**[2023-24 Priorities and Partnerships Funding (PPF) Memo](https://efis.fma.csc.gov.on.ca/faab/Memos/B2023/B05_EN.pdf)**

**Excerpts**

The Priorities and Partnerships Funding (PPF) is supplemental to the Grants for Student Needs (GSN) and provides time-limited funding which is reviewed and assessed by the ministry each year.

**Note**: The following are some funding items that relate to special education or may be very relevant to students with special education needs. SEACs can ask for information on funding for these areas in their school boards.

**Special Education**

*Developmental Disabilities Pilot: Student Transitions* ($0.48M)

Funding to support select school boards to explore and implement successful practices in transitioning students with developmental disabilities to work through an intensive job-placement program.

*Professional Assessments* ($11.50M) – School board allocations in [Appendix A](https://efis.fma.csc.gov.on.ca/faab/Memos/B2023/B05_Attach1_EN.pdf)

This program will support school boards to conduct professional assessments (e.g., speech and language, psycho-educational) to help reduce wait times. It will also address learning recovery following COVID-19-related learning disruption. This program supports recommendations made in the OHRC Right to Read report, the K-12 Standards Development Committee report, and the Auditor General report (2017).

**Note**: LDAO SEAC members should ask how this funding is reducing wait times in their school board.

*Removing Barriers for Students with Disabilities* ($6.00M)

School boards are invited to submit applications to fund projects that prevent and remove accessibility barriers experienced by students with special education needs / disabilities.

*Special Education Additional Qualification (AQ) Subsidy for Educators* ($1.00M) – School board allocations in [Appendix A](https://efis.fma.csc.gov.on.ca/faab/Memos/B2023/B05_Attach1_EN.pdf)

Funding will support educators’ participation in approved Schedule C and Schedule D special education Additional Qualification (AQ) courses such as “D-Special Education Specialist”.

*Summer Learning for Students with Special Education Needs* ($10.00M) – School board allocations in [Appendix A](https://efis.fma.csc.gov.on.ca/faab/Memos/B2023/B05_Attach1_EN.pdf)

To support the transition of students with special education needs as they start the 2023-24 school year, funding of $10M will be provided to school boards for the summer of 2023. The Ministry intends to provide funding of $10M for the summer of 2024. This funding will provide transition programs and additional staffing for students with special education needs over the summer months.  
  
**Supporting Student Potential – De-Streaming**

*De-Streaming Implementation Supports Program* ($3.69M) – School board allocations in [Appendix A](https://efis.fma.csc.gov.on.ca/faab/Memos/B2023/B05_Attach1_EN.pdf)

This is a continuation of funding to support the implementation of de-streamed Grade 9. The focus of this funding is to support Grade 8 students in their transition to a de-streamed Grade 9 program, support Grade 9 students to be successful in the de-streamed Grade 9 classroom, and in preparation for Grade 10 and their senior program. Funding can be used for: targeted supports for students in Grade 7, 8 and 9; enhancing culturally-responsive planning, instruction, assessment and evaluation practices; planning for First Nations students who are transitioning/have transitioned from federally-operated/First Nations schools and Inuit students who may be transitioning/have transitioned from communities in the far north to provincially-funded secondary schools; and student and family information sessions and workshops on school pathways and the de-streamed Grade 9 program.

*Staffing to Support De-Streaming and Transition to High School* ($100.00M) – School board allocations in [Appendix A](https://efis.fma.csc.gov.on.ca/faab/Memos/B2023/B05_Attach1_EN.pdf)

A Funding for additional teachers in Grades 7-10 to work directly with students to provide early supports to prepare students in Grades 7 and 8 prior to transitioning into a de-streamed Grade 9 and to continue to support students in a de-streamed Grade 9 and their transition to Grade 10.

**Supporting Student Potential – Reading**

*Early Reading Enhancements: Reading Screening Tools* ($12.50M) – School board allocations in [Appendix A](https://efis.fma.csc.gov.on.ca/faab/Memos/B2023/B05_Attach1_EN.pdf)

In response to the Ontario Human Rights Commission’s Right to Read report, the government has committed that beginning in 2023-24, students in year 2 of Kindergarten to Grade 2 will be screened for reading using evidence-based tools. This new funding will allow school boards to procure ministry-approved early reading screening tools for educators to conduct this screening. The tools will help ensure students who require further supports in reading are identified early and supported within the classroom. More information regarding ministry-approved screening tools will become available. Boards are asked to hold expenditures until more information has been shared.

*Licenses for Reading Intervention Supports* ($12.50M) – School board allocations in [Appendix A](https://efis.fma.csc.gov.on.ca/faab/Memos/B2023/B05_Attach1_EN.pdf)   
  
This funding is intended to enable school boards to purchase licenses, resources and professional learning to support the provision of systematic, evidence-based reading interventions, supports or programs for struggling readers, including but not limited to students with reading disabilities.

*Education Staff to Support Reading Interventions* ($65.00M) – School board allocations in [Appendix A](https://efis.fma.csc.gov.on.ca/faab/Memos/B2023/B05_Attach1_EN.pdf).

School boards will receive new funding to hire teachers who can work one-on-one or in small groups with students in Kindergarten to Grade 3 who would benefit from more support in reading. These supports may include providing direct Tier 2 and Tier 3 reading interventions and other supports required by the school or board on reading and literacy-related initiatives. Teachers hired in these positions should have specialized expertise in scientific, evidence-based literacy instruction that emphasizes foundational knowledge and skills, as well as training in providing direct Tier 2 and Tier 3 reading interventions. Teachers should have awareness and experience of assessments that inform instruction based on intensity, duration and frequency of skill required and expertise in a comprehensive approach to literacy instruction.

**Supporting Student Potential – Additional Investments**

*Cooperative Education Supports for Students with Disabilities* ($2.07M)

The Cooperative Education Supports for Students with Disabilities Pilot will allow participating school boards to provide targeted supports to students with disabilities to pursue cooperative education credits within a variety of placement opportunities, including those related to technological education and the skilled trades. The focus of this pilot is to help set up students with disabilities with the skills required for success after graduation. This year will be the first of three years of funding. Funding allocations for identified boards will follow.  
  
*Human Rights and Equity Advisors* ($3.242M) – School board allocations in [Appendix A](https://efis.fma.csc.gov.on.ca/faab/Memos/B2023/B05_Attach1_EN.pdf)

Funding for select school boards to employ Human Rights and Equity Advisors (HREAs) who work with the Director of Education and with the board’s senior team to foster a culture of respect for human rights and equity, help identify and address systemic human rights and equity issues and increase the board’s compliance with human rights law.