

MINISTRY OF EDUCATION
SPECIAL EDUCATION UPDATE

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IMPROVING STUDENT ACHIEVEMENT FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Progress in Achievement for Students with Special Education Needs

WHAT'S NEW	<ul style="list-style-type: none"> Students with special education needs have shown improvement in their academic achievement, as demonstrated by Education Quality and Accountability Office (EQAO) test results for grades 3 & 6 (reading, writing and mathematics) for the period from 2002-2003 to 2011-12. Grade 3 EQAO results for students with special education needs from 2002-03 to 2011-12: increase of 15% in reading, increase of 38% in writing, increase of 7% in mathematics. Grade 6 EQAO results for students with special education needs from 2002-03 to 2011-12: increase of 24% in reading, increase of 28% in writing, increase of 2% in mathematics. The improvement in performance of Grade 3 students with special education needs exceeded that of the Grade 3 population as a whole in writing, from 2002-03 to 2011-12. Additionally, the improvement in the reading and writing performances of Grade 6 students with special education needs exceeded that of the Grade 6 population as a whole, from 2002-03 to 2011-12.
KEY FACTS	<ul style="list-style-type: none"> In 2011-12 the percentage of students with special education needs performing at or above the provincial standard in Grades 3 and 6 increased for both reading and writing, but not for mathematics.

Assessing Achievement in Alternative Areas (A4) – Draft Guidelines

WHAT'S NEW	<ul style="list-style-type: none"> A provincial e-community has been developed to share resources related to the Assessing Achievement in Alternative Areas (A4) projects with all District School Boards. Boards are encouraged to use the e-community to share locally developed resources that support monitoring and reporting on the achievement of students with special education needs who do not access the provincial curriculum. To further support the work of the A4 Project boards, the Special Education Policy and Programs Branch (SEPPB) is conducting some additional work that looks at the development of a provincial framework to support programs for students in areas alternative to the provincial curriculum. SEPPB has been working closely with the Curriculum and Assessment Policy Branch to use the same process as for all curriculum development. Currently an inter-jurisdictional scan and literature review are underway. An analysis of the research will be completed and a Fall 2013 consultation with all school boards and key stakeholders is anticipated.
KEY FACTS	<ul style="list-style-type: none"> In response to recommendations from the Auditor General of Ontario and to further support the Ministry of Education's core priority to improve the achievement of all students, including students with special education needs, SEPPB developed draft provincial guidelines and funded regional projects in boards to enhance assessment processes, methods and reporting for students with special education needs who do not access the Ontario curriculum and do not participate in EQAO assessments. Funding was provided to one board in each region to further enhance board capacity to collect, analyze and use data to report on the progress and achievement of these students.

Barrier Free Education Initiatives for Deaf and Hard of Hearing Students

KEY FACTS	<ul style="list-style-type: none"> The Barrier Free Education Initiatives for Deaf and hard of hearing Students, led by the
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	<p>Canadian Hearing Society (CHS), is intended to assist school boards in identifying access and accommodation needs of students who are Deaf and hard of hearing who use American Sign Language (ASL) or Langue des signes Québécoise (LSQ), and students who are Deaf and hard of hearing who use oral language as a means of communication and use assistive devices such as cochlear implants, hearing aids and fm systems.</p> <ul style="list-style-type: none"> • CHS will: <ul style="list-style-type: none"> ○ Conduct new Barrier-Free Education professional learning sessions for principals and teachers that are focused on Language Foundations for children entering school and from Kindergarten to Grade 12. CHS will also develop a parent guide on mental health issues affecting students who are Deaf and Hard of Hearing. • April 2012 – March 2014: <ul style="list-style-type: none"> ○ The professional learning sessions will include Webinars/Webcasts on: Technology and Resources in the Education of Deaf and Hard of Hearing Students; on Communication Accessibility and Anti-Audism and anti-Ableism; and on Language Foundations for Classroom Teachers. ○ The parent guide will focus on mental health and addictions issues affecting students who are Deaf and hard of hearing. ○ The guide to classroom access will offer information pertaining to providing access to education for all students including students who are Deaf and hard of hearing in an anti-bullying environment free of attitudinal barriers and discrimination. • Information on Barrier Free Initiatives for Deaf and Hard of Hearing Students can be found at: http://www.chs.ca/index.php?option=com_content&view=article&id=499&Itemid=568&lang=en.
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FUNDING	<ul style="list-style-type: none"> • This is a continuation of the funding previously provided to CHS.
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Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (Learning for All, K-12) (Draft 2011) and Regional Projects

