

Results-based Plan Briefing Book 2011/12

Ministry of Education

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Part I: Results-based Plan 2011/2012

Ministry of Education

PART I: PUBLISHED RESULTS-BASED PLAN 2011-2012

MINISTRY OVERVIEW

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

VISION

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

MISSION

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

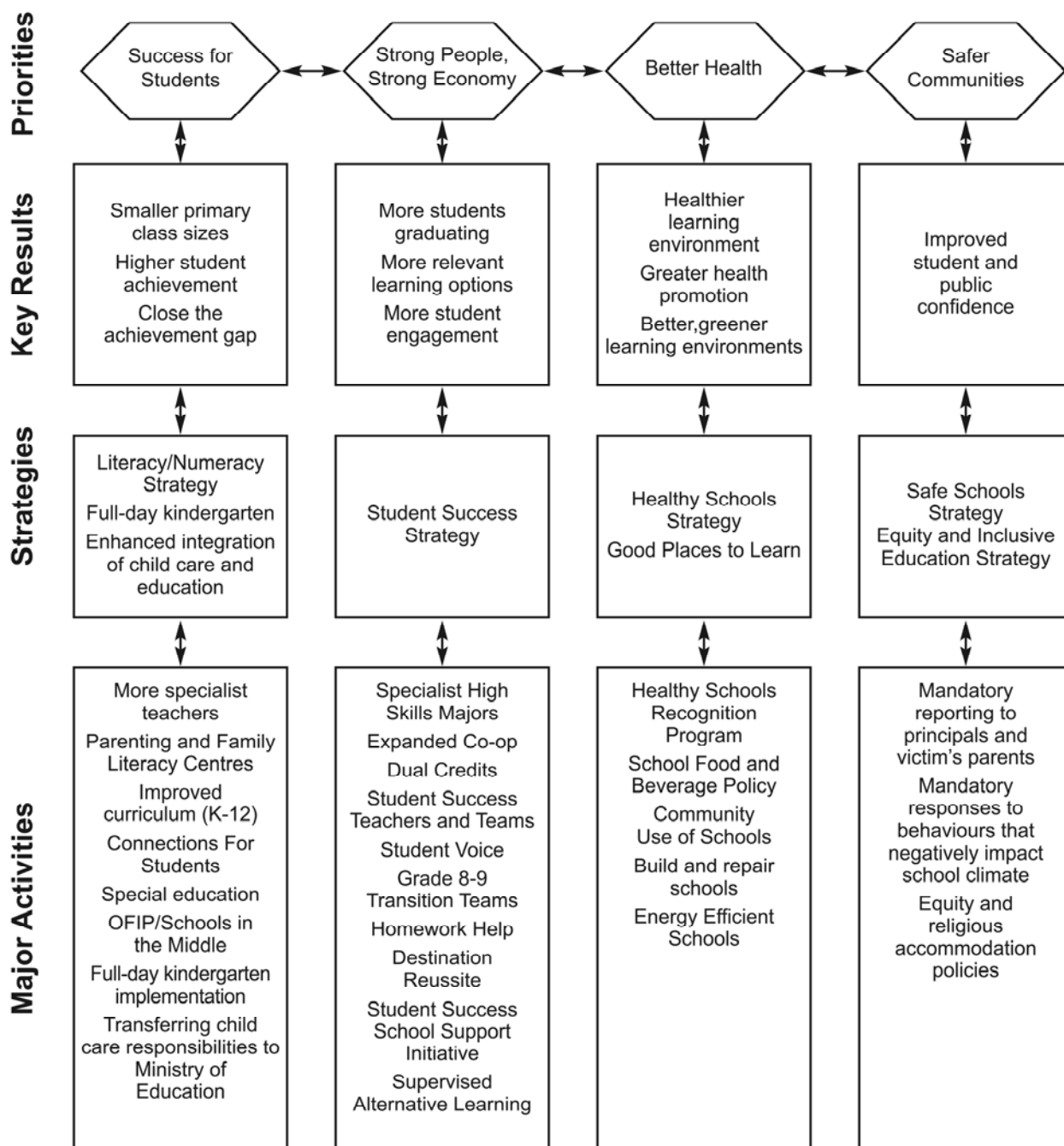
These partnerships will create a publicly funded education system that can reach every student.

KEY PRIORITIES AND RESULTS

The ministry's work supports four government priorities:

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

Ministry Contribution to Key Priorities & Results



Success for Students

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

Ontario is also among the few jurisdictions in the world whose students demonstrate both higher achievement in reading and a smaller performance gap between high and low-income students when compared to the Organization for Economic Co-operation and Development (OECD) average. The OECD released the 2009 Programme for [International Student Assessment \(PISA\)](#) results in December 2010 and it concluded Ontario's fifteen-year-old students are among the best readers in the world accordingly. This internationally-respected study proves that Ontario's high school students have high literacy rates.

Ontario's international reputation of excellence in education continues to grow. In September, more than 600 education leaders from around the globe gathered in Toronto to participate in [Building Blocks for Education: Whole System Reform](#). Co-chaired by renowned education experts Sir Michael Barber and Michael Fullan, the summit featured keynote speakers from six countries who shared ideas and discussed new ways to help solve the challenges facing students from Ontario and around the world.

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

In addition, the Ministry of Education continues to host international delegations examining best practices in education reform and student success. By coordinating these visits, the ministry continues to build more opportunities for staff to learn from what is working in other jurisdictions as well as share lessons learned from efforts to improve educational outcomes for Ontario students.

As such, the ministry continues to implement initiatives that ensure more students succeed including [Full-day Kindergarten](#), [Safe Schools](#), the [Literacy and Numeracy Strategy](#) and the [Student Success Strategy](#).

New Initiatives

Supervised Alternative Learning

Effective February 1, 2011, new school board [requirements](#) provide more structure, clarity and consistency for excused pupils participating in the Supervised Alternative Learning (SAL) programs throughout the province. The ministry will continue to support implementation of the new SAL.

First Nation Student Achievement Strategy

In collaboration with Indian and Northern Affairs Canada, the Chiefs of Ontario Office and

the Ministry of Aboriginal Affairs, the ministry is working with partners to develop a strategy to support First Nation student achievement and facilitate successful transitions between First Nation schools and the provincially funded education system.

Teaching and Learning in a Digital World

The ministry has begun working with education stakeholders to develop a shared vision where technology is in the repertoire of every teacher and school administrator as an effective vehicle for improving student achievement, closing the gap and improving public confidence in publicly funded education. In addition to beginning research in this area, several consultations were held this year and boards were invited to express their interests in participating in pilot projects on effective practices for teaching and learning in a digital world. These submissions are currently being reviewed.

10-Year Mental Health and Addictions Strategy

The 10-year Mental Health and Addictions Strategy is a multi-ministry initiative led by the Ministry of Health and Long-Term Care and supported by the Ministry of Education, among other government partners. The focus of the strategy is to provide appropriate mental health and addictions services when people need it, where they live. To achieve this, the government will partner with educators and community-based child and youth mental health agencies to deliver specific programs, services and tools to children and youth in schools to improve mental health capacity levels.

Premier's Safe Schools Teams Awards

On November 17, 2010, the [Premier's Safe Schools Awards](#) were launched to recognize up to 10 Safe Schools Teams that have done exceptional and innovative work in fostering a safe, positive, inclusive and welcoming school environment.

Ongoing Initiatives

Full-Day Kindergarten

In September 2011, about 50,000 four- and five-year-olds will participate in [full-day kindergarten](#) – expanding from the approximately 35,000 children participating in the 2010-11 school year. Full-day kindergarten provides children with a seamless day of learning and play to provide them with a solid foundation for future learning, and make the transition to Grade 1 easier.

At full-day kindergarten schools where there is sufficient demand, boards are required to offer before- and after-school programs for four- and five-year-olds to give children more opportunities to learn, play and grow – and to make life easier for busy parents. The government has introduced amendments to the *Education Act* that would, if passed, give school boards the flexibility to deliver these programs directly or to enter into agreements with qualified third-party providers to offer these programs on school sites before and after school hours.

So far, the government has provided more than \$450 million in capital funding to support the implementation of full-day kindergarten across Ontario.

Child Care

To enhance the [integration of child care and education](#), the transfer of child care from the Ministry of Children and Youth Services to the Ministry of Education continues. The ministry now oversees child care program and policy responsibilities, as well as funding and contract management.

Parent Engagement

Parent engagement matters. Study after study has shown that student achievement improves when parents play an active role in their children's education, and that good schools become even better schools when parents are involved. It is recognized that parent engagement is a key factor in the enhancement of student achievement and well-being. To make it easier for parents to get involved, government funding is available to encourage parent involvement.

Student Achievement

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

In 2002-03, only 54 per cent of Grade 3 and 6 students were achieving the provincial standard (equivalent to a B grade) in reading, writing and math assessments. Students who struggle with these skills often become discouraged and later drop out of school.

The government's target is to have 75 per cent of students meet the provincial standard and continues to implement initiatives to help more students be confident and competent in reading, writing and math. There are several initiatives in place to help Ontario students get there.

