total</b>
Aboriginal Education – First Nation, Métis and Inuit (FNMI) Education Policy Framework Implementation	0.70	4.18	4.88
Autism Supports and Training	3.00		3.00
Collaborative Inquiry for Learning –	4.82		4.82

<b>Initiative</b>	<b>Allocated</b>	<b>To be Allocated</b>	<b>Grand Total</b>
Mathematics			
Community Use of Schools - Outreach Coordinators	6.36		6.36
Community Use of Schools - Priority Schools	7.48		7.48
Energy Procurement and Conservation		1.50	1.50
Equity and Inclusive Education - Parent Engagement		0.88	0.88
Focus on Youth	6.00	1.00	7.00
French-Language Education Supports	3.50	0.72	4.22
Great to Excellent Innovation and Collaboration		0.84	0.84
Library Staff	9.84		9.84
Long Term Occasional (LTO) Teachers Evaluation	0.74		0.74
Mental Health and Addiction Strategy	9.69		9.69
MISA Local Capacity	3.20		3.20
MISA Network Centres	1.61		1.61
Ontario Leadership Strategy		4.00	4.00
Outdoor Education and Engagement		20.00	20.00
Parenting and Family Literacy Centres	11.61		11.61
Re-engagement (12 & 12+)		1.20	1.20
Safe and Accepting Schools	4.73		4.73
Safe Schools - Student Support Leadership	0.90		0.90
Safe Welcome Program	2.97		2.97
Small and Northern Boards Mathematics	4.63		4.63

<b>Initiative</b>	<b>Allocated</b>	<b>To be Allocated</b>	<b>Grand Total</b>
Specialist High Skills Majors (SHSM)		6.60	6.60
Student Engagement		1.15	1.15
Student Injury Prevention Initiative Funding – Technological Education Facilities and Science Labs		2.48	2.48
Student Success - Building Capacity for Effective Instruction in Literacy for Adolescents	1.70		1.70
Student Success - Building Capacity for Effective Mathematics Instruction	1.70		1.70
Student Success - Building Innovative Practice	0.53		0.53
Student Success - Capacity Building for Differentiated Instruction	1.70		1.70
Student Success - Collaborative Inquiry for Instructional Impact	1.70		1.70
Student Success - Middle Years Collaborative Inquiry in Mathematics	0.53		0.53
Student Success School and Cross Panel Teams - Supporting Transitions and Innovative Practices, Grades 7-12	2.23		2.23
Student Success School Support Initiative		5.06	5.06
Student Work Study	12.62		12.62
System Implementation and Monitoring (SIM) Regional Network Sessions	1.80		1.80
System Implementation and Monitoring (SIM)/Ontario Focused Intervention Partnership (OFIP) Support	17.57	4.92	22.48
Teacher Learning and Leadership Program (TLLP)		3.00	3.00

<b>Initiative</b>	<b>Allocated</b>	<b>To be Allocated</b>	<b>Grand Total</b>
Tutors in the Classroom		1.20	1.20
<b>Grand Total</b>	<b>123.84</b>	<b>58.72</b>	<b>182.56</b>

\*Numbers may appear not add up due to rounding.

**SECTION 1. BOARD-BY-BOARD ALLOCATIONS [refer to Appendix A for details]**

**Aboriginal Education – First Nation, Métis and Inuit (FNMI) Education Policy Framework Implementation (\$4.9M – partly allocated by board in this memo).**

The ministry’s investment in Aboriginal Education outside of the GSN includes \$0.7 million for outstanding projects to be delivered in the 2012-2013 School Year and \$4.2 million for projects to be delivered in the 2013-2014 School Year. These investments will provide continued support for the implementation of the Framework.

Funding will be targeted towards reducing gaps in student achievement for First Nation, Métis and Inuit students including support to boards to increase voluntary, confidential First Nation, Métis and Inuit student self-identification; effective use of data to improve student achievement for self-identified First Nation, Métis and Inuit students and support for professional development opportunities.

Further information relative to board funding opportunities for the 2013/2014 School Year will be communicated to boards by the Aboriginal Education Office in Spring 2013.

**Autism Supports and Training (\$3.0M)**

All boards will continue to receive funding to support hands-on practical training modules on Applied Behavioural Analysis (ABA) instructional methods, with increasing skill development to implement ABA instructional methods in the classroom, targeting school based teams, including teachers and other educators working with students with Autism Spectrum Disorders (ASD).