WHAT'S NEW	<ul style="list-style-type: none"> • In 2012-13 the Ministry continues to provide school boards with funds to: <ul style="list-style-type: none"> ○ Support the use of <i>Learning for All, K-12 (Draft 2011)</i> and sustain professional learning and capacity building ○ Continue the Learning for All K-12 Provincial Network Team (PNT) and regional professional learning activities coordinated by the 18 lead school boards, and ○ Promote a wide and more in-depth use of the resource through Teacher-Led Learning for All K-12 Projects. • A Learning for All K-12 Provincial e-community has been created to facilitate professional learning across the province. • <i>Learning for All, K-12 (Draft 2011)</i> is posted on the Ministry website. The document is available at: http://www.edu.gov.on.ca/eng/general/elemsec/speced/learning.html. Regional Learning for All Project Reports (2010-11) are also available on this website. These reports outline the results and resources developed through the regional projects to support the use of <i>Learning for All, K-12</i> in the school boards.
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KEY FACTS	<ul style="list-style-type: none"> • SEPPB has led the development of the resource guide <i>Learning for All, K-12 (Draft 2011)</i>. • <i>Learning for All, K-12 (Draft 2011)</i> builds on the guiding principles outlined in <i>Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6 (2005)</i>. • <i>Learning for All, K-12 (Draft 2011)</i> describes an integrated framework for assessment and instruction that supports the learning of all students. • This resource guide is designed to share information with educators about evidence-based
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	<p>and research-informed educational approaches that have proven to be effective in supporting the learning of all students from Kindergarten to Grade 12. These approaches include Universal Design for Learning, Differentiated Instruction and the Tiered Approach.</p> <ul style="list-style-type: none"> • The draft resource guide also presents sample planning tools including class and student profiles.
FUNDING	<ul style="list-style-type: none"> • In 2009-10 and 2010-11 the Ministry provided funding to all school boards to encourage their participation in regional professional learning activities. Additional funds are provided to 18 lead school boards to coordinate regional Professional Learning Communities and develop sharable resources to support the use of the document in elementary and secondary schools. • In 2011-12 and 2012-13 approximately \$1M has been distributed to school boards. All school boards received \$10,000 each to continue participation in their regional Professional Learning Communities (PLCs). In addition, 18 lead school boards received \$15,000 to support their leadership roles and responsibilities in regional collaboration and developing sharable resources.
NEXT STEPS	<ul style="list-style-type: none"> • In 2012-13 the Ministry continues to gather public feedback and consult with key stakeholder groups on the draft document and revise the December 2011 version. A revised version is scheduled for release in 2013. • The Ministry will continue to support all school boards in their use of the draft resource document and facilitate sharing of resources developed by school boards provincially.
<p><i>Draft Guidelines for Programs and Services for Students who are Deaf or Hard of Hearing (K-12), Draft Guidelines for Programs and Services for Students Who Are Blind or have Low Vision (K-12)</i></p>	
KEY FACTS	<ul style="list-style-type: none"> • The Guidelines for Programs and Services for Students Who are Deaf and Hard of Hearing and Guidelines for Programs and Services for Students who are Blind or have Low Vision are resources for District School Boards to use when providing programs and services for students with these exceptionalities.
NEXT STEPS	<ul style="list-style-type: none"> • Electronic release of the Guidelines is currently targeted for 2013. • SEPPB will work with leadership networks and other stakeholders during the rollout of the guidelines.
<p><i>Supporting Students with Learning Disabilities</i></p>	
KEY FACTS	<ul style="list-style-type: none"> • Provincial data from 2010-11 confirms that approximately 43% of exceptional students have a learning disability (LD). This is the largest exceptionality group of the twelve sub-categories of exceptionalities. • The Ministry's Policy and Program Memorandum (PPM) 8 on Learning Disabilities was issued in 1982 and has not been substantially revised. It includes the Ministry definition of LD, describes a process for the identification of LD, and provides direction on programming for students with LD. • To support school boards, schools and parents in the area of LD, Guidelines for Programs and Services for Students with LD, a review of PPM 8 on Learning Disabilities and the identification of resources for learning disabilities is being undertaken. • The Learning Disabilities Working Group (LDWG) was established in June 2011. The Working Group includes stakeholders, educators, parents and academics with expertise in LD. • The LDWG reviewed and assessed the relevancy and currency of PPM 8 on Learning Disabilities and provided recommendations to the Ministry; contributed advice to the

	<p>preparation of guidelines for school boards on LD and discussed knowledge mobilization strategies to support the implementation of the revised PPM and the Guidelines.</p> <ul style="list-style-type: none"> ○ The Ministry is supporting the Learning Disabilities Association of Ontario in developing a webpage to host educator supports on LD as well as producing an LD 101 video for educators.
NEXT STEPS	<ul style="list-style-type: none"> • PPM Identification and Program Planning for Students with Learning Disabilities, Kindergarten to Grade 12, and the <i>Guidelines for Programs and Services for Students with Learning Disabilities</i> are currently in editing with the Communications branch.

Individual Education Plan (IEP) Initiatives

WHAT'S NEW	<ul style="list-style-type: none"> • <i>Individual Education Plans</i> (IEPs) are an important tool in driving student achievement and well-being for students with special education needs and the Ministry appreciates the work of school boards and the significant gains made at developing IEPs and at monitoring IEP processes. • All District School Boards, School Authorities and Provincial/Demonstration Schools completed the Individual Education Plan (IEP): 2011-2012 Internal Review, in the spring of 2012.
KEY FACTS	<ul style="list-style-type: none"> • During the 2012 Internal IEP Review, District School Boards, School Authorities and Provincial/Demonstration Schools indicated that they would like an online forum to share effective practices, resources and to engage in professional dialogues. SEPPB has developed an IEP e-community for educators to access for this purpose.
NEXT STEPS	<ul style="list-style-type: none"> • The Ministry has produced and will be releasing a provincial trends report based on the results submitted by District School Boards, School Authorities and Provincial and Demonstration Schools. This report is targeted for release in 2013. The Ministry is going to be reviewing, updating and writing IEP samples in response to feedback received during the 2011-2012 IEP Internal Review and to support recent Ministry initiatives, policies and projects.

Supporting Oral Language Development, Kindergarten to Grade 3

WHAT'S NEW	<ul style="list-style-type: none"> • SEPPB has developed <i>Supporting Oral Language Development, Kindergarten to Grade 3</i>. This user-friendly booklet will become a resource where all related Ministry initiatives that support oral language development K-3 can be found.
KEY FACTS	<ul style="list-style-type: none"> • This resource document: <ul style="list-style-type: none"> ○ Reflects the framework and processes outlined in <i>Learning for All, K-12 (Draft 2011)</i> and includes references and/or links to current Ministry resources ○ Describes the theoretical framework of oral language foundations and provides a tool to support Kindergarten to Grade 3 educators in helping all students, including students with special education needs, to develop their oral language skills, and in the early recognition and support for students with oral language difficulties ○ Provides information to assist educators in communicating with parents regarding the oral language development of their children and in collaborating with other professionals working in schools and the community.
NEXT STEPS	<ul style="list-style-type: none"> • The resource document is pending approval for release and print distribution.

Policy and Program Memorandum 156: Supporting Transitions for Students with Special Education Needs

WHAT'S NEW	<ul style="list-style-type: none"> • PPM 156 was released in February 2013.
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KEY FACTS	<ul style="list-style-type: none"> • Effective transition planning is important for all students and especially for students with special education needs. Personalized and precise student transition plans reflect the individual student's strengths and needs and provide the foundation for successful transition experiences. • The Ministry is acting on recommendations from the Auditor General's Report on Special Education to help ensure that all transitions for students with special education needs are effectively managed. • PPM 156 provides direction to school boards regarding the development of student transition plans as part of the IEP. • The intent of PPM 156 is to formalize the current effective practices related to supporting transitions in order to ensure a more consistent approach across schools and school boards. • Effective transition plans will support increased student achievement and well-being and improved continuity of programs and/or services for students with special education needs.
NEXT STEPS	<ul style="list-style-type: none"> • Implementation of PPM 156 will begin in September 2014. • The Ministry will work in consultation with school boards following the release of the PPM over the next year to gather, share, and develop effective practices in preparation for the implementation of the PPM in September 2014.