- As of the 2011-12 school year 12,350 additional teaching positions are being funded. This is the total number of new teaching positions based on investments made since 2003.
- The government has introduced full-day kindergarten which consists of a staffing model of teachers and ECEs working together in the classroom. As of September 2011, the program will be implemented in about 800 schools.
- There are currently 145 [Parenting and Family Literacy Centres](#) (PFLCs) in high needs communities. PFLCs are part of the Poverty Reduction Strategy.
- Approximately 70 Student Achievement Officers and 70 Student Effectiveness Leads work directly with principals, teachers and board leaders to improve student learning and achievement in reading, writing and math.
- In addition, government funding has been targeted for boards to hire additional expertise (e.g., Student Work Study Teachers, and Numeracy Facilitators for Small and Northern Boards).

- The government provides targeted support for more than 1,400 elementary schools that are “in the middle,” where 50 to 74 per cent of students are meeting the provincial standard. Boards receive funding for professional learning about reading, writing and mathematics for teams of teachers and principals to help them boost student achievement to the next level.
- Support for before- and after-school tutoring programs for all school boards will continue in 2011-12.
- The Collaborative Inquiry for Learning in Mathematics (CIL-M), Early Primary Collaborative Inquiry and Student Work Study promote collaborative inquiry in schools and boards. Every school board in Ontario is currently participating in one of these initiatives.

Curriculum and Assessment

The ministry continues to keep the curriculum current and relevant. The revised curriculum is based on research and extensive consultations, and supports the ministry’s goals and policies.

Revised curriculum policy documents for mandatory implementation are anticipated to be in place for the following subjects, beginning September 2012:

- Grades 4 – 8, *Anglais pour débutants* (French-language schools only)
- Grades 9 - 12, *Anglais pour débutants* (French-language schools only)
- Grades 9 – 12, Classical and International Languages/*Langues classiques et langues internationales*
- Grades 1 – 8, Health and Physical Education/*Éducation physique et santé*
- Grades 9 - 12, Health and Physical Education/*Éducation physique et santé*
- Grades 1 – 8, Native Languages/*Langues autochtones*
- Grades 9 – 12, Native Languages/*Langues autochtones*
- Grades 9 – 12, Native Studies/*Études autochtones*
- Grades 1 – 6, Social Studies, History and Geography Grades 7 & 8/*Études sociales, histoire et géographie*
- Grades 9 – 12, Social Sciences and Humanities/*Sciences humaines et sociales*

Also, in April 2010, French-language school boards launched the following four curriculum policy documents that address the needs of French language learners and newcomers:

- Grades 1 – 8, Actualisation linguistique en français (ALF)
- Grades 1 – 8, Programme d’appui aux nouveau arrivants (PANA)
- Grades 9 – 12, ALF
- Grades 9 – 12, PANA
- La Trousse d’acquisition de compétences linguistiques en français (TACLEF) was also introduced to support teachers in ALF curriculum implementation.

In addition, financial literacy topics will be further integrated into the curriculum in September 2011. Working with the [Ontario Securities Commission](#) and the [Investor Education Fund](#), the province is developing new financial literacy resources for teachers to

help students in grades 4 to 12 learn basic financial skills so they can make informed and effective decisions about how to manage money. These new resources will include videos and electronic learning activities for the classroom.

The [*Full-Day Early Learning-Kindergarten Program*](#) will be finalized for use in September 2012.

A feasibility study on the development of a provincial report card for FDK will be conducted. *Growing Success* policy for full-day kindergarten will be developed for implementation in September 2012 along with implementation guidelines and resource supports.

A review of the *Ontario Student Record (OSR) Guidelines* is underway and the updated version will be implemented for September 2012.

La Trousse d'acquisition de compétences linguistiques en français (TACLEF) was also introduced to support teachers in ALF curriculum implementation.

In collaboration with Formation du personnel à l'amélioration de la réussite scolaire des élèves (FARE) the ministry will provide in-service professional learning opportunities for French-language teachers throughout Ontario.

In 2011-12, the ministry will release the revised Ontario Schools – Policy and Programs (OS)/Les écoles de l'Ontario – exigences régissant les politiques et programmes de la maternelle à la 12^e année (EO) (formerly Ontario Secondary Schools Grades 9 – 12 Program and Diploma Requirements/Écoles secondaires de l'Ontario – préparation au diplôme d'études secondaires de l'Ontario. This revised OS/EO will set out the Ministry of Education's requirements governing the policies and programs in all schools in Ontario.

Performance Measures

In 2009-10, 68 per cent of Grade 3 and Grade 6 students met the provincial standard (equivalent to a B grade) in reading, writing and math. This represents a 14 percentage point increase since 2002-03. The results for each school are available on [the EQAO website](#).

Strong People, Strong Economy

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

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

In 2003-04, only 68 per cent of students were obtaining their high school diploma. Studies show that those students who do not graduate face a future with an increased risk of unemployment, financial difficulties and social issues. In response, the government set a graduation target of 85 per cent.

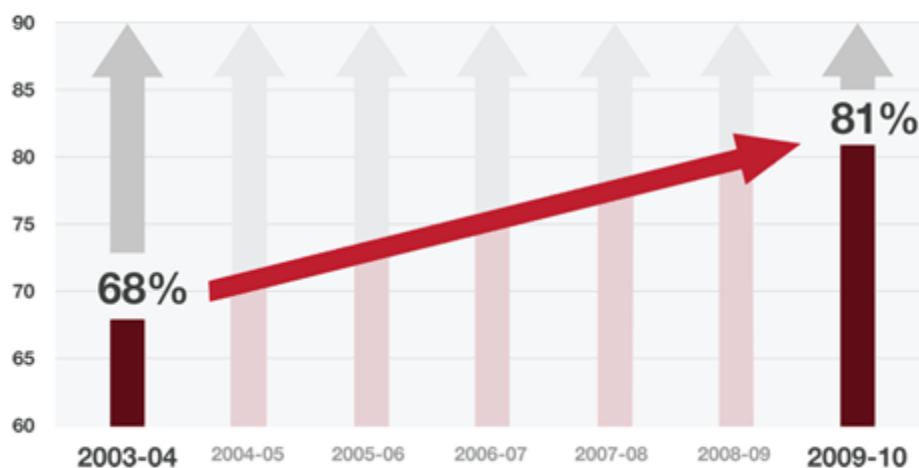
To help more students graduate, several programs will continue to expand in FY 2011/12.

- [Specialist High Skills Majors](#) (SHSM) are bundles of 8-10 classroom courses, workplace experiences and sector certifications in 18 different economic sectors such as information and communications technology, manufacturing and hospitality.
 - o In 2011-12 more than 1,300 SHSM programs will be offered in about 600 secondary schools.
 - o Enrolment in this program is expected to grow from 28,000 participants to approximately 34,000 in 2011-12.
- [Expansion of Cooperative Education](#) allows high school students to apply two co-op credits towards the 18 compulsory credits required for graduation and additional co-op credits towards the 12 optional credits for an OSSD.
- [Dual Credits](#) allow students to earn credits that count toward both their high school diploma and their college diploma/degree or apprenticeship certification. In 2011-12 approximately 450 programs will serve an estimated 15,000 students.
- [Student Voice](#) strengthens student participation in their school and the development of provincial education policy. It includes a Minister's Student Advisory Council, funding for student-led projects and regional student forums.
- Destination Réussite supports French-language school boards in the implementation of Student Success Strategy initiatives at their schools through regional teams that include school board and college/university staff.
- The [Student Success School Support Initiative](#) will be expanded to include three additional school boards with a total of approximately 90 participating schools. Destination Réussite – volet 2 supports 34 French-language schools.

Performance Measures

Programs such as those listed above, as well as others like the Re-engagement Initiative (12, 12+), are helping to increase [Ontario's graduation rate](#). For the 2009-10 school year, the graduation rate was 81 per cent. This represents an increase of 13 percentage points – or about 72,000 additional students – compared to the rate in 2003-04.

Students Graduating



Better Health

Promoting student health and wellbeing is a priority for Ontario's education system. Healthy students have demonstrated higher levels of learning and skill development and are more likely to be healthy adults. They also have a higher quality of life and lower impact on the health care system.

Ontario's [Healthy Schools Strategy](#) focuses on supporting learning and growing via good food, daily physical activity and health promotion through:

- In January 2010, new nutritional standards for schools were unveiled through the comprehensive [School Food and Beverage Policy](#). The policy will take effect September 2011.
- In May 2010, a [School Food and Beverage Policy Resource Guide](#) and [Quick Reference Guide](#) were sent to school boards, schools and public health units. In October 2010, the [School Food & Beverage Policy Website](#) was launched. The site provides resources including online training and tools.
- [The Healthy Schools Recognition Program](#) encourages schools to declare a commitment to developing a healthier learning environment.
- The [Community Use of Schools](#) program provides funding to all school boards to help offset the cost of providing not-for-profit community groups access to school facilities outside of school hours, so that those groups can provide affordable programming for the community. Additionally, the [Priority Schools](#) Initiative provides funding to schools in high-needs neighbourhoods so that boards can offer space there free of charge to not-for-profit groups. Approximately 45 new Priority Schools

will be added in the 2011-12 school year bringing the total number to 220 across the province.