**Collaborative Inquiry for Learning – Mathematics (CIL-M) (\$4.8M)**

Collaborative Inquiry for Learning – Mathematics (CIL-M) in every region in the province is:

- building knowledge about mathematics instruction to improve student learning and achievement

- implementing capacity building strategies to enable sustainable learning communities involving participants representing various roles within the school board
- supporting principals' mathematics instructional leadership through participation in the CIL-M network
- providing a professional learning framework that is supporting the spread of collaborative inquiry across the entire district school board

### **Community Use of Schools – Outreach Coordinators (\$6.4M)**

Funding for this program continues in 2013-14 to fund Outreach Coordinators who help to ensure the effectiveness of the Community Use of Schools program, support schools as community hubs at the local level, and explore options for the sharing of underutilized school facilities.

### **Community Use of Schools – Priority Schools (\$7.5M)**

The Community Use of Schools program includes funding for the Priority Schools initiative, which provides free access to school space for non-profit groups, outside of school hours. The selected schools are located in communities that need it most.

### **Focus on Youth Summer Program (\$7.0M)**

Funding for this program continues in 2013-14 to support the partnership between select school boards and local community agencies to provide summer programming and employment opportunities for students in urban, high-needs neighbourhoods.

### **French-Language Education Supports (\$4.2M– partly allocated by board in this memo)**

French-language boards will receive funding for a variety of initiatives to support the achievement and success of students in French-language schools. Examples of such initiatives include:

- Stratégie ontarienne d'apprentissage électronique (e-Learning Ontario Strategy);
- French-language student and school support;
- Transition to postsecondary programs;
- Aménagement linguistique policy initiatives;
- French-language curriculum initiatives (i.e., implementation of mathematics curriculum, support for student assessment and evaluation policy).

### **Library Staff Investment Project (\$9.8M)**

Funding continues for the sixth year for library staff (teacher-librarians and/or library technicians) within elementary schools. Board allocations have been revised for 2013-14 from the 2012-13 projections.

### **Long Term Occasional Teacher Evaluation (\$0.7M)**

Ontario Regulation 274/12 sets out the development of a fair hiring process; this regulation contains a reference to an “evaluation” as part of the requirements for an occasional teacher (OT) on the long term occasional (LTO) list to apply for a posted permanent position. In recognition of the implementation costs of this initiative, the ministry is offering one-time funding to district school boards to offset the costs of

meetings for administrators and union locals, development of resources, release time for training administrators and occasional teachers, and other activities relating to the development and implementation of an occasional teacher evaluation.

### **Ontario’s Comprehensive Mental Health and Addiction Strategy, Year 3 (Mental Health and Addiction Strategy) (\$9.7M)**

#### *Mental Health Leaders (\$8.6M)*

Funding will be allocated to the 30 school boards already allocated a Mental Health Leader (15 boards in Year 1, 15 boards in Year 2) to continue to support the development and implementation of their comprehensive school board-level Mental Health and Addictions Strategy to address student needs.

Funding will be allocated to the remaining 42 school boards to hire a Mental Health Leader to support the development and implementation of their comprehensive school board-level Mental Health and Addictions Strategy to address student needs.

#### *Strategy Development (\$1.1M)*

As was previously done with the existing 30 school boards, the 42 school boards allocated funding for a Mental Health Leader in Year 3 for the first time, will also receive \$25,000 per board for Strategy Development.

### **MISA - Managing Information for Student Achievement (\$4.8M)**

MISA has enabled boards to increase the capacity of teachers, principals, and board administrators to utilize information in support of improved student outcomes. Building on the success of this initiative, the ministry will provide \$3.2 million in direct funding to further assist with MISA Local Capacity Building efforts and \$1.6 million to the seven MISA Professional Network Centres (PNCs) established in 2005.

### **Parenting and Family Literacy Centres (\$11.6M)**

Funding for this program continues in 2013-14 to support Parenting and Family Literacy Centres in identified school boards. Centres are located in schools serving high needs

neighbourhoods, for parents/caregivers and children from birth to six years of age to participate together in a range of high quality play-based learning opportunities that focus on the optimal development of the child and the early acquisition of literacy and numeracy skills. The centres engage parents/caregivers in their children's learning, and foster parents'/caregivers' knowledge and comfort with the school system. The Ontario Early Years Policy Framework targets the creation of an effective approach to implementing Best Start Child and Family Centres by September 2014. This will involve establishing a common mandate and identity by integrating a number of family support programs, including Parenting and Family Literacy Centres. However, for the 2013-14 school year there will be no changes to Parenting and Family Literacy Centres. Over the coming months we will work closely with our partners, including school boards, to help inform next steps, build on existing best practices, and ensure children and families continue to have access to high-quality services.