Special Education in Ontario, K-12 (Working Title)

KEY FACTS	<ul style="list-style-type: none"> • SEPPB is developing a comprehensive and integrated guide entitled <i>Special Education in Ontario, Kindergarten to Grade 12</i> (working title). • The Guide for educators consolidates information currently found in <i>Standards for School Board's Special Education Plan (2000)</i>; <i>Individual Education Plans: Standards for Development, Program Planning and Implementation (2000)</i>; <i>Transition Planning: A Resource Guide (2002)</i>; <i>Special Education: A Guide for Educators (2001)</i>; and <i>Individual Education Plan (IEP): A Resource Guide (2004)</i>. The guide will update and clarify current special education regulations and policy.
NEXT STEPS	<ul style="list-style-type: none"> • The guide is currently targeted for electronic release in 2014.

Board Improvement Planning for Student Achievement (BIPSA)

WHAT'S NEW	<ul style="list-style-type: none"> • Board Improvement Planning for Student Achievement (BIPSA) continues to grow and evolve; Special Education Regional Office Leads continue to be on the Ministry Regional BIPSA Teams. • Over 2012-13 the Ministry Regional BIPSA Teams visited every school board twice: <ol style="list-style-type: none"> 1) Visit One was held between November / January with a focus on implementation 2) Visit Two was held between March and May with a focus on monitoring. • SEPPB has analyzed 2012-13 BIPSA plans and Visit 1 Reports from Ministry Regional BIPSA Teams to determine the level of integration into school board planning processes associated with Board Improvement Planning for Student Achievement. • Findings from this analysis have been presented to the BIPSA Steering Committee, and will next be shared with Special Education Regional Education Officers to verify outcomes and accurately reflect board conversations. • Analysis and trends will be presented at June's MACSE meeting and to BIPSA Regional Teams on June 21, 2013.
KEY FACTS	<ul style="list-style-type: none"> • Board improvement planning processes establish a greater focus on and accountability for student achievement as school boards are required to identify targeted goals and strategies based on needs assessment that focus on improving the achievement of all

	<p>students, including those with special education needs.</p> <ul style="list-style-type: none"> • SEPPB continues to better understand the achievement of students with special education needs by examining how boards consider, monitor and work to improve their achievement • SEPPB continues to work closely with the Student Achievement Division (BIPSA Ministry lead) to ensure that BIPSA processes include students with special education needs.
NEXT STEPS	<ul style="list-style-type: none"> • 2012-13 analysis and trends will inform the Ministry's role in BIPSA 2013-14. • SEPPB will facilitate a reflective dialogue on the nature of the work to re-engage with the strategic directions to inspire thought and action that will continue to support students with special education needs and align with school board experiences.
<i>Mental Health and Addictions Strategy</i>	
WHAT'S NEW	<ul style="list-style-type: none"> • A memo providing details regarding funding allocation for Mental Health Leaders in year three of the Mental Health and Addictions Strategy was released to all Directors of Education on March 27, 2013. All 72 school boards will be funded for a Mental Health Leader in 2013-14. The memo can be found at: http://faab.edu.gov.on.ca/B_Memos_2013.htm. • Support for Professional Learning on Suicide: <ul style="list-style-type: none"> ○ One-time funding was provided to all District School Boards, School Authorities and Provincial and Demonstration Schools, to support professional learning opportunities to build capacity in the area of suicide prevention. ○ A Memo to Directors of Education was released on February 19, 2013. ○ Funding is encouraged to be used towards training key professionals who have responsibility for mental health and addictions in boards (e.g., Mental Health Leader, board Social Worker and/or Psychologist). It is hoped that these individuals can systematically provide training sessions to educators and professional support staff working in schools across the board (e.g., social workers, guidance counsellors, child and youth workers).
KEY FACTS	<ul style="list-style-type: none"> • The government announced in the 2011 Ontario Budget an investment for a Comprehensive Mental Health and Addictions Strategy, starting with a three year focus on children and youth. • In June 2011, <i>Open Minds, Healthy Minds: Ontario's Comprehensive Mental Health and Addictions Strategy</i> was released. • The strategy will start with children and youth to create a more integrated and responsive child and youth mental health and addictions system by: <ul style="list-style-type: none"> ○ Providing fast access to high quality services ○ Identifying and intervening in child and youth mental health and addictions needs early ○ Closing critical service gaps for vulnerable children and youth. • The supports and services through this strategy began in fall of 2011 and will be phased in over three school years (2011-12 to 2013-14). • In November 2012, the Ministry of Children and Youth Services (MCYS) launched <i>Moving on Mental Health – A system that makes sense for children and youth</i>, a three year action plan to transform the child and youth mental health system. These changes, when fully implemented, will support clear and streamlined pathways to care, and will result in defined core services to be available in communities across Ontario.
FUNDING	<ul style="list-style-type: none"> • The announced investment for the three year Child and Youth Mental Health Strategy will grow to \$93 million per year by 2013-14.
NEXT STEPS	<p>In years two and three of the strategy, the following initiatives are underway:</p> <ul style="list-style-type: none"> • For 2013-14 funding has been approved for all 72 Ontario school boards to have a Mental Health Leader position in the 2013-14 school year.