Performance Measures

Provided training to more than 480 staff from school boards and public health units on the [School Food and Beverage Policy](#) and making connections to classroom teaching.

Over the last four years, more than 2,200 schools have pledged to undertake more than 8,800 healthy activities through the [Healthy Schools Recognition Program](#). The participating schools and their activities are listed on the [Healthy Schools website](#).

Since the [Community Use of Schools](#) program began in 2004, all Ontario school boards have participated in the initiative.

Safer and More Inclusive Communities

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

Ontario's [Safe Schools Strategy](#) allows children to learn, grow and achieve in a safe and secure environment. Ontario's [Equity and Inclusive Education Strategy](#) fosters positive school and board environments in which all students, parents, school staff, and other members of the school community are welcome and respected; and every student is supported and inspired to succeed in a culture of high expectations for learning.

The following initiatives are being introduced or expanded in support of the Safe Schools Strategy, and to create more equitable, inclusive school environments.

- Starting in the 2011-12 school year, the ministry will require all violent incidents in schools to be reported to the ministry. In 2011 the ministry is consulting on how to define violent incidents and on how they are reported to the ministry.
- The Promoting a Positive School Climate resource guide was distributed to schools in November 2010. The ministry also provided boards with one-time funding totalling \$3.12 million in 2010-11 to undertake activities at the school level that will improve and promote a positive school climate.
- In 2009, the ministry's sample School Climate surveys were expanded to include questions related to equity and inclusive education and issues such as gender-based bullying, sexual harassment and homophobia. Boards are now required to carry out school climate surveys of students every two years.
- As part of the Equity & Inclusive Education Strategy, all boards will develop equity and inclusive education policies.

- On February 18, 2010, the Legislative Assembly of Ontario passed a resolution proclaiming the third week of November as [Bullying Prevention and Awareness Week](#) which was recognized for the first time in 2010.
- Providing \$10 million in annual funding to 34 select high schools located in urban areas that face challenges such as poverty, criminal and gang activity, and a lack of community resources.
- Extending the \$1 million per year partnership with [Kids Help Phone](#) to provide 24/7 online and phone counselling for issues including bullying and cyber-bullying through 2013-14.
- Provided \$34.7 million in annual funding to school boards to provide programs for expelled and long-term suspended students and to acquire additional para-professional resources to work with at-risk students.
- Continuing the Student Support Leadership Initiative The initiative is part of Ontario's Safe Schools Strategy and is in alignment with the implementation of A Shared Responsibility: Ontario's Policy Framework for Child and Youth Mental Health and Ontario's 10-year Mental Health and Addictions Strategy.
- In 2011-12, \$3 million will be allocated to the Student Support Leadership Initiative.

Performance Measures

As a result of an ongoing partnership with the Ministry of Education, [Kids Help Phone](#) has helped more than 50,000 Ontario kids with bullying-related issues by phone and through their online counselling, information and referral services – surpassing the original target of helping 30,000 kids.

In 2010, the Ministries of Education and Community Safety and Correctional Services held joint consultations on the revised draft [Provincial Model](#) for a Local Police/School Board Protocol which was released in January 2011. Boards must have a local protocol in place by September 2011. The Ministry of Education, in partnership with staff from police services, provided training to approximately 150 staff from school boards and local police services personnel who will be negotiating a local police/board protocol. Training for principals and local police services staff is expected to take place in the spring of 2011.

Reach Every Student

There are a number of other new or ongoing ministry initiatives that support success for students; strong people, strong economy; better health; and safer communities. They are also helping to increase student achievement, close the achievement gap and raise public confidence in the publicly funded education system.

- Engaging parents through funding for [School Councils](#) and [Parent Involvement Committees](#), as well as through [Parents Reaching Out Grants](#).
- Creating inclusive, equitable school and board environments to support student achievement and help narrow the gap in student achievement through Ontario's

Equity and Inclusive Education Strategy, and [Parents in Partnership: A Parent Engagement Policy for Ontario Schools](#).

- Supporting French-language and Aboriginal education through increased funding and expanded programs.
- Supporting Aboriginal education through implementation of the [Ontario First Nation, Métis and Inuit Education Policy Framework](#).
- Continuing to repair, renovate and build new schools, and make schools more [energy efficient](#).
- Implementing 135 [Renewable Energy](#) projects in 126 schools.
- Delivering \$133.7 million in targeted funding outside of the [Grants for Student Needs](#) for boards to support student achievement, including programs like [Ontario Focused Intervention Partnership](#), Schools Helping Schools and Official Languages in Education.
- The Ministry has reviewed and modified the funding formula every year as part of the GSN consultation process so that it remains current, reflects school board cost structures, and continues to meet the needs of students across the province. To meet a commitment to review the formula in 2010, the annual GSN consultations were expanded to include a separate one-day meeting to focus on special education and separate one-day meeting to focus on declining enrolment. Also launched were working groups to review specific grants including: the Special Education Grant, School Board Administration and Governance Grant and the School Board Operations Grant. Having reviewed key areas of the funding formula, the government is moving forward on a number of issues for 2011-12 that emerged during the review process, including:
 - o Funding for school boards' labour commitments.
 - o Support for cost pressures identified in transportation, utilities and electricity.
 - o Additional funding to address the increase in OMERS contribution rates.
 - o Additional funding to further reforms on student transportation.
- Conducting an Adult and Continuing Education Business Model Review, in partnership with Council of Ontario Directors of Education, Council of Senior Business Officials and Ontario Association of Adult and Continuing Education School Board Administrators, to examine a variety of business models in a number of school boards to determine what factors contribute to viable adult and continuing education credit programs in remote, rural and urban communities.
- Enhancing the capacity of school boards to recognize and assess prior learning by field testing new assessment tools and resources:
 - o Prior Learning Assessment and Recognition (PLAR) Grade 9 and 10 Individual Assessment Packages in French and English, including updated guides and model assessments that reflect current curriculum expectations and assessment policy.
 - o For piloting in 2010-11, first language challenge assessment guides in English and French with assessments of first language proficiency in Mandarin, Cantonese, Punjabi, Arabic, Spanish, Persian (Farsi) and Russian

to support both regular day-school and mature students who want to challenge for Level 3 and Level 4 International Language credits.

Support for Educators

There are also several commitments to — and supports and programs for — boards and educators that will be continued, introduced or expanded in fiscal year 2011-12.

- Working with teachers' federations and school boards, the government continues to meet funding commitments to support continued peace and stability in schools.
- Rewarding and recognizing educators with the [Premier's Awards for Teaching Excellence](#).
- Delivering the [Building Futures Program](#), which provides workshops to over 8,000 teacher candidates annually.
- Supporting the needs of beginning teachers by providing professional learning, mentoring, orientation and a performance appraisal system specifically geared to beginning teachers, through the [New Teacher Induction Program \(NTIP\)](#).
- Facilitating the professional learning of experienced teachers through a growth-oriented [Teacher Performance Appraisal](#) process.
- Offering the [Teacher Learning and Leadership Program](#), which provides an opportunity for experienced teachers to receive funding for advanced, self-directed professional learning projects, to receive leadership training and to share their expertise with colleagues.
- Providing up to six professional activity days in the school year, of which two must be devoted to provincial education priorities.
- Enhancing the work of boards as they continue to provide training to Student Success and cross panel teams focusing on tracking and monitoring of students, supporting smooth transitions from elementary to secondary school (year-to-year and between schools) coordinating timelines, facilitating staff learning and assessing team effectiveness.
- Reinforcing the use of a process for collaborative, job embedded professional learning – through the Student Success Professional Learning Cycle and the implementation of literacy and numeracy strategies.
- Sharing, on the ministry's website, plain language summaries (Research in Brief) of ministry-funded research that can inform teachers' classroom practice.
- Hosting the seventh annual Ontario Education Research Symposium will give researchers, educators and policy makers the opportunity to build networks and partnerships, gain insights into existing education research, identify gaps for future research, and share approaches for connecting research to practice.
- In 2011-12, [Managing Information for Student Achievement](#) (MISA) Professional Network Centres (PNCs) will be provided with \$2.8 million in funding so member boards and schools can better use evidence and data to improve student outcomes.

- The [Ontario Leadership Strategy](#) (OLS) was launched in fall 2008; 2011-12 is the fourth year for this strategy. This year, boards will be provided with \$4 million funding to further implement their Board Leadership Development Strategy (BLDS). 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 ministry will continue to support mentoring of newly appointed supervisory officers and directors of education, executive leadership development for experienced supervisory officers and directors of education, and will develop an appraisal model for supervisory officers.
- In 2011-12, the ministry will conduct an evaluation of the OLS to determine its impact and the next steps for leadership development in the province.