### **Safe and Accepting Schools (\$4.7M)**

School Boards will continue to receive funding for Safe and Accepting Schools in 2013-14. Boards are encouraged to find opportunities to align the use of these funds with the work of their Equity and Inclusive Education (EIE) Networks. The purpose of this funding is to: build on initiatives funded in previous years; support compliance with Bill 13; and to take further steps to implementing a whole school approach to promoting safe, inclusive and accepting schools.

### **Safe Schools - Student Support Leadership Initiative (\$0.9M)**

The Student Support Leadership Initiative (SSLI) is a collaboration between the Ministries of Education, Children and Youth Services, Health and Long-Term Care and Municipal Affairs and Housing which has been supporting clusters of school boards, community agencies, health and municipal partners to form and enhance local partnerships and coordinate services in order to prevent inappropriate and unsafe behaviours that may lead to suspension or expulsion, and to promote the well-being of students. SSLI Clusters are in the final year of the six-year project. Funding for SSLI covers the period from April until the end of August 2013. This timing allows for a transition to the new collaborative relationships that are under the Mental Health and Addictions Strategy.

### **Safe Welcome Program (\$3.0M)**

Funding under this program will help boards to purchase and install equipment and devices in elementary schools to ensure parents and other authorized visitors have access to the school while keeping students and staff safe from intruders (security cameras, buzzer system, new windows to maximize sightlines etc.). Boards receiving funding under this program are required to keep the front doors of their elementary schools (and other perimeter doors as appropriate) locked during school hours.



### **Small and Northern Boards (\$4.6M)**

This initiative is designed to enable school boards in the North as well as small school boards facing achievement challenges in math across the province to develop expertise among staff and additional local capacity in the area of elementary mathematics.

Funding is provided for release time in each of the designated boards, as well as opportunities for professional learning in the area of numeracy.

### **Student Success - Building Capacity for Effective Instruction in Literacy for Adolescents (\$1.7M)**

Boards will continue to receive funds to support *Building Capacity for Effective Instruction in Literacy for Adolescents*. The investment supports the goals of the provincial Literacy for Adolescents Professional Learning Strategy by providing funding to:

- support the development of leadership capacity in effecting systemic change by identifying and providing professional learning for instructional leaders in literacy (Grades 7-12);
- build the knowledge of teachers of all subjects about effective instructional practices that support adolescent literacy achievement;
- offer a range of professional learning options (e.g., workshop series, coaching, collaborative inquiry using the professional learning cycle) so that capacity building strategies are differentiated according to school and educator need.

Evidence of classroom implementation, student achievement and engagement is used to inform board planning for the implementation of effective literacy instruction for adolescents.

\$1.7 million has been allocated for *Building Capacity for Effective Instruction in Literacy for Adolescents* for all English Language school boards.

### **Student Success - Building Capacity for Effective Mathematics Instruction (\$1.7M)**

Boards will continue to receive funds to support *Building Capacity for Effective Mathematics Instruction*. The investment supports the implementation of the Seven Foundational Principles for Improvement in Mathematics outlined in "*Paying Attention to Mathematics Education*" (2011). Evidence of classroom implementation, student achievement and engagement is used to inform board planning for the implementation of effective mathematics instruction that meets the learning and engagement needs of students.

\$1.7 million has been allocated for *Building Capacity for Effective Mathematics* for all English Language school boards.

### **Student Success – Building Innovative Practice, Grades 7 - 10 (\$0.5M)**

Selected School Boards will receive funding to support case study sites for innovative practice. Cross-panel capacity building to improve student learning and reduce gaps in student achievement will emphasize:

- connecting teaching and learning by responding to student learning and engagement needs using a differentiated approach that is responsive to assessment information including student feedback/voice;
- the connections among differentiated instruction, assessment as outlined in *Growing Success (2011)* and approaches to instruction and assessment as outlined in *Learning for All (2011)*;
- multi-level learning using a collaborative inquiry model.

The case study sites will be guided by the key findings and recommendations from the Differentiated Instruction Professional Learning Strategy External Evaluation.

### **Student Success - Building Capacity for Differentiated Instruction (\$1.7M)**

Boards will continue to receive funds for *Building Capacity for Differentiated Instruction*. The goals of the Differentiated Instruction Professional Learning Strategy are to:

- increase the instructional knowledge and skills of educators of grades 7-12 so that they can meet the diverse needs of all students;
- build awareness of differentiated instruction as a framework for planning and implementing effective instruction, assessment and evaluation practices as outlined in the Ontario curriculum;
- facilitate and support professional learning opportunities through collaborative inquiry.