- The Mental Health Leaders are working and will be working with School Mental Health ASSIST (below) to provide leadership support in their board for the development of a board level comprehensive student mental health and addictions strategy.
- School Mental Health 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, and will provide support to all 72 Mental Health Leaders in 2013-14.
- School Mental Health ASSIST has developed several resources as part of increasing mental health awareness that are available to all school boards. These resources include the following:
 - Mental Health Awareness Level:
 - Webinar for all District School Boards providing a broad overview of Ontario's Comprehensive Mental Health and Addictions Strategy, and information about specific supports for school boards (all education sector audiences).
 - Decision Support Tool on selection of capacity building resources, developed with the School-Based Mental Health and Substance Abuse Consortium (SBMHSA).
 - Interactive web platform providing information about School Mental Health ASSIST and mental health awareness resources for all boards, including a closed on-line community for Mental Health Leaders.
 - Suicide Prevention, Intervention and Postvention slide presentations (resource only for senior administrators and clinicians in school boards).
 - Mental Health Literacy Level
 - Administrator's Guide and slide presentation (companion to *Supporting Minds, An Educator's Guide to Promoting Students' Mental Health and Well-being*) (release date TBD).
 - Mental Health Literacy Modules for school staff and administrators (in development).
- Further, the Ministry is translating the *ABC's of Mental Health* from the Hinck-Dellcrest Centre so that it is available for the francophone community.
- Funding for release time for educators to support professional learning opportunities was provided in 2011-12 and 2012-13 to all 72 District School Boards, School Authorities (excluding hospital school authorities) and Provincial / Demonstration Schools. Professional learning is to focus on capacity building related to the recognition of early signs of mental health and addiction issues in students, as well as classroom strategies that can be used to support students in need.
- The Draft K-12 Mental Health and Addictions Educator Resource Guide, *Supporting Minds, An Educator's Guide to Promoting Students' Mental Health and Well-being*, is targeted to be released in the spring of 2013. The guide promotes student mental health and well-being, and provides supports for educators to recognize problems early and support students in the classroom.
- Development of further enhancements to the Ontario curriculum to promote healthy development and mental health is underway, including the development of video resources to support educator implementation of curriculum content related to mental health and addictions.
- *Working Together for Kids' Mental Health (Working Together)* aims to help professionals in schools, child and youth mental health and addictions agencies and the health sector identify child and youth mental health and addictions needs earlier, and work collaboratively to respond effectively. *Working Together* was introduced in four communities representing seven census divisions in 2010-11 (Haliburton, Niagara, Sudbury, Greater Sudbury, Manitoulin, Hastings and Prince Edward) and expanded to seven more communities during 2011-12 (Simcoe, Hamilton, Lambton, Lennox-Addington,

	<p>Frontenac, Ottawa and Peel). <i>Working Together</i> is playing an important role in preparing communities for changes associated with transformation of the child and youth mental health system over the next few years.</p> <ul style="list-style-type: none"> • Funded by MCYS, selected community-based child and youth mental health and addictions agencies have been allocated resources to hire new Child and Youth Mental Health Workers to support students to remain in and enhance achievement in school, including needs at transition points such as elementary to secondary, and to prevent youth suicide. The alignment of workers with school boards is being arranged at the local community level to respond to local and changing needs. 139 workers were hired provincially to provide direct services to students in 2011-12. Funding has been allocated in 2012-13 for agencies to hire an additional 36 workers to support students in schools. • In recognition of the unique needs of Aboriginal children and youth, new supports for mental health services are being provided by MCYS. Over the coming months, new Aboriginal mental health and addictions workers will be hired to support children and youth in high needs Aboriginal communities. When fully implemented, these workers are expected to provide culturally appropriate services to 4,000 more Aboriginal children and youth each year. MCYS will be meeting with stakeholders and partners to discuss training for Aboriginal mental health and addictions workers. • Funded by the Ministry of Health and Long-Term Care (MOHLTC), through the new Mental Health and Addictions Nurses in District School Boards Program, 144 nurses (Registered Nurses and Registered Practical Nurses) with mental health and addictions expertise are being hired to work in schools to provide early identification and intervention supports and services for students. The nurses will be hired and employed by Ontario's 14 Community Care Access Centres (CCACs). 13 of the 144 nurses will be Nurse Leaders who will provide supervision to the clinical nurses within each CCAC. • Facilitated by the Centre for Addiction and Mental Health, MOHLTC is establishing 18 Service Collaboratives to support coordinated services for children, youth and adults, including a focus on children and youth in transition from hospital to community settings, between health and justice systems, and from child and youth focused to adult services. Four service collaboratives were established in Thunder Bay, London, Ottawa and Simcoe Muskoka in 2011-12. In 2012-13, five additional service collaboratives were established in Hamilton, Durham, Waterloo/Wellington, Kingston, Frontenac, Lennox and Addington (KFLA) and Peel. Some service collaboratives may include schools or school boards in their work, depending on their identified priorities.
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Response to the Reference Group on Autism Spectrum Disorders (ASD)