Key Investments

- [Investing \\$21 billion in education](#) for the 2011-12 school year, an increase of almost \$770 million over the previous year. This represents an increase of \$6.6 billion or 46 per cent since 2002-03, and a per-pupil increase of over \$4,000 a student, which is an increase of 56 per cent.
- For the 2011-12 school year:
 - o 580 more elementary specialist teachers.
 - o 130 more teachers in grades 4 to 8 to reduce class sizes.
 - o 210 more secondary teachers to support expanded programming.
 - o More support for education assistants.
- Investing \$3.7 billion in Ontario's rural schools. Since 2003, annual funding for rural boards has increased by \$1.01 billion - \$4,541 more per student, an increase of 61 per cent.
- Investing \$1.51 billion in Ontario's Northern schools. Since 2003, annual funding to Northern boards has increased by \$385 million - \$6,209 per student, an increase of 69.4 per cent.
- Investing \$1.3 billion in Ontario's French-language schools in 2011-12, an increase of 4.7 per cent from the previous year. Since 2003, annual funding for French-language boards has increased by about \$562. million - \$6, 273 more per student, an increase of 69 per cent.
- Increasing funding for First Nation, Métis and Inuit education initiatives from \$12.1 million in 2007-08 to \$37.1 million for the 2011-12 school year, an increase of \$1.7 million over 2010-11 and an increase of 207 per cent since the grant was introduced.
- Increasing funding for special education to \$2.52 billion for the 2011-12 school year. This is an increase of \$196M, or 8.5 per cent over 2010-11 and 55 per cent since 2003.
- Investing \$300 million in 2011-12 for the implementation of full-day kindergarten, building on the investment of \$200 million in 2010-11.

- Providing over \$450 million in capital funding to school boards to build new classrooms and renovate existing ones to support the implementation of the first three years of full-day kindergarten.
- Providing stabilization funding to help child care centres. This funding will be phased in over the period of full-day kindergarten implementation, growing to \$51 million annually.
- Committing \$12 million in new transition capital funding over five years to help non-profit child care centres with retrofits and renovations to provide child care for younger children.
- Providing \$150 million for School Condition Improvement in 2011-12 for boards to address renewal needs.
- Allocating up to \$600 million in funding for major capital projects over the next three years.

Poverty Reduction

The Ministry of Education is also supporting [Ontario's Poverty Reduction Strategy](#). This is a long-term strategy focused on improving opportunities for Ontario's children.

A strong early learning program will make Ontario's education system stronger – and a strong publicly funded education system is key to the poverty reduction plan.

High-quality child care is also critically important to the well-being of low-income families. In 2010, Ontario committed to permanently filling the funding gap in child care left by the federal government with an investment of \$63.5 million per year. This will maintain approximately 8,500 child care space subsidies and 1,000 jobs.

[Full-day kindergarten](#) will help give children the best possible start to school and to life. Full-day kindergarten continues to be closely integrated with the Poverty Reduction Strategy, and particular attention was paid to low-income neighbourhoods in the initial phases of implementation.

In addition, we have built on our investments to help at-risk students and underserved communities, including:

- Increasing the number of [Parenting and Family Literacy Centres](#) - PFLCs are located in high-needs communities.
- Providing support to schools experiencing challenges to improving student achievement through the [Ontario Focused Intervention Partnership](#) (OFIP).
- Increasing our investment in the [Community Use of Schools](#) program to \$42 million for the 2011-12 school year, including a \$7.5 million investment in the Priority Schools.

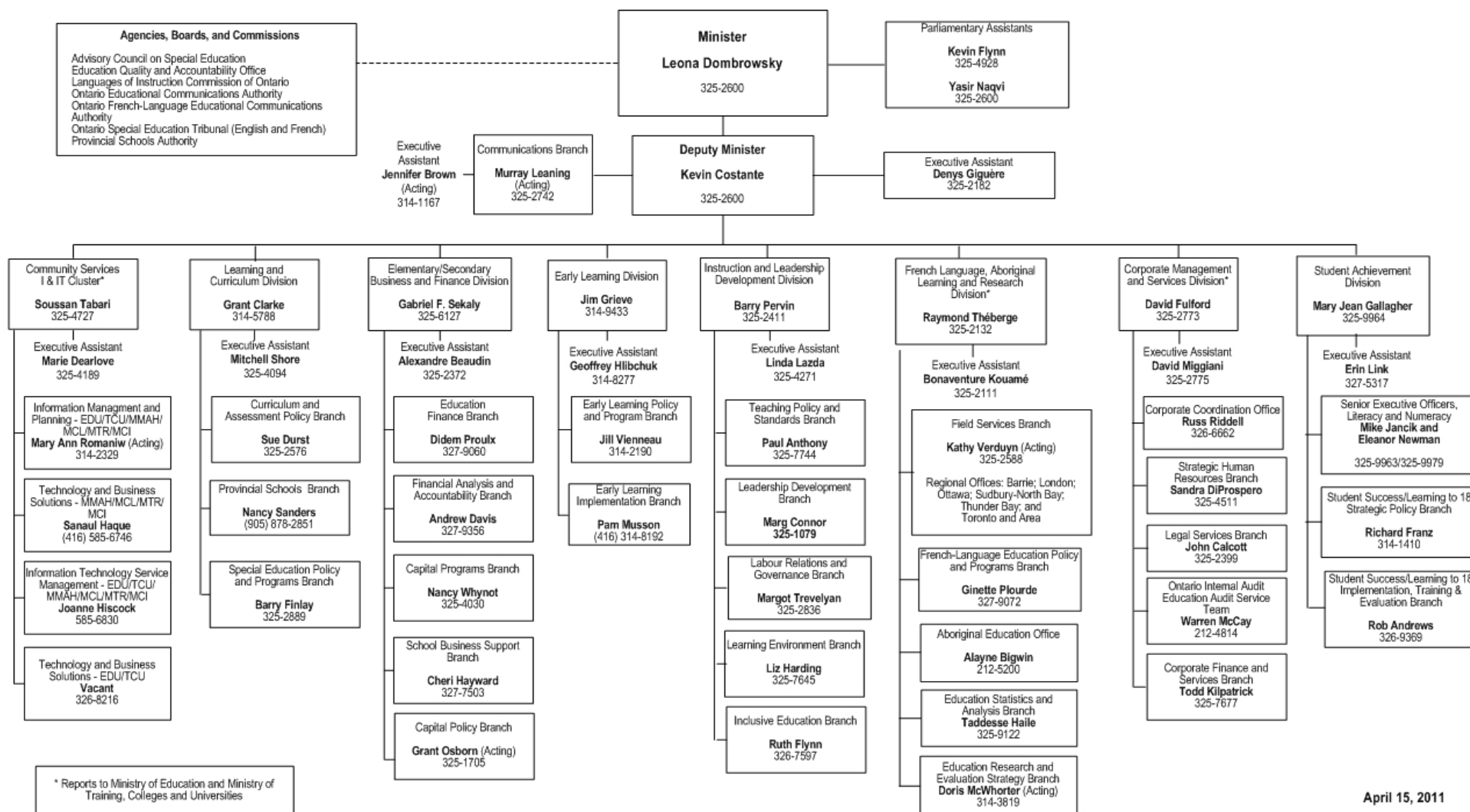
- Refocusing the demographic allocation of the Learning Opportunities Grant to give greater priority to lower income communities. The demographic allocation is \$351.2 million for 2011-12, an increase of 67.5 per cent since 2003.
- Focusing a portion of the [Parents Reaching Out](#) Grant funding to help parents in low socio-economic areas participate in their child's education.
- Helping the education community to identify and remove discriminatory biases and systemic barriers to support student achievement through Ontario's Equity and Inclusive Education Strategy.

Fees, Fundraising and Corporate Partnerships

The Ministry of Education will continue to develop clear guidelines on the use of fundraising and corporate partnerships in schools. On March 25, 2011, the ministry released a final guideline on the use of school fees. At that time, the ministry also released a draft fundraising guideline open for consultation until the end of August 2011. The ministry expects to issue a final fundraising guideline in fall 2011. A third guideline focusing on corporate partnerships will be released in draft form in fall 2011 with a consultation period until winter 2012. A final corporate partnerships guideline is planned for release in spring 2012 with implementation in the 2012-13 school year.

ORGANIZATION CHART

Ministry of Education



LEGISLATION

Day Nurseries Act, R.S.O. 1990, c. D.2, as amended by 1997, c. 30, Sch. C; 1999, c. 12, Sch. E, G; 2001, c. 13; 2002, c. 17; 2006, c. 19, Sch. C; 2006, c. 32, Sch. C; 2006, c. 33, Sch. Z.3; 2006, c. 35, Sch. C; 2009, c. 33, Sch. 7; 2010, c. 10. [responsibility shared with Minister of Children and Youth Services. See O.C. 1325/2010]

Regulates the establishment, operation and licensing of day nurseries.

Early Childhood Educators Act, 2007, S.O. 2007, c. 7, Sch. 8, as amended by 2009, c. 33, Sch. 6; 2010, c. 10; 2010, c. 15.

Governs the profession of early childhood educators.