Capacity-building will continue to emphasize professional learning for educators at multi-levels that is driven by student learning needs \$1.7 million has been allocated for *Building Capacity for Differentiated Instruction* for all English Language school boards.

### **Student Success - Collaborative Inquiry for Instructional Impact (\$1.7M)**

Boards will receive funds to support *Collaborative Inquiry for Instructional Impact*. The goal of this initiative is to support boards in increasing student achievement and engagement by:

- providing a process for professional learning that is driven by student learning needs;
- linking professional learning needs to student learning needs;

- focusing on assessing for learning and checking for instructional impact.

Capacity building will continue to emphasize multi-level collaborative inquiry as well as professional learning for facilitators of collaborative inquiries.

\$1.7 million has been allocated for *Collaborative Inquiry for Instructional Impact* for all English Language school boards.

### **Student Success - Middle Years Collaborative Inquiry in Mathematics, Grades 7 – 10 (\$0.5M)**

Selected School Boards will continue to receive funding to support a cross-panel inquiry project to generate knowledge about and evidence of effective practices in middle years classrooms.

The investment supports boards in developing:

- cross-panel instructional capacity to improve student learning and reduce gaps in student achievement in mathematics as reflected in the BIPSA;
- capacity in collaborative inquiry skills and connections among middle years educators to improve mathematics learning for all students from grades 7 to 10;
- develop a model to share practice with others in order to build capacity across schools/boards and the province;

The inquiry project will be guided by one or more of the Seven Foundational Principles outlined in *“Paying Attention to Mathematics Education” (Fall, 2011)*.

### **Student Success School and Cross Panel Teams: Supporting Transitions and Innovative Practices, Grades 7 – 12 (\$2.2M)**

Boards will continue to receive funds to support Student Success School and Cross Panel teams. The funds will be used to:

- Develop Transition Plans and support the implementation of initiatives to provide specific supports for students as they move from grade to grade and school to school, Grades 7 to 12 and 12+;
- Track and monitor individual student progress from grade 9 through to the completion of diploma requirements, in particular those students who may be at risk of becoming ‘early leavers’. Provide timely supports, education and career plans, and interventions to assist students in completing their academic and non-academic graduation requirements;
- Provide ongoing professional learning for Student Success School and Cross-Panel Teams. In particular, work with school teams to identify the learning and engagement needs of students in risk situations/at risk of not graduating and

support teams in the use of research and a variety of resources to develop school and board strategies to address these needs.

\$2.2 million has been allocated to English Language boards, grades 7-12 only.

### **Student Work Study, Elementary (\$12.6M)**

Funding is allocated to support collaborative teacher inquiry into student learning needs and the precise assessment and instructional strategies that close learning gaps and improve achievement.

### **System Implementation and Monitoring (SIM) - Regional Network Sessions (\$1.8M)**

Each DSB receives funding to support the work of a system improvement team composed of school and central board representatives. The team participates in regional network sessions and supports the implementation of effective teaching, learning and leading practices in elementary schools. Funding of \$25,000 per board is allocated in this memorandum.

### **System Implementation and Monitoring (SIM)/Ontario Focused Intervention Partnership (OFIP) Support (\$17.6M allocated by board, with \$4.9M remaining as noted later in this memo)**

Each DSB will generate \$2,200 per elementary school as a base amount of System Implementation and Monitoring (SIM) funding. Additionally, each school that meets the SIM school funding criteria based on 2011-12 student achievement results will generate a further \$4,500 in funding. This funding is to support professional learning in elementary schools focused on improving student achievement results, with a particular focus on literacy and numeracy outcomes.

## **SECTION 2. PROGRAM ALLOCATIONS**

Program allocations of \$58.72 million in total are outlined below, with board-by-board allocations to be confirmed later in the year.

### **Energy Procurement, Conservation and Management (\$1.5M)**

This funding will assist School Boards in meeting the requirements in terms of energy procurement, energy conservation and energy management.

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

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

### **Great to Excellent - Innovation and Collaboration (\$0.8M)**

Funding will be allocated to English Language School Boards in 2013-2014 to provide targeted supports for identified sub-populations (e.g. Aboriginal Learners, students in Applied Courses) where data indicates there are gaps in student achievement.

### **Ontario Leadership Strategy (\$4.0M)**

The Ontario Leadership Strategy, launched in 2008, is designed to foster leadership of the highest quality in schools and boards across the province. Significant progress has been accomplished across boards in the implementation of the OLS and building on the foundation, efforts are now focused on increasing impact and assessing results in 2013/14. Boards will be provided with one funding allocation with the expectation that they will continue to further the implementation of their Board Leadership Development Strategy. This strategy will enhance the boards' succession planning and talent development initiatives, including mentoring for newly appointed school leaders, and principal/vice-principal performance appraisals. The Board Leadership Development Strategy will directly support the goals of the school and board improvement plans for student achievement and the board strategic plan.

