

**Ministry of Education**

Special Education Policy  
and Programs Branch  
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Toronto ON M7A 1L2

**Ministère de l'Éducation**

Direction des politiques et des programmes  
de l'éducation de l'enfance en difficulté  
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**MEMORANDUM TO:**

Directors of Education

**FROM:**

Barry Finlay  
Director  
Special Education Policy and Programs Branch

**Date:**

December 11, 2012

**SUBJECT:**

Supporting Students with Special Education Needs

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The Ministry of Education would like to acknowledge the work of school boards in supporting the achievement and well-being of students with special education needs. With your most recent EQAO results you can be proud of the improvements you have achieved for students with special education needs. This builds on the successes that have been achieved over the period 2002-03 to 2011-12.

The ministry is committed to supporting school boards in their alignment and continuous improvement of practice to increase the achievement and well-being of all students through the *Board Improvement Plan for Student Achievement (BIPSA)*, the *Ontario Leadership Framework (OLF)*, the *Accepting Schools Comprehensive Action Plan* and *Learning for All, K – 12* (draft 2011).

As you are aware, Individual Education Plans (IEPs) are an important tool in driving student achievement and well-being for students with special education needs. The ministry appreciates the work of school boards and the significant gains made at developing and monitoring IEP processes.

To support the continuous improvement of IEPs, school boards will receive funding of a base amount of \$20,000 plus an additional amount based upon the 2012-13 average daily enrolment. We will forward details of the funding amount and deliverables in a transfer payment agreement to your school board.

School boards may wish to utilize the established regional *Learning for All K-12 Professional Learning Networks* to support the sharing of effective strategies associated with IEPs.

Thank you for your commitment to the continuous improvement of practice for students with special education needs.

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Barry Finlay