Education Act, R.S.O. 1990, c.E.2 as amended by 1991, c.10; 1991, c.15; 1992, c.15; 1992, c.16; 1992, c.17; 1992, c.27; 1992, c.32; 1993, c.11; 1993, c.23; 1993, c.26; 1993, c.27, Sched.; 1993, c.41; 1994, c.1; 1994, c.17; 1994, c.23; 1994, c.27; 1995, c.4; 1996, c.2; 1996, c.11; 1996, c.12; 1996, c.13; 1996, c.32; 1997, c.3; 1997, c.16; 1997, c.19; 1997, c.22; 1997, c.27; 1997, c.31; 1997, c.32; 1997, c.43, Sched.; 1998, c.3; 1998, c.14; 1998, c.33; 1999, c.6; 1999, c.9; 2000, c.5; 2000, c.11; 2000, c.12; 2000, c.25; 2000, c.26, Sched.; 2001, c. 8; 2001, c. 13; 2001, c. 14, Sched.; 2001, c.17; 2001, c.23; 2001, c.24; 2002, c. 7; 2002, c. 8, Sched. A; 2002, c. 8, Sched. I; 2002, c. 17, Sched. C.; 2002, c. 17, Sched. D; 2002, c. 17, Sched. F, Table; 2002, c. 18, Sched. G; 2002, c.22; 2003, c.2; 2004, c.8; 2004, c.31; 2005, c.4; 2005, c.5; 2006, c. 2; 2006, c. 5; 2006, c. 9, Sched. H; 2006, c. 10; 2006, c. 17; 2006, c. 21, Sched. F; 2006, c. 28; 2006, c. 32, Sched. C; 2006, c. 33, Sched. Z.3; 2006, c. 34; 2006, c. 35, Sched. C; 2007, c.7, Sched. 9; 2007, c. 14; 2008, c. 2; 2008, c.7, Sch. F; 2008, c. 14; 2008, c. 19, Sch. D; 2009, c. 18, Sch. 10; 2009, c. 25; 2009, c. 33, Sch. 2, 6, 8, 13; 2009, c. 34, Sch. I.; 2010, c. 10; 2010, c. 26.

EXCEPT: s. 57 [see O.C. 39/2011] and ss. 257.2.1; 257.5; 257.6(3) to (7); 257.7(3); 257.10(4),(5); 257.12; 257.12.1; 257.12.2; 257.12.3; 257.13 and 257.19(4), [see O.C. 1690/2003]

Governs elementary and secondary education in Ontario.

Education Amendment Act, (No. 1) 1986, S.O. 1986, c. 21.

Only s. 4 remains in force and unconsolidated. It provides that the school referred to in the Essex County French-language Secondary School Act, 1977, may be transferred to a Roman Catholic school board, notwithstanding s. 5 of that Act.

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

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

Fairness for Parents and Employees Act (Teachers' Withdrawal of Services) 1997, c. 32; 2006, c. 21, Sched. F; 2009, c. 33, Sch. 20.

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

Lake Superior Board of Education Act, 1976, S.O. 1976, c. 59.

Allowed the former Lake Superior Board of Education to sell a teacher's or caretaker's residence to an employee of the Board.

Ministry of Community and Social Services Act, R.S.O. 1990, c. M.20, as amended by 1993, c. 2; 1994, c. 27; 1997, c. 25; 2006, c. 19, Sch. C, D; 2006, c. 34; 2006, c. 35, Sch. C. [responsibility shared with Minister of Children and Youth Services in so far as it relates to child care services and programs. See O.C. 1325/2010]

Provides for funding and oversight of social programs.

Ontario College of Teachers Act, 1996, S.O. 1996, c.12, as amended by S.O. 1997, c.31; 2001, c.9; 2001, c.14; 2001, c.24; 2002, c.7; 2004, c.26; 2006, c. 10; 2006, c. 19, Sched. C; 2006, c. 21, Sched. F; 2009, c. 33, Sch. 6, 13.

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

Ontario Educational Communications Authority Act, R.S.O. 1990, c.O.12; 1997, c. 26, Sched.; 1999, c. 12, Sched. Q; 2002, c. 8, Sched. G; 2002, c. 8, Sched. I; 2002, c. 18, Sched. G; 2004, c. 17; 2006, c. 35, Sched. C.; 2007, Sched. 7; 2008, c. 10.

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

Ontario French-language Educational Communications Authority Act, 2008, S.O. 2008, c.10.

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

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

Repealed the Ontario Institute for Studies in Education Act.

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

Establishes the Ontario School Trustees' Council.

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

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

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

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

Sabrina's Law, 2005, S.O. 2005, c.7.

Requires school boards to have an anaphylactic policy.

School Trust Conveyances Act, R.S.O. 1990, c.S.3; 2002, c.17, Sched. F, Table.
Empowers interested persons to act as trustees for accepting conveyances of land for the purposes of establishing a school.

Teachers' Pension Act, R.S.O. 1990, c.T.1 as amended by S.O. 1991, vol.2, c.52; S.O. 1993, c.39; S.O. 1998, c.34; 2005, c. 31, Sched. 21; 2006, c. 33, Sched. Z.8; 2009, c. 18, Sch. 29; 2009, c. 34, Sch. V.

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

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

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

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

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

Upper Canada College Act, R.S.O. 1937, c.373; 1958, c.120; 2006, c. 10. Governs Upper Canada College.

Notes:

1. Legislation administered by other ministries but of particular importance to the Ministry of Education includes: Assessment Act, Human Rights Code, Municipal Elections Act, 1996, Municipal Act, 2001, Municipal Conflict of Interest Act, Municipal Freedom of Information and Protection of Privacy Act, Municipal Property Assessment Corporation Act, 1997, Immunization of School Pupils Act and the Ontarians With Disabilities Act, 2001.
2. The list does not include private Acts, which may be relevant to the Ministry of Education; nor does it include Acts that are purely amending Acts.

AGENCIES, BOARDS AND COMMISSIONS (ABCs)

AGENCIES, BOARDS AND COMMISSIONS	2011/12 Expenditure Estimates \$	2010/11 Expenditure Interim Actuals \$	2009/10 Expenditure Actuals \$
Advisory Council on Special Education	75,000	75,000	45,703
Ontario Educational Communications Authority (TVO)			
Operating Expense	47,729,000	49,797,000	45,660,800
Capital Expense	5,100,000	1,000,000	-
Education Quality and Accountability Office	32,084,100	32,084,100	32,738,772
Languages of Instruction Commission	-	10,193	477
Provincial Schools Authority	30,100	4,157	3,503
Curriculum Council	123,000	120,876	236,611
L'Office des télécommunications éducatives de langue française de l'Ontario (TFO)			
Operating Expense	21,370,000	20,525,000	22,303,143
Capital Expense	1,000,000	1,000,000	30,000

Minister's Advisory Council on Special Education

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

Ontario Educational Communications Authority (TVO)

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

The government is supporting TVO as it proceeds with conversion to digital broadcast as mandated by the CRTC. With TVO's renewed focus on its educational mandate, it continues to add new educational content to its programming to support Ontario's learners from pre-schoolers to adults through lifelong learning opportunities.

Education Quality and Accountability Office (EQAO)

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

Languages of Instruction Commission of Ontario

- Inactive -

Provincial Schools Authority

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

Curriculum Council

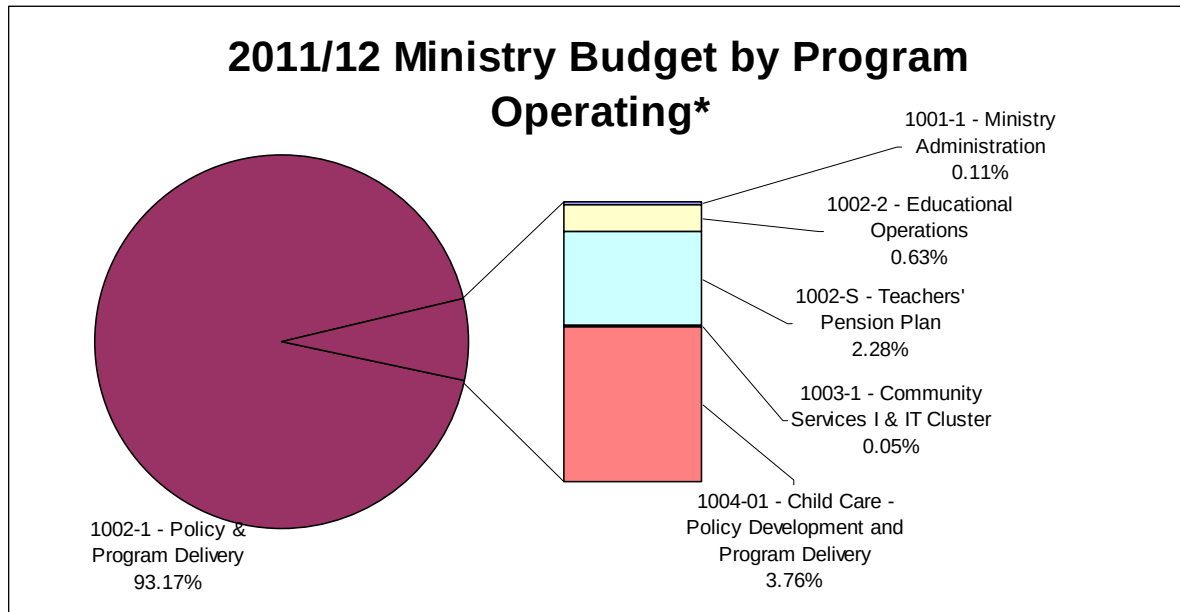
The Curriculum Council was appointed to provide high-level strategic policy advice to the Minister on matters impacting elementary and secondary curriculum. This fulfilled a government platform commitment from 2003. The Curriculum Council allows a forum of knowledgeable and committed community leaders to engage in high-level discussion of current strategic issues related to the curriculum and provide advice driven by sound educational pedagogy to the Minister. The Council will provide advice on issues identified by the Minister and also may provide suggestions to the Minister about issues that may require further analysis or discussion. The Council may conduct consultations or information gathering to inform their deliberations, using a working group of experts as required. The Chair will call meetings of the Council as required and liaise with, and report to, the Minister according to agreed timelines on the issue before Council.