<p>WHAT'S NEW</p>	<ul style="list-style-type: none"> • SEPPB is currently partnering with the Public Health Agency of Canada (PHAC) as part of a federal data sharing initiative to support an increased understanding of Canada's Autism Spectrum Disorder (ASD) population through the development of more accurate data collection tools. • The Ministry has established a Provincial ABA Expertise Professional Working Group consisting of school board representation from rural, urban, catholic, public and French Language school boards. The Working Group will be responsible for, but not limited to: <ul style="list-style-type: none"> ○ reviewing current practices, identifying gaps, and setting targets to enhance local processes of use for ABA in supporting students with ASD ○ identifying resources that have proven to be effective in improving the outcomes of students with ASD at both elementary and secondary levels ○ supporting the development of a repository of relevant resources on ABA and ASD that can be available to all school boards ○ designing and supporting continuous development of an ABA expertise e-community
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	<ul style="list-style-type: none"> ○ informing the development of provincial learning modules for educators and administrators that support ASD, ABA and behaviour needs of students ○ developing a framework and participating in a provincial ABA Professional Learning Day ○ acting as a liaison for all ABA expertise professionals within their respective regions ○ participating and leading professional learning communities at the regional level to collect and share effective ABA practices. ● On May 2, 2013 the Ministry hosted an ABA Expertise Professional Learning Day. All 72 school boards participated and engaged in this knowledge mobilization event and shared current evidence-based resources and effective practices. Information and resource sharing continued the development of regional professional learning communities to further develop ABA capacity in Ontario's publicly funded schools.
KEY FACTS	<ul style="list-style-type: none"> ● The total number of students formally identified as having an ASD by an Identification, Placement, and Review Committee (IPRC) in publicly funded school boards, including School Authorities, as of the 2010-11 school year is 14,572. ● The Government has taken action in response to the majority of the Reference Group's recommendations. ● All school boards and MCYS funded Autism Intervention Program (AIP) providers are implementing <i>Connections for Students</i> model across the province. The <i>Connections for Students</i> model is centred on multi-disciplinary, student-specific, school-based transition teams that are established approximately six months before a child prepares to transition from intensive behavioural intervention (IBI) services provided through the MCYS funded AIP to ABA instructional methods in school, and continue for six months after entry or continuing in school <ul style="list-style-type: none"> ○ 1,221 children and youth had been served province-wide by the <i>Connections for Students</i> model as at the end of 2011-12. ● All school boards have now hired ABA expertise professionals that are responsible for supporting principals, teachers, and multi-disciplinary transition teams by providing and coordinating ASD training and resources, and facilitating collaboration between service providers and schools. ● MCYS has expanded community-based ABA services and supports to build on and improve the continuum of supports for children and youth with ASD. \$25 million has been invested to provide a broader range of services to children and youth with ASD to develop skills in key areas and to address behaviours that interfere with their functioning. MCYS has selected providers to deliver these new services and supports in each region of the province. Approximately 8,000 children and youth with ASD will benefit each year from these new services and supports. ● In 2007, the Ministry of Education released PPM 140. School boards have been directed through this PPM to use ABA methods with students with ASD where appropriate and in accordance with students' IEP. As required by PPM 140, the Ministry has developed and implemented an annual process to monitor implementation of PPM 140 by school boards. The 2012-13 monitoring process has been initiated, and school boards are expected to submit their completed data to the Ministry by May 31st, 2013. ● The Ministry has provided funding to Geneva Centre for Autism to cover the cost of registration and materials for educators to participate in the Geneva Centre for Autism's Summer Training Institute in August 2013. Three days advanced level training will include keynote presentations in English and French with opportunities for participants to work through case studies. The focus will be mostly on Functional Behavioural Assessment (FBA) which is an important element of successful ABA strategies. Introductory two days training to educational staff new to teaching or new to the field of ASD in English and

	French will be provided as well.
FUNDING	<ul style="list-style-type: none"> • Since 2006 the Ministry has invested \$61 million through targeted funding outside the Grants for Student Needs to strengthen school board capability and improve the learning environment for students with autism spectrum disorders. • Since summer 2006, almost \$37M has been allocated for training, and to date more than 16,000 educators have been trained and prepared to support ABA in publicly funded schools. • Beginning in 2008-09 all school boards received new funding to hire additional board level ABA expertise professionals to support principals, teachers, and multi-disciplinary transition teams by providing and coordinating ASD training and resources, and facilitating collaboration between service providers and schools. Funding allowing school boards to hire additional board level ABA expertise professionals has been transferred into the Grants for Student Needs (GSN) through the Behaviour Expertise Amount (BEA) beginning in 2010-11. The total 2012-13 BEA amount will be approximately \$11.3M. • In 2012-13, \$3M in Education Programs – Other (EPO) funding was allocated to school boards to further ABA training. • \$816,000 in EPO funding was allocated to Geneva Centre for Autism Summer Institute 2013.
Special Education Advisory Committees (SEACs) Capacity Building Projects	
WHAT'S NEW	<ul style="list-style-type: none"> • The revised SEAC web page is complete and awaits posting to the Ministry of Education public website. Included will be links to district school board SEAC developed resources that have been posted to school board websites.
KEY FACTS	<ul style="list-style-type: none"> • In Fall 2009, the Minister's Advisory Council on Special Education (MACSE) made recommendations to the Ministry of Education to build SEAC capacity. MACSE proposed that the Ministry of Education could enhance the capacity of school boards to support SEAC members by: <ul style="list-style-type: none"> ○ Improving communication processes so that all SEACs have access to up to date information ○ Developing resources that all SEACs can access for training ○ Developing a mechanism for the sharing of effective practices.
NEXT STEPS	<ul style="list-style-type: none"> • An announcement will be sent to District School Boards, School Authorities and chairs of SEACs in September to share the SEAC website.
VOICE Ontario School Board Training and Mentorship Program	
WHAT'S NEW	<ul style="list-style-type: none"> • Training is now complete in four pilot boards and the VOICE Ontario School Board Training and Mentorship Program is currently carrying out training in nine other boards.
KEY FACTS	<ul style="list-style-type: none"> • The objective of the VOICE Ontario School Board Training and Mentorship Program is to increase the capacity of qualified professionals and broaden the understanding of decision-makers in Ontario school boards to meet the needs of students who are oral Deaf and hard of hearing who use oral language as a method of communication and use assistive devices such as cochlear implants, hearing aids, FM systems and other technology. • The mentorship program will provide professional learning opportunities for teachers, administrators and support staff to ensure that students with hearing loss who have learned to communicate through spoken language will have access to appropriate expertise that will help to ensure that their ongoing language, literacy and learning needs are met. The mentorship program will also increase school board capacity to offer the

	<p>option of auditory-verbal intervention to Deaf and hard of hearing students within their board.</p> <ul style="list-style-type: none"> To date, 25 teachers are being trained from 20 different school boards. VOICE will also develop a parent guide on mental health issues affecting students who are Deaf and hard of hearing. VOICE will continue to provide AVT and mentorship program to boards who are currently enrolled. The program will be completed by March 2014.
FUNDING	<ul style="list-style-type: none"> VOICE for Hearing Impaired Children was provided \$2M for this project.
NEXT STEPS	<ul style="list-style-type: none"> Training and professional development workshops will continue through winter 2013.

Web Based Teaching Tool (WBTT)

WHAT'S NEW	<ul style="list-style-type: none"> WBTT will be retired for use in Ontario schools at the end of the current school year. The Learning Disabilities Association of Ontario (LDAO) will continue to deliver WBTT to current school board users and provide those school boards with the technological and program support services needed to continue the functionality of the WBTT for the 2012-13 school year. WBTT users will be informed of key programming messages through WBTT publications such as the Bistro and Gazette. Professional development for board contacts will be available through three online videos over the course of the year. The Ministry continues to collaborate with LDAO on supporting educators who are working with students for Learning Disabilities.
KEY FACTS	<ul style="list-style-type: none"> WBTT is administered by the LDAO. WBTT provides teachers with early screening tools and intervention strategies to help students in JK through Grade one.
FUNDING	<ul style="list-style-type: none"> LDAO received \$609,000 for the 2012-13 school year.

