

**Ministry of Education**

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**Ministère de l'Éducation**

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**2015:B8**

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

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**DATE:** March 26, 2015

**SUBJECT:** **2015-16 School Year Education Programs – Other (EPO) Funding**

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The Ministry of Education is pleased to announce its 2015-16 projected EPO funding at the same time as the release of Grants for Student Needs (GSN) funding.

**Improvement Highlights**

**Context**

The core of Ontario's education success is its focus on a consistent vision for the system, with the goals of that vision being widely known and embraced by all partners.

*Achieving Excellence: A Renewed Vision for Education in Ontario*, outlines four key goals for our education system: achieving excellence in teaching and learning, ensuring equity, promoting well-being, and enhancing confidence in a publicly funded education system.

Our renewed vision challenges us all to transform to meet the expectations of today and build the vibrant, prosperous province of tomorrow. At the same time, making the most efficient use of resources will ensure our system is sustainable and responsible.

This year's Education Program – Other funding (EPO) is allocated to support our core goals and priorities identified in the renewed vision. Transforming the education system and realizing our shared goals for *Achieving Excellence* while living within our means requires commitment and determination, as well as finding creative ways to implement effectively and for the maximum benefit of our learners.

### **EPO Streamlining Project & Theme Bundling Concept**

As indicated in the previous EPO B memorandums (2014:B5 and 2014:B10), the ministry has initiated the EPO streamlining project to simplify the reporting processes and requirements for EPO transfer payments. The goals of the streamlining project are to reduce administrative burden, improve financial resource management and better support the renewed vision. The EPO streamlining project will be phased in over multiple years. Starting in the 2015-16 school year (SY), new approaches will be adopted to allow flexibility for school boards in how they allocate funding resources, and improve reporting processes for detailed financial reporting and non-financial program reporting.

The main concept that will be used to achieve the project goals is theme bundling. Selected EPO programs that serve the same strategy/priority will be grouped into a bundle, within which school boards will be allowed to flexibly manage the funding resources, as long as they are able to deliver the same (or better) outcomes that the ministry requires in a cost-efficient way. The ministry will also streamline the reporting requirements for bundled programs through re-designed and/or consolidated report backs.

The first wave (to be launched in 2015-16SY) will see the implementation of the following three pilot bundles:

- 1) Student Success – Building Capacity for Effective and Differentiated Instruction
- 2) Well Being: Safe, Accepting and Healthy Schools and Mental Health
- 3) Ontario Leadership Strategy and Professional Learning Enhancements

In addition to the three bundles, district school boards (DSBs) are expected to continuously pursue program objectives and meet reporting requirements outlined in the TP agreements and initiative memoranda. DSBs will be provided opportunities to identify additional bundling ideas that allow better coordination and integration of work

across EPO funded programs in order to innovatively respond to locally identified improvement needs.

### **Funding Allocations**

To facilitate school boards' budget planning for the 2015-16 school year, we confirm that \$214.1 million of EPO funding will be allocated to school boards and school authorities to support ministry priorities. Within this amount:

- \$153.4 million is allocated by program, with school board allocation detailed included in this memorandum; and
- \$60.7 million has been allocated by program, with school board allocations to be confirmed later in the year.