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

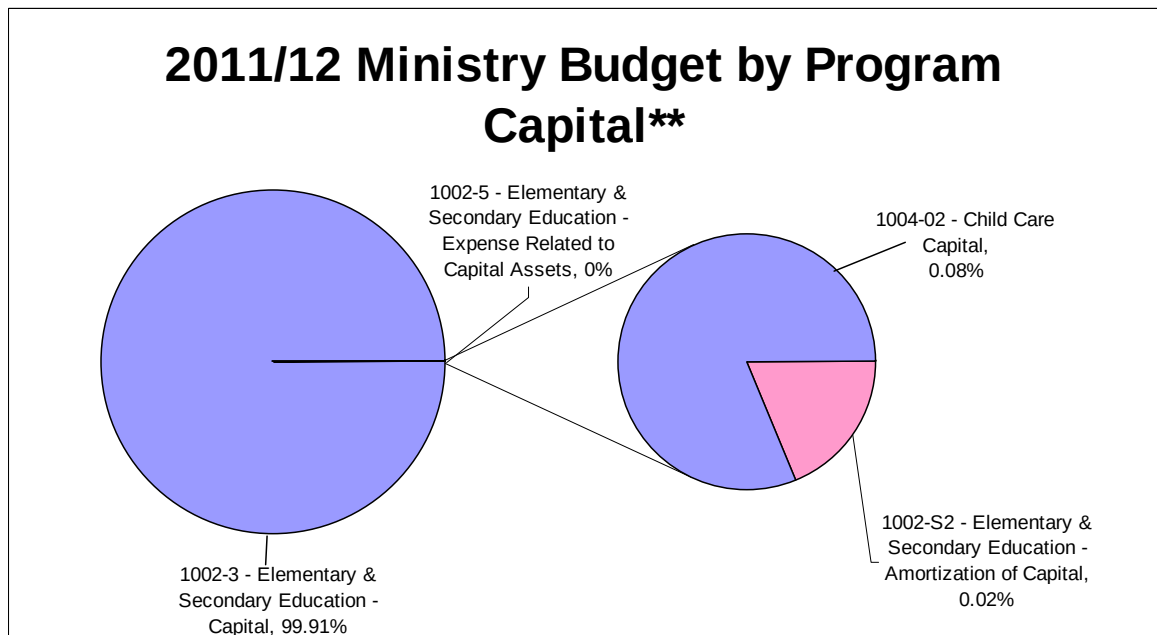
For about 20 years, the Ontario French-language Educational Telecommunications Authority/ l'Office des télécommunications éducatives de langue française de l'Ontario (TFO) has provided broad-ranging educational and cultural programs and services that reflect the dynamic and rich nature of French-speaking Ontario. Until 2007, TFO operated as an associated business arm of the Ontario Educational Communications Authority (TVO). On April 1, 2007, the Ontario Government created TFO as an independent organization through an Order-in-Council (OIC), 363/2007. On July 25, 2008, TFO was confirmed as an independent agency through the Ontario French-language Educational Telecommunications Authority Act.

FINANCIAL INFORMATION

The following chart depicts the ministry's investment in 2011/12 in activities that provide Ontario students with an excellent and accountable elementary/secondary education, so their futures and that of the Province will be characterized by continued prosperity, stability and growth. The ministry's budget supports the key government priority "Student Success".



*Includes Statutory Appropriations but does not include consolidation adjustments



*Includes Statutory Appropriations but does not include consolidation adjustments

**1002-5 and 1002-S2 represent less than 0.01% of ministry's total capital

MINISTRY PLANNED EXPENDITURES 2011/12 (\$M)*

Operating	23,080.6
Capital	1,463.7
TOTAL*	24,544.3

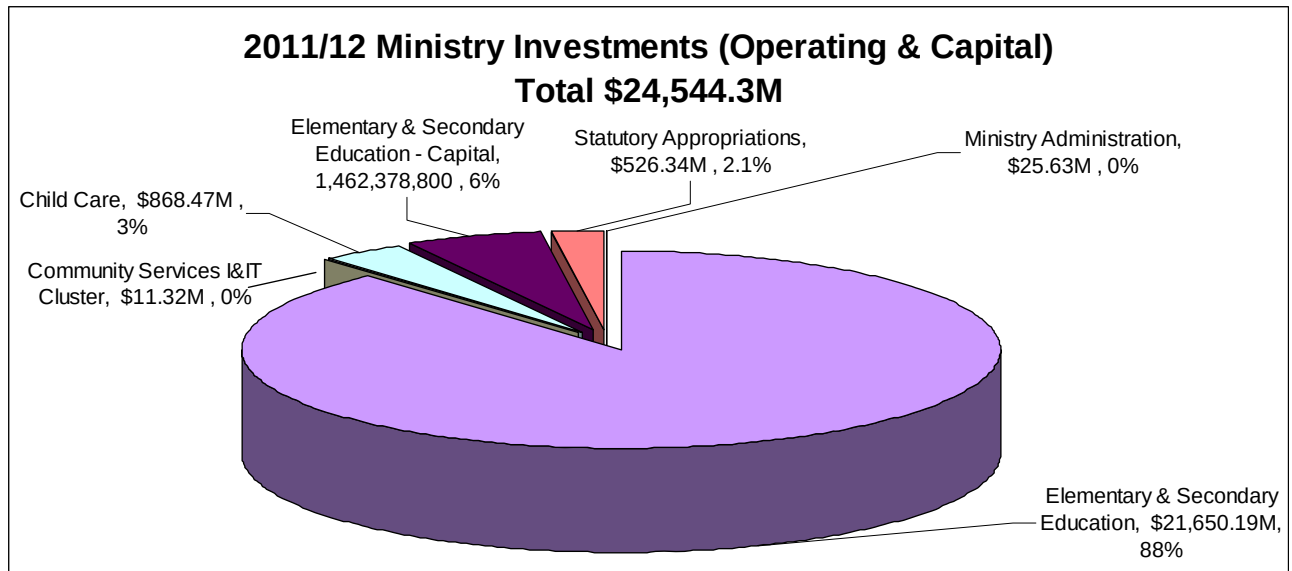
*Includes Statutory Appropriations but does not include consolidation adjustments.
After consolidation adjustments (for agency and school board expense), the **total** 2011/12 planned expenditure is \$ 23,746.3 million.

Operating and Capital Summary by Vote*

Votes/Programs	Estimates 2011-12 \$	Change from Estimates 2010-11 \$	%	Estimates 2010-11 *	Interim Actuals 2010-11 * \$	Actuals 2009-10 *
				\$		\$
OPERATING AND CAPITAL EXPENSE						
Ministry Administration	25,634,800	(157,700)	(0.6)	25,792,500	26,343,800	25,249,439
Elementary and Secondary Education	23,112,567,900	(6,370,327,400)	(21.6)	29,482,895,300	29,485,264,100	20,444,597,595
Community Services I&IT Cluster	11,318,900	(37,000)	(0.3)	11,355,900	10,853,700	10,997,901
Child Care	868,465,800	27,553,600	3.3	840,912,200	838,165,200	839,722,061
Less: Special Warrants	-	-	-	-	-	-
Total Operating and Capital Expense to be Voted	24,017,987,400	(6,370,522,100)	(21.0)	30,360,955,900	30,360,626,800	21,320,566,996
Special Warrants	-	-	-	-	-	-
Statutory Appropriations	526,337,687	1,141,700	0.2	525,195,987	524,920,200	255,206,802
Ministry Total Operating & Capital Expense	24,544,325,087	(6,369,380,400)	(20.6)	30,886,151,887	30,885,547,000	21,575,773,798
Consolidation & Other Adjustments	(797,985,800)	7,358,506,300		(8,156,492,100)	(8,273,502,100)	(144,002,007)
Total Including Consolidation & Other Adjustments	23,746,339,287	989,125,900	4.4	22,729,659,787	22,612,044,900	21,431,771,791
OPERATING AND CAPITAL ASSETS						
Elementary and Secondary Education	720,000	(25,000)	(3.4)	745,000	745,000	740,086
Less: Special Warrants	-	-	-	-	-	-
Total Operating and Capital Assets to be Voted	720,000	(25,000)	(3.4)	745,000	745,000	740,086
Special Warrants	-	-	-	-	-	-
Statutory Appropriations	-	-	-	-	-	-
Total Assets	720,000	(25,000)	(3.4)	745,000	745,000	740,086

* Estimates for the previous fiscal year are re-stated to reflect any changes in ministry organization and/or program structure. Interim actuals reflect the numbers presented in the 2011 Ontario Budget.