Tri-Ministry Implementation and Evaluation of Demonstration Sites for Integrated Speech and Language Service Delivery Models

WHAT'S NEW	<ul style="list-style-type: none"> MCYS, MOHLTC and the Ministry of Education (EDU) have extended the seven Demonstration Sites to test different service delivery models for integrated speech and language services from August 2012 to August 2013 in order to: <ul style="list-style-type: none"> Improve the continuity of speech and language services and supports for children/students from birth through Grade 3 (minimum) Reduce the number of children/students waiting for speech and language services Reduce wait times for speech and language services Improve the speech and language outcomes for children/students Improve transitions for children/students with speech and language disorders and their families Improve the cost-effectiveness of speech and language services and supports.
KEY FACTS	<ul style="list-style-type: none"> Deloitte Inc. has been contracted to conduct an evaluation and impact analysis of the various integrated service delivery models for each demonstration site including the processes undertaken to integrate local speech and language services and each site's achievement of the above outcomes. Child, family, and service provider (e.g. professionals, educators) outcomes will also be evaluated. Demonstration site outcomes will be measured and evaluated through a variety of means including site visits, surveys and interviews. These activities are taking place right now and will continue until the end of the 2012-13 school year. An external Speech and Language Advisory Committee has been established to provide

	advice, information and guidance to the three ministries to support the tri-Ministry vision for integrated speech and language services.
NEXT STEPS	<ul style="list-style-type: none"> Based on the evaluation and impact analysis of the seven demonstration sites and the advice of the Speech and Language Advisory Committee, the three ministries will develop recommendations for integrating speech and language services in Ontario.

Transformation of Care, Treatment, Custody and Correction Programs

WHAT'S NEW	<ul style="list-style-type: none"> A Framework for Action has been developed to guide the work that EDU is undertaking with regards to transforming Care, Treatment, Custody and Correction (CTCC) programs. SEPPB is at the early stages of policy work to develop recommendations for government on improvements to governance, funding and accountability of CTCC programs. The Youth Justice Division of MCYS will be consulting with school boards on their Educational Achievement Project intended to gather system-wide data that will help the division develop a better educational profile of youth in conflict with the law and measure academic achievement, skills attainment, and school engagement. Applications for new and/or expanded CTCC programs was released in February 2013. Successful applicants will be notified by June 2013. As a new program approval requirement, applicant school boards were required to demonstrate how the proposed program would support the three transformation goals in the Framework for Action. In addition, boards were asked to develop programs based on new Essential Elements that have been developed to support the implementation of the Framework for Action. These Essential Elements are being tested in these new programs for potential rollout in all CTCC programs as the transformation of all CTCC educational programs proceeds.
KEY FACTS	<ul style="list-style-type: none"> Section 23 education programs are provided for students who are unable to attend regular school settings because of their need for care or treatment, or because they have been court-ordered to serve a custody or detention sentence. In 2012-13, the Ministry funded a total of 568 education programs in Care, Treatment, Custody, and Correctional Facilities. There are approximately 6,700 full time equivalent student spaces in these programs. The actual number of students served over the course of a year is higher due to the number of students who enter and exit the programs as their need for treatment and/or custody arises. Section 23 education programs are provided in a range of settings including custody facilities, mental health agencies, and hospital or school settings.
NEXT STEPS	<ul style="list-style-type: none"> Select successful applicants for new and/or expanded CTCC programs for the 2013/14 school year by June 2013. Implement the directions and initiatives identified in the Framework for Action.
FUNDING	<ul style="list-style-type: none"> The total budget for CTCC programs in 2012-13 was \$100.2M. One-time 2012-13 funding was allocated to District School Boards (DSBs) to purchase new/updated educational equipment and/or resources to support student learning, achievement and wellbeing in education programs provided by CTCC programs. A total of \$3M was allocated to school boards who had existing CTCC programs. \$2M is available for new and/or expanded programs for 2013-14.

FUNDING FOR SPECIAL EDUCATION

Special Education Funding Overview

WHAT'S	<ul style="list-style-type: none"> The 2013-14 Special Education Grant (SEG) funding was announced in March 2013. The
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NEW	Grants for Student Needs (GSN) Regulation, which provides for these allocations, has been approved. Despite a period of fiscal restraint the Special Education Grant is projected to be approximately \$2.50 billion in 2013–14. This is an increase of \$877 million or 54 percent since 2002–03.
KEY FACTS	<ul style="list-style-type: none"> • The 2013-14 SEG will: <ul style="list-style-type: none"> ○ Include revisions to the Special Education Per Pupil Amount (SEPPA) consistent with those implemented in other grants of the GSN ○ Provide funding stability through the continued support to the High Needs Amount (HNA) Measures of Variability (MOV) and the HNA MOV Special Education Statistical Prediction Model (SESPM), at \$50M and \$10M respectively, while continuing to revise school boards' high needs profiles to better reflect the variability of high needs students and factors that impact a board's ability to respond to these needs ○ Support a funding increase of approximately two percent to the Special Equipment Amount (SEA) Per-Pupil Amount provincial total – as part of the 5-year transition to a single SEA Per-Pupil Amount. Support for SEA claims-based applications is continued ○ Continue to support the Special Incidence Portion (SIP) claim-based applications ○ Continue to support education programs for school-aged children and youth in Government-approved care and/or treatment, custody, and correctional facilities, and ○ Continue to support the Behaviour Expertise Amount (BEA). • In addition, the Ministry has invested approximately \$64M since 2006, through targeted funding outside the GSN, to build capacity and improve the learning environment for students with ASD.

Evolution of Special Education Funding

WHAT'S NEW	<ul style="list-style-type: none"> • The Ministry is committed to developing a more effective special education funding system. We are making changes to be more responsive to the needs of students with special education needs and to focus on supporting student outcomes and well-being.
NEXT STEPS	<ul style="list-style-type: none"> • During the 2013-14 school year, the Ministry will continue to review and refine the components of the Special Education Grant (SEG), and to consult with stakeholders to ensure that the evolution of the funding approach supports students with special education needs and improves student outcomes and well-being.