| <b>Initiative (\$M)</b>  | <b>Allocated</b> | <b>To be Allocated</b> | <b>Grand Total</b> |
|--|------------------|------------------------|--------------------|
| Aboriginal Education - First Nation, Métis and Inuit Education Policy Framework Implementation     |                  | 4.7                    | 4.7                |
| Autism Supports and Training   | 3.0              |                        | 3.0                |
| Collaborative Inquiry for Learning – Mathematics   | 4.9              |                        | 4.9                |
| Community Use of Schools - Outreach Coordinators   | 6.4              |                        | 6.4                |
| Community Use of Schools - Priority Schools  | 7.5              |                        | 7.5                |
| Early Years Leads  | 8.9              |                        | 8.9                |
| Engagement/Re-engagement – First Nation, Métis and Inuit Students                                  |                  | 0.5                    | 0.5                |
| Enrolment Reporting Initiative   |                  | 2.0                    | 2.0                |
| Equity and Inclusive Education - Parent Engagement   |                  | 0.9                    | 0.9                |
| Focus on Youth   | 7.0              |                        | 7.0                |
| French Language Literacy   |                  | 0.5                    | 0.5                |
| French Language Student and School Support   | 0.2              | 0.7                    | 0.9                |
| K-12 System Implementation and Monitoring (SIM) - Regional Network Sessions                        | 1.8              |                        | 1.8                |
| Learning for All K-12 Regional Projects  | 1.5              |                        | 1.5                |
| Library Staff  | 9.8              |                        | 9.8                |
| MISA Local Capacity  | 3.2              |                        | 3.2                |
| MISA Network Centres   | 1.6              |                        | 1.6                |
| New Policy Development   |                  | 0.8                    | 0.8                |
| Ontario Leadership Strategy and Professional Learning Enhancements                                 |                  | 4.8                    | 4.8                |
| Outdoor Education and Engagement   |                  | 20.0                   | 20.0               |
| Politique d'aménagement linguistique (PAL)   | 0.4              |                        | 0.4                |
| Professional Learning Communities (PLC) to Support the Development of French Language              | 0.6              |                        | 0.6                |
| Provincial Math Support Strategy, Grades 7 to 10   | 1.2              |                        | 1.2                |
| Re-engagement (12 & 12+)   |                  | 1.2                    | 1.2                |
| School Mental Health ASSIST (SMH ASSIST)   | 1.0              |                        | 1.0                |
| Small and Northern Boards Mathematics  | 4.4              |                        | 4.4                |
| Specialist High Skills Majors (SHSM)   |                  | 6.6                    | 6.6                |
| Student Engagement   |                  | 1.2                    | 1.2                |
| Student Success – Building Capacity for Effective and Differentiated Instruction                   | 6.8              |                        | 6.8                |
| Student Success - Building Innovative Practice   | 0.5              | 0.4                    | 0.9                |
| Student Success – Middle Years Collaborative Inquiry, Grades 7–10 Mathematics                      | 0.5              |                        | 0.5                |
| Student Success – Ontario Public Service (OPS) Learn and Work Program                              |                  | 0.4                    | 0.4                |
| Student Success School and Cross Panel Teams - Supporting Transitions and Innovative Practices     | 1.6              |                        | 1.6                |
| Student Success School Support Initiative  |                  | 4.5                    | 4.5                |
| Student Success School Support Initiative - First Nations Métis and Inuit (FNMI)                   |                  | 0.6                    | 0.6                |
| Student Work Study   | 12.7             |                        | 12.7               |
| Supporting Implementation of Full-Day Kindergarten   | 0.5              |                        | 0.5                |
| Supporting Implementation of Policies and Programs   | 0.3              |                        | 0.3                |
| System Implementation and Monitoring (SIM)/Ontario Focused Intervention Partnership (OFIP) Support | 16.5             | 6.2                    | 22.7               |
| Teacher Learning and Leadership Program (TLLP)   |                  | 3.5                    | 3.5                |
| Technology and Learning Fund   | 36.5             |                        | 36.5               |
| Technology Enabled Learning and Teaching Contact   | 6.4              |                        | 6.4                |
| Technology Enabled Learning and Teaching Contact in French-language School Boards                  | 1.3              |                        | 1.3                |
| Tutors in the Classroom  |                  | 1.2                    | 1.2                |
| Well Being: Safe Accepting and Healthy Schools and Mental Health                                   | 6.4              |                        | 6.4                |
| <b>Grand Total</b>   | <b>153.4</b>     | <b>60.7</b>            | <b>214.1</b>       |

\* Numbers may not add up due to rounding.

## **SECTION 1. PROGRAM ALLOCATIONS WITH SCHOOL BOARD DETAIL**

[See Appendix A for details]

Program funding of \$153.4 million has been allocated board by board.

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

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

### ***Collaborative Inquiry for Learning – Mathematics (CIL-M) (\$4.9M)***

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

- building knowledge about mathematics instruction to improve student learning and achievement
- implementing capacity building strategies to enable sustainable learning communities that involve 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 supports the spread of collaborative inquiry across the entire district school board

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

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

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

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

### ***Early Years Leads Program (\$8.9M)***

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

- Leadership of system-wide implementation of the vision of creating a system of responsive, high quality, accessible, and increasingly integrated early years programs and services that contribute to healthy child development as outlined in the Ontario Early Years Policy Framework.
- Development of policies, protocols, programs, standards, and strategies as required to ensure consistently high quality early years programs and services.
- Coordination of a system plan to strengthen integration of full-day kindergarten, child care, and early years programs and services in each school community.
- Advance knowledge building in the early years community by contributing to the development, review, administration and application of performance measures and indicators.