Note: Commencing in 2009-10, the Province's minor Tangible Capital Assets (mTCA) are capitalized on a prospective basis. Direct comparison between 2010-11, 2009-10, and 2008-09 may not be meaningful.



* Includes Statutory Appropriations but does not include consolidation adjustment.

* Numbers may not add up due to rounding.

Appendix

Ministry of Education

2010/11 Annual Report

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

Ontario's education results continued to be recognized throughout 2010. In December, a study by the [Programme for International Student Assessment](#) (PISA) and released by the Organisation for Economic Co-operation and Development (OECD), found Ontario's 15-year-old students are among the best readers in the world. It also noted their success in math and science.

Furthermore, Ontario's education system was cited as a leader by management consulting firm, McKinsey and Company in its report titled, ["How the World's Most Improved School Systems Keeping Getting Better."](#) The report examined 20 school systems from around the globe and found Ontario is "among the world's highest performing school systems," demonstrating sustained improvement. The report specifically mentioned Ontario's Parents Reaching Out (PRO) Grants program, as an effective practice in parent engagement.

The ministry also received significant recognition for its outstanding commitment to helping the education community identify and remove discriminatory biases and systemic barriers to support student achievement through Ontario's Equity and Inclusive Education Strategy. The Canadian Race Relations Foundation's Award of Excellence was presented to the ministry in May 2010 and the Canadian Intercultural Dialogue Centre presented its Excellence in Diversity Education Award to the ministry in January 2011.

In addition, the ministry:

- Supported [French-language education](#) with the Politique d'aménagement linguistique and the implementation of the Policy Statement and Guidelines on the Admission, Welcoming, and Support of Students in French-Language Schools in Ontario.
- Supported French-Language education with resources and training on the "Approche culturelle de l'enseignement" that will allow educators to support students in the development of their cultural identity.
- Supported students with special education needs through increased funding and providing school boards with flexibility in the purchase of specialized equipment for students with special education needs.
- Assisted school boards as they adjust to declines in enrolment.
- The *Growing Success Assessment, Evaluation and Reporting Policy, First Edition covering grades 1 to 12* was released in April 2010 and implemented in all publicly funded schools in September.

- Produced resources to support *Growing Success* including instructional presentations on policy, videos demonstrating effective practices, guidelines for teacher-parent communications and brochures for parents.
- Elementary students received a [fall progress report card](#) for the first time in 2010. Also, new [report card templates](#) were used in all schools in the 2010-11 school year and boards were provided with new report card guidelines to help ensure students and parents received meaning feedback.
- Conducted a series of two-day regional in services on *Growing Success* implementation strategies in October and November 2010.
- Established The [Knowledge Network for Applied Education Research](#), a partnership with the Ontario Institute for Studies in Education and the University of Western Ontario.

Other initiatives undertaken in fiscal year 2010/11 to help the ministry achieve its three core goals included:

CHILD CARE

- Transferred child care program and policy responsibilities, as well as funding and contract management, from the Ministry of Children and Youth Services to the Ministry of Education. This supports improved integration of child care and education.
- Investing \$63.5 million a year in child care funding to permanently fill a federal funding gap, maintaining 8,500 licensed child care spaces and 1,000 child care jobs.

ELEMENTARY STUDENTS

- Increased opportunities for elementary students in the three French-as-a- Second-Language programs (Core French, Extended French and French Immersion) to improve and apply their oral communication skills within a real life context was identified as a key priority under the Official Languages in Education Program. Students participated in exchange programs, field trips and summer camps, and also attended activities such as French concerts, plays and films.
- Approximately 70 Student Achievement Officers and 70 School Effectiveness Leads worked with elementary principals and teachers to improve student learning and achievement in reading, writing and math.
- Provided research and coaching support for boards choosing to implement a Gap Closing: Grade 6 Number Sense strategy with over 6,000 Grade 6 students achieving below their potential in math.
- Supported more than 1,500 elementary schools, where less than 75 per cent of students did not meet the provincial standard, through the [Ontario Focused Intervention Partnership](#) and Schools in the Middle initiatives.
- Expanded classroom-based professional learning through inquiry, using student work to improve teaching and learning in reading, writing and math. (Collaborative

Inquiry for Learning in Mathematics [CIL-M], Early Primary Collaborative Inquiry, Student Work Study).

- In summer 2010, the ministry piloted a Summer Literacy Learning Program in low-income communities to help support primary school students in building better literacy skills.
- Implemented full-day kindergarten in nearly 600 schools in the 2010-11 school year, benefiting 35,000 students. The ministry also announced which schools will offer the program in 2011-12 and 2012-13.
- Developed the draft [Full-Day Early Learning-Kindergarten Program](#) document, and provided training sessions for board teams who implemented the program in 2010-11 and who will implement the program in 2011-12.
- Developed and amended the extended day program fee regulation to better support board planning and implementation of the board-operated before- and after-school programs.

SECONDARY STUDENTS

- Increased opportunities for secondary students in the three French-as-a- Second-Language programs (Core French, Extended French and French Immersion) to improve and apply their oral communication skills within a real life context was identified as a key priority under the Official Languages in Education Program. Students participated in exchange programs, field trips and summer camps, and also attended activities such as French concerts, plays and films.
- Expanded the [Specialist High Skills Major](#) program from 740 to approximately 1,000 in more than 530 schools and adding two new majors (sports and non-profit).
- Helped more students to become engaged in their learning by supporting 1,900 student-led projects in almost 900 schools, and holding regional students forums, including five online.
- Continued the [Minister's Student Advisory Council](#) for its third year to gain student feedback on changes in the education system, including input about curriculum under review.
- Increased Dual Credit Programs by 33 per cent over the previous year to approximately 10,000 students in 400 programs, many of whom face the greatest challenges in graduating.
- Provided school based-mentoring programs through [Big Brothers Big Sisters of Canada](#) to 2,000 more students "at risk" than the previous year.
- Increased the instructional knowledge and skills of grades 7 to12 educators to meet the diverse needs of all students through the Differentiated Instruction Professional Learning Strategy and maintaining a focus on assessment and evaluation based on essential understandings outlined in the Ontario curriculum.
- Developing and researching the effectiveness of implementing Gap Closing: Grade 9 Mathematics resources.

- Continued to support the work of Student Success School and Cross Panel Teams in tracking and monitoring individual student progress from Grade 9 to the completion of diploma requirements by:
 - providing supports and interventions to assist students in completing graduation requirements;
 - enhancing the Transition Planning and Implementation Initiative intended to support the individual needs of students as they move from elementary school to secondary school; and
 - assisting secondary schools in creating a welcoming and caring environment for Grade 9 students.
- Continued the Student Success School Support Initiative to provide direct support to principals from 85 schools in 14 boards across the province. These boards were selected because they had significant number of students who may not be on track to graduate.
- Established new school board [requirements](#) to provide more structure, clarity and consistency for excused pupils participating in the Supervised Alternative Learning programs throughout the province (effective February, 1, 2011).
- In the spring of 2010 the Re-engagement Initiative (12&12+) identified approximately 16,000 students who were within reach of graduation and had left Ontario schools during the year. Funds were allocated to boards to re-engage these students in their studies. Through this initiative 11,000 students were contacted and 4,500 returned and were still enrolled on October 31, 2010.

SAFE/HEALTHY SCHOOLS

- Trained more than 480 staff from school boards and public health units on the [School Food and Beverage Policy](#) and connecting the policy to classroom teaching.
- The Ministry provided \$10 million to 34 high schools located in urban neighbourhoods that face challenges such as poverty, criminal and gang activity, lack of community resources and student achievement issues.
- Challenged Ontario students to do one more thing to make their school healthier as part of the [Healthy Schools Recognition Program](#).
- The ministry provided \$34.7 million in annual funding to school boards to operate programs for expelled and long-term suspended students and to acquire additional para-professional resources to work with at-risk students.
- Invested \$1 million annually with [Kids Help Phone](#) to provide a bullying prevention hotline 24 hours a day, seven days a week.
- Provided more funding to the [Community Use of Schools](#) program to help cover the costs of inflation, ensuring that school space for after-school activities continues to be affordable for not-for-profit groups.