### **Outdoor Education and Engagement (\$20M)**

This funding will be used to support outdoor learning activities for elementary and secondary students. These activities may be provided by school boards or by third party organizations, such as not-for-profit or community groups.

In 2013-14, this funding is for expenses associated with student learning activities in the outdoors. For example:

- fees related to participation in outdoor learning activities provided by school boards or by third party organizations, such as not-for-profit or community groups
- to enlist the expertise and/or facilities/resources of community agencies in outdoor learning activities
- transportation costs
- teacher release time

In 2013-14, this allocated funding may not be used for:

- staffing
- costs associated with board outdoor education facilities, e.g., repairs, equipment
- the purchase or development of learning resources

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

Funding will again be allocated to English Language School Boards in 2013-14 to provide support as they contact, mentor and monitor students who, despite being close to graduation, have left school. Boards will provide the ministry with the number of students who returned, the number of credits obtained and the number of students who graduated.

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

Funding for Specialist High Skills Major programs is provided to school boards both through the GSN (approximately 75% of the total funding) and through a transfer payment (25% of the total funding). The funding allocation to a board may change if student enrolment or program offerings differ from the projections in the board's 2013-14 SHSM application.

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

- certification and training programs for SHSM students
- tracking students' completion of the SHSM components
- equipment purchases and consumable expenditures
- teacher professional development

### **Student Engagement – SpeakUp (\$1.2M)**

The Student Voice initiative is designed to strengthen student engagement for students who are not yet experiencing success. The initiative helps the ministry learn more about how students learn and what helps them engage in their learning communities through the Minister's Student Advisory Council, Regional Student Forums (e.g. Students as Researchers) and *SpeakUp* Projects.

All school boards are invited to encourage students from Grades 7 to 12, and in particular students not yet experiencing success, to apply for funds to lead *SpeakUp* projects.

An allocation of \$1.15 million will be provided to fund approved English and French language projects in 2013-14.

### **Student Injury Prevention Initiative – Technological Education Facilities and Science Labs (\$2.5M)**

School boards will receive one-time funding to support a culture of safety mindedness following the Ministry of Labour's (MOL) inspections of technological education facilities and science labs conducted between September 2011 and June 2012. Funding is allocated to school boards based on credits earned in secondary technological

education and science courses in 2010-11. The funds will be used to develop/update and implement school board health and safety plans and to address physical plant-related safety issues and environmental concerns in technological education facilities and science labs.

### **Student Success School Support Initiative (\$5.1M)**

Selected English Language School Boards will receive funding to support capacity building in low performing secondary schools. The School Support Initiative is a closing the gap strategy which focuses on improving student achievement, increasing the pass rates and credit accumulation.

The funding is to support the implementation and monitoring of the Initiative, to building the capacity of the principal as the instructional leader and for job-embedded professional learning for teachers.

### **System Implementation and Monitoring (SIM)/Ontario Focused Intervention Partnership (OFIP) Support (\$4.9M – in addition to \$17.6M noted earlier)**

Funding will be allocated in the Fall 2013 based on 2012-13 student achievement results from EQAO to support professional learning in lower and middle performing elementary schools focused on improving student achievement results, with particular focus on literacy and numeracy outcomes.

### **Teacher Leadership & Learning Program (TLLP) (\$3.0M)**

This program involves experienced teachers self-selecting and sharing learning experiences 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 approximately 500 projects, involving the work of over 2,800 teachers, have been approved for funding.

### **Tutors in the Classroom (\$1.2M)**

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

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

Working in partnership, we have made great progress in improving student performance and increasing the graduation rate. This funding will continue to support initiatives that improve student achievement. We are confident that, with all of your help, we can provide high quality education to our students and allow them to reach their full potential.

*Originally Signed By:*

---

Grant Clarke  
Assistant Deputy Minister

---

Mary Jean Gallagher  
Assistant Deputy Minister

---

Jim Grieve  
Assistant Deputy Minister

---

Janine Griffore  
Assistant Deputy Minister

---

Barry Pervin  
Assistant Deputy Minister

---

Gabriel F. Sékaly  
Assistant Deputy Minister

---

Pamela Skinner  
Assistant Deputy Minister and  
Chief Administrative Officer

cc: Superintendents of Business and Finance  
George Zegarac, Deputy Minister of Education