In the 2015-16 school year, an allocation of \$8.4 million will be provided for ongoing EY Lead positions and one-time funding of \$0.5 million for professional development/ release time for educators.

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

Funding for this program continues in 2015-16 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.

### ***K-12 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 mathematics in elementary and secondary schools. Funding of \$25,000 per board for the SIM team is allocated in this memorandum.

### ***Learning for All K-12 Regional Projects (\$1.5M)***

The ministry will provide school boards with funds to continue mobilizing knowledge and sustain professional learning pertaining to the implementation of resource guide *Learning for All, K-12 (2013)*. This funding will continue to support regional professional learning and school board projects through collaborative inquiries that explore the following areas of focus:

- “knowing your student” and “students knowing themselves as learners” through an asset lens and with a growth mindset;
- deep understanding of student growth and learning and inclusive practice;
- critical thinking and evidence-based decision making in responsive, personalized and precise learning and teaching; and
- collaboration and shared professional learning in a tiered approach to support student growth and learning.

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

Funding continues for library staff (teacher-librarians and/or library technicians) within elementary schools. Board allocations have been revised for the 2015-16 school year.

### ***Managing Information for Student Achievement (MISA) Local Capacity and Network Centres (\$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 \$3.2M in direct funding to further assist with MISA Local Capacity Building efforts and \$1.6M to the seven MISA Professional Network Centres (PNCs) established in 2005.

### ***Politique d'aménagement linguistique (PAL) initiatives (\$0.4M)***

In 2014, the French-Language Policy and Programs Branch (FLEPPB) carried out an extensive consultation exercise regarding the PAL, which was published in 2004. The consultation pointed to a need for a new strategic plan for the policy's implementation. Funding of \$0.2 million will be provided to boards to support the local implementation of a new strategic plan once it has been developed. Board-by-board allocations will be made available later in the year.

In addition, four province-wide cultural activities for students will take place in 2015-2016. Investments for these activities total \$0.125 million.

### ***Professional Learning Communities (PLC) to support the development of French language (\$0.6M)***

In 2015-16, French-language school boards will receive funding to support the implementation of collaborative inquiries connected to the school and board improvement plans, as well as the *School Effectiveness Framework K-12*. The funding is intended for release-time, travel and logistical costs for the PLC meetings at the local level. The objective of the funding is to improve student success in reading, writing and oral communication, from kindergarten to grade 12, as well as reducing gaps between boys and girls in these areas. The focus of the professional learning communities may vary according to the needs of schools and school boards, but it could address oral

communication for young children (i.e. COPE project, *Communication orale de la petite enfance*), *Actualisation linguistique en français* (ALF) and boys' literacy.

### ***Provincial Math Support Strategy, Grades 7 to 10 (\$1.2M)***

In 2015-2016, French-language school boards will continue to receive funding to implement the *Provincial Math Support Strategy, Grades 7 to 10*. The allocated funding will be used to hire a qualified math teacher/coach to act as grade 7-12 Numeracy lead at the board level. This funding supports the objective of building the board capacity to improve math teaching and learning.

### ***School Mental Health ASSIST (SMH ASSIST) (\$1.0M)***

Funding will continue for SMH ASSIST that is part of the Ministry of Education's commitment to Ontario's Comprehensive Mental Health and Addictions Strategy. SMH ASSIST is a provincial implementation support team designed to help all 72 school boards as they work to promote student mental health and well-being. SMH ASSIST is focused on building organizational conditions for effective school mental health; enhancing educator capacity in the area of student mental health; and implementing evidence-based mental health promotion and prevention programming in schools.

### ***Small and Northern Boards Mathematics (\$4.4M)***

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 supports a math facilitator position and provides 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 and Differentiated Instruction (\$6.8M)***      ***[Theme Bundle #1]***

All English-language school boards will receive funding to support four educator capacity building strategies, each of which includes a focus on effective and differentiated instruction and collaborative inquiry as part of a range of professional learning formats. The goal of these initiatives is to support the learning and engagement of students not yet achieving success. Boards will allocate the funds to provide multi-level educator capacity building in each of four areas: literacy, mathematics, differentiated instruction and collaborative inquiry.