ADVICE ON SPECIAL EDUCATION

Minister's Advisory Council on Special Education (MACSE)

NEXT STEPS	<ul style="list-style-type: none"> • MACSE's next meeting: October 30 & 31, 2013. (TBC)
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UPDATES FROM OTHER MINISTRIES

Ministry: Children and Youth Services

Updates from Specialized Services and Supports Branch; Children and Youth at Risk Branch; Child and Youth Mental Health System Transformation Team; and Child and Youth Development Branch. Youth Justice Services Division had a nil response for this round of updates.

Project Description	Status Update / Timing	Linkages to Special Education
<ul style="list-style-type: none"> Integrated MCYS, MCSS and EDU transition planning for young people with disabilities. 	<ul style="list-style-type: none"> MCYS/MCSS Regional Offices, District School Boards, School Authorities, and Provincial and/or Demonstration Schools are working together to integrate the current District School Board and MCYS/MCSS transition planning processes so that each young person with a developmental disability has a single, integrated transition plan. Implementation of integrated transition planning is anticipated for September 2013. 	<ul style="list-style-type: none"> Integrated transition planning will facilitate a positive transition experience and support positive outcomes for each young person with a developmental disability and their family/caregiver.
<ul style="list-style-type: none"> Development of a resource kit for parents and families of children and youth with ASD. 	<ul style="list-style-type: none"> The consultants hired to develop content for a parent resource kit, submitted their final product in March 2013. The Ministry will now initiate the second phase of the project which will focus on how the kit will be advertised 	<ul style="list-style-type: none"> The development of a parent resource kit will provide parents and families of children with ASD with much needed information, tools and resources to support their child in all phases of their development. This includes identifying supports for children in school.

Project Description	Status Update / Timing	Linkages to Special Education
	and made available to families.	The research consultant sought input from a number of stakeholders, including the education sector.
<ul style="list-style-type: none"> A study to assess the feasibility of establishing an Ontario-based certification process for Applied Behaviour Analysis (ABA) Practitioners and/or of creating a regulatory body or “college” for Applied Behaviour Analysts. 	<ul style="list-style-type: none"> A research consultant began this work in November 2012. It is expected that the study will be completed by Summer 2013. 	<ul style="list-style-type: none"> Input is being sought, through focus groups and surveys, from people and organizations across various sectors that have an interest in the certification or regulation of practitioners of ABA. This includes consultation with the education sector.
<ul style="list-style-type: none"> Re-engineering Provincial Speech and Language Services. 	<ul style="list-style-type: none"> Summer-Fall 2013 	<ul style="list-style-type: none"> Publicly-funded speech and language services for Ontario children and students are provided by three ministries through five programs. MCYS, EDU and MOHLTC have developed a shared vision for speech and language services for children/students from birth to Grade 12. Seven Demonstration Sites were selected to evaluate new models of delivering speech and language services. An external evaluation and impact assessment of the Demonstration Sites is taking place throughout the demonstration period (Fall 2011 to Summer 2013), and a final evaluation report is expected in Fall 2013.

Project Description	Status Update / Timing	Linkages to Special Education
<ul style="list-style-type: none"> • Issuance of an Expression of Interest (EOI) for a single transfer payment agency (TPA) to deliver American Sign Language (ASL)/ Langue des Signes Québécoise (LSQ) services in the Infant Hearing Program (IHP). 	<ul style="list-style-type: none"> • Spring-Summer 2013 	<ul style="list-style-type: none"> • To improve IHP ASL/LSQ services, MCYS will issue an EOI in Spring 2013 to select a new Transfer Payment agency that will provide ASL/LSQ services across the province.
<ul style="list-style-type: none"> • Moving on Mental Health is the government's plan to transform the experience of children and youth with mental health problems and their families so that regardless of where they live in Ontario, they will know: <ul style="list-style-type: none"> ○ What mental health services are available in their communities; and ○ How to access the mental health services and supports that meet their needs. • To achieve these goals MCYS will: <ul style="list-style-type: none"> ○ Create and support clear pathways to care; ○ Define core services; and 	<ul style="list-style-type: none"> • To further the work of <i>Moving on Mental Health</i>, MCYS has established the following advisory groups: a Service Framework Advisory Committee comprised of service providers and an Expert Panel on System Change. • The Ministry is in the process of establishing a <i>Parent and Youth Advisory Panel</i> that will help to integrate the parent and youth perspective into the work. • MCYS is working closely with the Ministry of Education on the transformation plan to align efforts to better meet the mental health needs of children and youth. 	

Project Description	Status Update / Timing	Linkages to Special Education
<ul style="list-style-type: none"> ○ Establish lead agencies in every Ontario community that will be responsible for planning and delivery of services. 		
<p><i>Updates on the Comprehensive Mental Health and Addictions Strategy</i></p>	<ul style="list-style-type: none"> ● Through our investments to date, approximately 35,000 more children and youth and their families are benefiting this year from quicker and easier access to mental health services and supports – provided through over 770 new mental health workers in schools, communities and youth courts across the province. ● This past Fall over 80 new Aboriginal mental health and addictions workers were hired to provide culturally appropriate direct services to young people in high needs Aboriginal communities across the province. 	<ul style="list-style-type: none"> ● The <i>Strategy</i> is aligned with <i>A Shared Responsibility, Ontario’s Policy Framework for Child and Youth Mental Health (2006)</i>. New investments in the first three years of the <i>Strategy</i> benefit students, schools, school boards, children and youth, providing the services, supports and tools that kids need to succeed in and beyond the classroom. Investments are intended to build capacity at the local level through the provision of new workers.

Ministry: Community and Social Services

Project Description	Status Update / Timing	Linkages to Special Education
New Minister	<ul style="list-style-type: none"> • Ted McMeekin was appointed the Minister of Community and Social Services in February 2013. • Mr. McMeekin represents the riding of Ancaster-Dundas-Flamborough-Westdale. 	<ul style="list-style-type: none"> • As the Minister for Community and Social Services, Mr. McMeekin is responsible for programs and services that may benefit or relate to children with special needs, including developmental services, the Ontario Disability Support Program, and Ontario Works.
2013/14 Ontario Budget	<ul style="list-style-type: none"> • The Budget proposed an increase of more than \$42 million annually to developmental services, to help families and adults in urgent need, reduce waitlist pressures and better support those with complex needs, and transition young adults currently receiving youth residential service to more appropriate supports. • The Budget also proposed that social assistance rates in Ontario Works (OW) and the Ontario Disability Support Program (ODSP) will be increased by 1%. If approved, this would take effect September 1, 2013 for ODSP and October 1, 2013 for OW. • The Budget also proposed a 1% 	<ul style="list-style-type: none"> • The proposed Budget increases and program changes may benefit children with special needs (e.g., with increases to Assistance for Children with Severe Disabilities), and/or possibly their families.