SUPPORTING EDUCATORS

- Recognized 24 educators and support staff with [Premier's Awards for Teaching Excellence](#) for their contributions to student learning and achievement.
- Supported the growth and professional development of approximately 6,000 beginning teachers through the [New Teacher Induction Program](#).
- Facilitated the professional learning of experienced teachers through a growth-oriented [Teacher Performance Appraisal](#) process, which features an annual learning plan.
- Offered two professional activity days devoted to provincial education priorities.
- Began overseeing the College of Early Childhood Educators (CECE) which was established under the *Early Childhood Educators Act, 2007*, and sets professional standards for Early Childhood Educators.
- Renewed the Qualifications Upgrade Program to help individuals working in the regulated child care system to obtain their diploma in Early Childhood Education (ECE) and qualify for membership in the College of Early Childhood Educators (CECE).
- Provided summer learning opportunities in literacy and mathematics for thousands of teachers across the province, through their boards.
- Enabled a 10-minute increase in teacher preparation time (from 210 to 220 minutes) by adding 566 more elementary specialist teachers.
- Continued to meet funding commitments to support continued labour peace and stability in schools with increased salaries and benefits for all staff who collectively bargain.
- Launched new resources and tools including "A Guide to Linking Essential Skills and the Curriculum" as part of the [Ontario Skills Passport](#).
- Provided opportunities to approximately 300 experienced teachers in 2010/11 to expand their knowledge and skill base and share exemplary practices with other teachers through the [Teacher Learning and Leadership Program](#).
- Provided support for third-year implementation of The [Ontario Leadership Strategy \(OLS\)](#).
- In 2010-11, boards were provided with a \$4.7 million funding allocation over the fiscal year with the expectation that they put a Board Leadership Development Strategy (BLDS) in place. Approximately 3,336 principals and vice-principals participated in mentoring, including 1,924 mentees and 1,412 mentors.
- The ministry also provided support for mentoring of newly appointed system leaders, and executive leadership development for experienced supervisory officers and directors of education. Approximately 190 supervisory officers and directors and education participated in mentoring, including 95 mentors and 95 mentees.
- As of September 2010, all boards were required by regulation to implement a performance appraisal process for principals and vice-principals. The appraisal process focuses on both results related to student achievement and professional growth.

- By spring 2011, all boards were required to have in place terms and conditions of employment for principals and vice-principals in accordance with PPM #152 ([Terms and Conditions of Employment for Principals and Vice-Principals](#)).
- Continued to advance student achievement with ongoing support for teachers, education assistants, principals, vice-principals, education support professionals, para-professionals, office support workers, custodians, board administrators and other board staff in the education sector.
- Expanded the Student Success Differentiated Instruction Project sites from 12 to 24 this year to ensure secondary and elementary school pairings in each region. French-language boards integrate differentiated instruction in all new initiatives.
- Ensured literacy instruction is across the curriculum and focused support on instructional practices in mathematics through job-embedded professional learning and the support of provincial-level coaches working with grades 7 to 12 educators across the province.
- To date, more than 14,000 educators have been prepared to support Applied Behaviour Analysis (ABA) in our publicly funded schools. School boards have reported that they are providing special education programs and services to more than 10,000 students with [Autism Spectrum Disorders](#).
- In 2010-11, many new print and multimedia resources were produced to provide support for the Literacy and Numeracy and Student Success initiatives and to increase accessibility to current research. Examples include:
 - Multimedia resources – Through the Eye of the Learner, Precision Teaching in the Primary Classroom webcasts,
 - What Works: Research into Practice monographs – Improving Student Writing, Integrated Curriculum,
 - Capacity-Building Series monographs – Communication in the Mathematics Classroom, Grand Conversations.
- More than 100 English-language online courses are now available to school boards. Teachers and students can access more than 19,000 online resources in the [Ontario Educational Resources Bank](#). More than 65 French-language online courses are now available to school boards. Teachers and students can access more 8,000 online resources in the Banque de ressources éducatives de l'Ontario.
- In 2010, seven new software products or web services were licensed and 11 ongoing web subscriptions and maintenance agreements were funded for a total cost of \$4.6 million.
- eLearning Ontario supports district school boards to reach students through digital learning. This includes a new province-wide Learning Management System license (2011 to 2016) for the delivery of online learning, blended learning and collaborative professional learning communities; a virtual library of digital resources (Ontario Educational Resource Bank - OERB) as well as training for teachers and educational staff across the province.

KEY INVESTMENTS

- Invested \$1.24 billion in Ontario's French-language schools in 2010-11, an increase of 4.2 per cent from the previous year. Since 2003, annual funding for French-language boards has increased by about \$488.1 million – \$5,676 more per student, an increase of 63 per cent.
- Since 2006, invested \$53 million through targeted funding outside the [Grants for Student Needs](#) to build capacity and improve the learning environment for students with Autism Spectrum Disorder. Of that \$53 million, nearly \$29 million has been allocated for training.
- Provided additional funding to the [Canadian Hearing Society](#) to accommodate more school boards in participating in the Barrier-Free Education initiatives. A total of 73 schools from various boards participated in the Accessibility Reviews. Ten schools have requested accessibility reviews in 2011.

OTHER EDUCATION INITIATIVES

- Every school board now has an interim or final equity and inclusive education policy as per the requirements of Ontario's Equity and Inclusive Education Strategy.
- Ontario hosted 85 visits by nearly 1,000 international representatives from two dozen countries examining best practices in education reform and student success.
- The ministry organized six regional trustee orientation seminars for new and returning trustees and directors of education in November 2010 following the school board elections. The seminars were very well attended - 410, or 60 per cent, of trustees from 71 district school boards and five school authorities attended, up from 44 per cent in 2006.
- The ministry provided funding to trustee associations to develop a trustee professional development program to support the implementation of Bill 177 and to build capacity for effective school board governance.
- Continuing to repair, rebuild and expand hundreds of schools through the \$4.8 billion [Good Places to Learn](#) initiative.
- Piloted a variety of innovative green products and technologies in over 150 Ontario schools through the [Green Schools Pilot Initiative](#).
- More than 2,300 schools are benefiting from the \$550 million two-year program to make schools more [energy efficient](#).
- In 2010-11, the ministry invested 9.4 million to support 145 [Parenting and Family Literacy Centres](#) (PFLCs) centres across the province.
- In 2010-11, the ministry provided funding for more 1,700 projects to enhance parent engagement at the local, regional and provincial levels through the [Parents Reaching Out \(PRO\) grants](#) program. Since the launch of PRO Grants in 2006, the ministry has supported over 7,000 projects, totalling nearly \$12 million in funding.
- Expanded access to [Homework Help](#) to 31 school boards.
- Beginning in March 2010, the [Connections for Students](#) model supporting children transitioning from intensive behavioural intervention (IBI) therapy services provided

by the Ministry of Children and Youth Services to applied behaviour analysis (ABA) instructional methods in publicly funded schools was made available in all 72 publicly funded schools. As of September 30, 2010, 819 children and youth were served province-wide by Connections for Students transitions teams.

- For the 2010-11 school year, ABA expertise funding was increased to \$10.8 million.
- Continued the Provincial Initiative on Assessing Achievement in Alternative Areas (A4) during the 2010-11 school year. This included the development of draft guidelines and regional projects to enhance assessment processes for students with special education needs who do not access the Ontario curriculum and do not participate in EQAO assessments. The guidelines will be finalized and shared provincially along with the findings and resources from the regional projects in spring 2011.
- The [Curriculum Council](#) addressed concerns of overcrowded curriculum and considered the topic of financial literacy in the existing grades 4 to 12 curriculum.
- Continued to develop resources to support equity and diversity in the curriculum, including strategies that enhance First Nation, Métis and Inuit peoples' perspectives in the curriculum.
- Blended Learning was successfully piloted in 16 district school boards across Ontario and 12 French-language school boards.
- Funded pilot projects that focus on the effective use of evidence to inform classroom practice and increase student achievement through Managing Information for Student Achievement (MISA) Professional Network Centres to expand and strengthen research and evaluation capacity throughout the province.
- The sixth annual Ontario Education Research Symposium was held in February 2011. It brought together approximately 340 educators, researchers and policy makers to share approaches for connecting research to classroom practice.
- Continued the review of the following curriculum documents in 2010-11:
 - o Grades 9 to 12, Native Studies
 - o Grades 1 to 12, Native Languages
 - o Grades 9 to 12, Classical Studies and International Languages
 - o Grades 11 to 12, Interdisciplinary Studies
 - o Grades 1 to 8, Social Studies/History/Geography
 - o Grades 9 to 12, Canadian & World Studies
 - o Grades 1 to 12, French as a Second Language (Immersion, Extended and Core Programs)
 - o Grades 9 to 12, Health and Physical Education
 - o Grades 9 to 12, Social Sciences and Humanities
- Released revised curriculum policy documents for mandatory implementation beginning in September 2010:
 - o Grades 1 to 8, Health and Physical Education (Interim Edition)
 - o Grades 1 to 8, Actualisation linguistique en français (ALF)
 - o Grades 1 to 8, Programme d'appui aux nouveaux arrivants (PANA)
 - o Grades 9 to 12, ALF
 - o Grades 9 to 12, PANA

- Completed training for the revised curriculum policy document for mandatory implementation beginning in September 2010:
 - o Grades 9 to 12, The Arts

Ministry Expenditures*

	Ministry Actual Expenditures (\$M) 2010/11
Operating	*22,285.8
Capital	8,599.7
Staff Strength (as of March 31, 2010)	**1913

Note: *Includes Statutory Appropriations, Bad Debt expense, and reconciliation adjustments but does not include consolidation adjustments. This number is based on Interim Actuals, and final actual expenditures will be stated in 2010/11 Public Accounts.

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