- Student Success - Building Capacity for Effective Instruction in Literacy (\$1.7 M)
- Student Success - Building Capacity for Effective Instruction in Mathematics (\$1.7M)
- Student Success - Capacity Building for Differentiated Instruction (\$1.7 M)
- Student Success - Collaborative Inquiry for Instructional Impact (\$1.7 M)



### ***Student Success – Building Innovative Practice, Grades 7-10 (\$0.9M)***

Selected school boards will receive funding to support case study sites for innovative practice to meet the needs of students not yet achieving success. 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 to instruction that is based on assessment information including student feedback/voice
- Multi-level learning (classroom, school and board) using a collaborative inquiry model
- Knowledge mobilization through the collaborative (ministry and board) development of professional learning resources (e.g., video/print) that capture and extend the learning from the project

### ***Student Success – Middle Years Collaborative Inquiry, Grades 7-10 Mathematics (\$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 Board Improvement Plan for Student Achievement (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 practices 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 (\$1.6M)***

All English-language boards will receive funds to support Student Success School and Cross-Panel teams. The funds will be used to:

- Support the Transitions and Pathways Collaborative Inquiry and cross-panel work to address the needs of students with persistent challenges as they move from grade to grade and school to school.
- Track and monitor individual student progress 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 planning, 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.

### ***Student Work Study (\$12.8M)***

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.

### ***Supporting Implementation of Full-Day Kindergarten (\$0.5M)***

In 2015-16, 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 in addition to a per class allowance. The funding will help school boards to build capacity, to promote the integration of learning expectations from four frames (Appartenance et contribution, Autorégulation et bien-être, Manifestation des apprentissages en littératie et en numératie et Résolution de problèmes et innovation), to make children’s voices evident in the environment and make visible their learning, thinking and theories (Assessment for Learning and as Learning) and to continue to support play-based and inquiry-based learning in the kindergarten classes.

### ***Supporting Implementation of Policies and Programs (\$0.3M)***

This funding supports school boards to provide the necessary training and support for the implementation of policies such as *Growing Success* and of new curriculum policy documents, such as *Health and Physical Education*. The objective is to strengthen the instruction underlying these policies and programs: assessment *as, for and of* learning and inquiry-based learning.

### ***System Implementation and Monitoring (SIM)/Ontario Focused Intervention Partnership (OFIP) Support (\$22.7M) - \$16.5M allocated by board in this memo, \$6.2M to be allocated by board in the future.***

SIM/OFIP funding is allocated in two stages:

First, 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 funding criteria, based on 2013-14 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. This funding is allocated in this memo.

Second, additional funding will be allocated to eligible boards in the fall 2015 based on EQAO's 2014-15 student achievement results to support professional learning in lower performing elementary schools focused on improving student achievement results, also with a particular focus on literacy and numeracy outcomes.

### ***Technology and Learning Fund (\$36.5M)***

Funding related to the Technology and Learning Funds (TLF) supports Ontario's renewed vision to transform and modernize education by investing in deeper learning practices enabled by technology.

Actual funding, board accountability, research and reporting requirements with respect to TLF allocations and regional supports will be later communicated to District School Boards, School Authority Boards and the Provincial Schools Branch by the Council of Ontario Directors of Education (CODE) as co-sponsor with the ministry for this initiative.

### ***Technology Enabled Learning and Teaching Contact (\$6.4M)***

Funding continues for one position (formerly the e-Learning Contact) per district school board for the 2015-16 school year to support technology enabled learning and teaching in Ontario. The position will lead boards in the implementation and integration of content, pedagogy and technology for learning and teaching in the 21<sup>st</sup> century.

### ***Technology Enabled Learning and Teaching Contact in French-language School Boards (\$1.3M)***

Each French-language school board will continue to receive funding for a French-language Technology Enabled Learning and Teaching Contact position. In its role, the "Personne responsable de l'environnement d'apprentissage virtuel" (PREAV), will lead boards in the implementation and integration of content, pedagogy and technology for learning and teaching in the 21<sup>st</sup> century.

### ***Well Being: Safe Accepting and Healthy Schools and Mental Health (\$6.4M)*** ***[Theme Bundle #2]***

This allocation combines prior years' funding for safe and accepting schools and implementation of board mental health strategies in support of Ontario's comprehensive mental health and addiction strategy. In prior years two separate funding allocations were provided. These allocations have been bundled together to allow boards flexibility for better alignment of initiatives. Boards are allowed to flexibly manage funds within the same bundle, as long as they are able to deliver the same (or better) outcomes that the ministry requires in a cost-efficient way. It also reduces administrative burden on boards as only one Transfer Payment Agreement and one report back required.

The purpose of this funding is to support school boards' work around the ministry's goal of promoting well-being. This funding can be used to support:

- continued development and implementation of school board mental health and addictions three year strategies and action plans;
- taking further steps to implementing a whole school approach to promoting safe, inclusive and accepting schools (including working with Equity and Inclusive Education (EIE) Networks); and
- supporting strategies and activities that are aligned with the *Foundations for a Healthy School* resource.

## **SECTION 2. PROGRAM ALLOCATIONS**

Funding of \$60.7 million, as outlined below, has been allocated by program, with board-by-board allocations to be confirmed later in the year.

### ***Aboriginal Education - First Nation, Métis and Inuit Education Policy Framework Implementation (\$4.7M)***

The ministry's investment in Aboriginal education outside of the GSN will provide continued support for the implementation of the Ontario First Nation, Métis and Inuit Education Policy Framework to enhance the success and well-being of Aboriginal students and to help close achievement gaps.

Specifically, this investment will support boards to implement 2015-16 strategies and actions identified for school boards in the recently released Ontario First Nation, Métis and Inuit Education Policy Framework Implementation Plan.

### ***Engagement/Re-engagement – First Nation, Métis and Inuit Students (\$0.5M)***

Funding will be allocated to selected English-language school boards in 2015-16 to provide support as they contact, mentor and monitor any self-identified First Nation, Métis and Inuit students in grade 9-12 who have left school. Boards will provide the ministry with:

- the number of students who were contacted;
- the number of students who returned;
- the number of students who met the literacy and community involvement graduation requirements;
- the number of students who graduated; and,
- the number of credits obtained.

### ***Enrolment Reporting Initiative (\$2.0M)***

This funding of \$2.0 million in 2015-16 is to support school board implementation of phase 2 of the Enrolment Reporting Initiative. This initiative was announced on November 1, 2013 to replace paper-based enrolment registers for continuing education and other programs with other electronic student management systems and Ontario School Information System (OnSIS) data collection.

### ***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.

### ***French Language Literacy (\$0.5M)***

This funding will support opportunities for school leaders and teaching staff to improve achievement and well-being of French-language learners and newcomer students in French-language schools. It will also identify and fund targeted initiatives based on evidence gathered throughout the implementation of the plan and the assessment of practices as per Ontario's First Nation, Métis, and Inuit Education Policy Framework.

### ***French-language School and Student Support (\$0.9M)***

Targeted French-language school boards will receive funding to support the capacities of leaders and teaching staff in grade 7-12 schools. The funding will be used to plan evidence-based projects that are intended to ensure the long-term success and well-being of students. Initiatives such as Differentiated Instruction that build capacity through professional learning projects or the Re-engagement Initiative (12&12+) are some examples of projects that will continue to be funded. \$0.2 million in funding has been allocated per board in Appendix A. Detailed allocations for the rest of the funding will be provided at a later date.

### ***New Policy Development (\$0.8M)***

The ministry anticipates introduction of a new kindergarten to grade 12 policy on experiential learning including cooperative education and furthering support for implementing *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools, Policy and Program Requirements, Kindergarten to Grade 12*.

### ***Ontario Leadership Strategy and Professional Learning Enhancements (\$4.8M)*** ***[Theme Bundle #3]***

*Achieving Excellence: A Renewed Vision for Education in Ontario* reconfirmed that leadership is a critical lever to ensure attainment of the renewed goals. In support of *Achieving Excellence* and in consultation with school districts, the ministry has developed a renewed Ontario Leadership Strategy (OLS) – Leadership for Learning.

The renewed vision of Leadership for Learning is reflected in the Board Leadership Development Strategy (BLDS) for 2015-16. School boards will continue to be provided with funding to support succession planning and capacity building; evidence and research; the continued development of effective leadership practices and personal leadership resources through mentoring and coaching; and a growth-oriented culture of continuous improvement. The BLDS continues to support the goals of school and board improvement plans for student achievement and the board multi-year plan.

The *Professional Learning Enhancements* (PLE) fund provides school boards with a funded opportunity to improve the quality of supports and professional learning opportunities available to teachers. The renewed vision 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 BLDS and PLE to provide support along a continuum of mentorship roles that could include: associate teachers, NTIP mentors, VP/P mentors, ECE mentors, business and facilities mentors and board consultants and coordinators.

### ***Outdoor Education and Engagement (\$20.0M)***

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 2015-16, 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 2015-16, 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 (12 & 12+) (\$1.2M)***

Funding will be allocated to all English-language school boards in 2015-16 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 were contacted;
- the number of students who returned;
- the number of students who met the literacy and community involvement graduation requirements;
- the number of students who graduated; and,
- the number of credits obtained.

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

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

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

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

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

The Student Voice Initiative is designed to strengthen student engagement and achievement. The initiative helps schools, school boards, and the ministry learn more about how students learn and what helps them engage in their learning environments through the Minister's Student Advisory Council, Regional Student Forums, and 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 achieving success, to apply for funds to lead *SpeakUp* Projects. An allocation of \$1.15M will be provided to fund approved English- and French-language projects in 2015-16.

### ***Student Success – Ontario Public Service (OPS) Learn and Work Program (\$0.4M)***

Selected school boards will receive funding to support the delivery of the Ontario Public Service (OPS) Learn and Work Program, a specialized co-operative education program that re-engages youth aged 16 to 20 from priority communities. The OPS Learn and Work program provides students the opportunity to earn credits towards their high school diploma and paid work experience in the OPS and/or its related agencies.

### ***Student Success – School Support Initiative (SSI) (\$4.5M)***

Selected English-language school boards will receive funding to support capacity building in secondary schools where pass rates in grade 9 and 10 Applied courses are below the provincial rate. The School Support Initiative is a closing the gap strategy which focuses on improving student achievement, increasing pass rates and credit accumulation.



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

***Student Success School Support Initiative – First Nation, Métis and Inuit Students (\$0.6M)***

Additional funding will be provided to select school boards in the SSI where data indicates that self-identified First Nations, Metis and Inuit learners in grade 9 and 10 Applied courses are at risk of not meeting graduation requirements due to credit loss.

***Teacher Learning and Leadership Program (TLLP) (\$3.5M)***


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 approximately 800 projects, involving the work of over 4,200 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 ministry program contacts or the office of the Assistant Deputy Minister responsible for the program.

We will continue to build and develop strong partnerships to realize our shared goals for all learners. Collectively, we need to lead responsibly, manage spending wisely and remain accountable to realize the goal of a system that is responsive, high quality, accessible, and integrated from early learning and childcare to adult education.



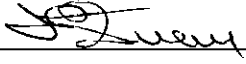
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Grant Clarke  
Assistant Deputy Minister  
Learning and Curriculum Division




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Mary Jean Gallagher  
Assistant Deputy Minister  
Student Achievement Division




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Jim Grieve  
Assistant Deputy Minister  
Early Years Division



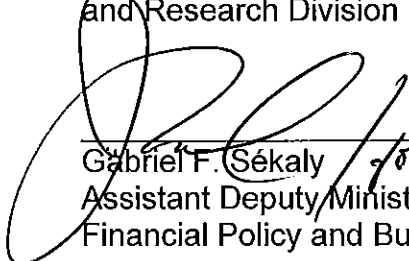
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Janine Griffore  
Assistant Deputy Minister  
French-Language, Aboriginal Learning  
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John Malloy  
Assistant Deputy Minister  
Leadership and Learning Environment  
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Gabriel F. Sékaly  
Assistant Deputy Minister  
Financial Policy and Business Division



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Pamela Skinner  
Assistant Deputy Minister and Chief  
Administrative Officer  
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Division

Copy: Superintendents of Business and Finance  
George Zegarac, Deputy Minister of Education  
Frank Kelly, Executive Director, Council of Ontario Directors of Education  
Julian Hanlon, Chair, Council of Ontario Directors of Education