Project Description	Status Update / Timing	Linkages to Special Education
	<p>increase to Temporary Care Assistance, Assistance for Children with Severe Disabilities, and other rates and allowances.</p> <ul style="list-style-type: none"> • The Budget proposal included other changes to ODSP and OW, such as raising asset limits and changes related to income earnings. 	
<p>Developmental Services</p> <p>Changes to the Passport Program</p>	<ul style="list-style-type: none"> • Following the consultation in the fall 2012 on proposed changes to the Passport program, and based on the feedback received, the Ministry will be issuing an Addendum to the 2011 Passport guidelines in spring 2013. This Addendum will: <ul style="list-style-type: none"> ○ Incorporate caregiver respite services and supports as an <u>admissible</u> expense under the Passport program; ○ Identify indirect respite support as an <u>inadmissible</u> expense except in extenuating circumstances; ○ Give former Special Services at Home (SSAH) recipients a grace period until April 1, 2014 to make alternative arrangements for the use of their allocation that was spent on indirect respite under the 	<ul style="list-style-type: none"> • The program changes may benefit students with a developmental disability and may ease the transition to adulthood, depending on the availability of funds. • The program changes may also benefit people who transitioned from SSAH to Passport before April 1, 2013.

Project Description	Status Update / Timing	Linkages to Special Education
	<p>former SSAH program;</p> <ul style="list-style-type: none"> ○ Remove three restrictions in the current Passport program to enable individuals who are: <ul style="list-style-type: none"> - Approved for, or receiving Passport, to access ODSP employment supports; - Participating in a Ministry-funded day program to also be eligible to receive both Passport and the Ministry-funded day program; and - Eighteen years old or older to apply for the program while they are still in school. ● Otherwise, the 2011 guidelines will continue to be in effect. ● At this time, the Ministry is not moving forward with the changes initially proposed regarding admissible/ inadmissible expenses and accountability. 	

Ministry: Health and Long-Term Care

Project Description	Status Update / Timing	Linkages to Special Education
<p>Partnering for Change (P4P), a New Model of Service Delivery for Children Who Require Occupational Therapy Service in School</p> <ul style="list-style-type: none"> The ministry is funding the Central West (CW) Community Care Access Centre (CCAC) to implement and evaluate the P4C service delivery model for children, primarily with Developmental Coordination Disorder (DCD), requiring occupational therapy in school. DCD is a chronic health condition that affects 5–6% of all school-age children. Children with DCD have difficulty performing everyday motor-based activities in academics, self-care, and recreation such as writing and using scissors, doing up zippers and buttons, and learning to ride a bike. Without appropriate support, research has shown that children with DCD are at increased risk of physical and mental health issues including decreased physical fitness, anxiety, depression and decreased self-esteem. The initiative is supported by the Ministry of Education and the Ministry of Children and Youth Services and is part of a response to the tri-ministry review of School Health Support Services. The model focuses on building capacity through collaboration and coaching with the school as the client rather than any individual student. The partnership between therapists, parents and educators create environments that facilitate successful participation for all students. These partners collaboratively design environments that foster motor skill development in children of all abilities, differentiate 	<p>Spring/Summer 2013</p> <ul style="list-style-type: none"> Recruit district school boards (DSBs) Recruit individual schools, OTs Begin training of OTs. <p>2013/2014</p> <ul style="list-style-type: none"> OTs begin in schools Teachers are involved Families recruited into study Data collection begins P4C service delivery. <p>2014/2015</p> <ul style="list-style-type: none"> Initiative spreads, additional OT training and mentoring Data analysis Develop data reports and recommendations with implications for policy and lessons for spread. 	<ul style="list-style-type: none"> The project will test several hypotheses: <ul style="list-style-type: none"> DSBs will experience rapid knowledge transfer among teachers and schools Children who receive P4C will have improved individual outcomes within one school year Matching instruction to children’s needs through teacher and parent education will enable children with coordination difficulties to better participate and function in the home and school environment.

Project Description	Status Update / Timing	Linkages to Special Education
<p>instruction for children who are experiencing challenges and accommodate for students who need to participate in a different way.</p> <ul style="list-style-type: none"> A two-year initiative, beginning in 2013/14, it will deliver the P4P model in 40 schools in three CCACs (CW, Toronto Central and Hamilton Niagara Haldimand Brant) and serve 400 – 500 children. 		
<p>Speech and Language Demonstration Sites Mental Health and Addictions Strategy</p>	<p>See Ministry of Children and Youth Services and Ministry of Education updates.</p>	
<p>Recommendations of the Healthy Kids Panel Report</p> <ul style="list-style-type: none"> The report makes recommendations to improve the health of children in Ontario. The recommendations will inform the government’s next steps to reduce childhood obesity, as set out in the province’s Action Plan for Health Care. 	<ul style="list-style-type: none"> Announced March 4, 2013. 	<ul style="list-style-type: none"> Recommendations from the report change the food environment for children and suggest a universal school nutrition program for all Ontario publicly-funded elementary and secondary schools, as well as create healthy communities with schools as hubs for child health and community engagement.

Ministry: Training, Colleges and Universities

Project Description	Status Update / Timing	Linkages to Special Education
<ul style="list-style-type: none"> • Accessibility Fund for Students with Disabilities (AFSD) 	<ul style="list-style-type: none"> • Funding for 2012-13 was released in late Fall 2012. Over \$26 million in funding was provided to assist students with disabilities succeed in postsecondary studies. • This includes \$2.46 million in Access to Opportunities funding. • In 2011-12, over 46,000 students were registered with Disabilities Offices at publicly funded postsecondary institutions. 	<ul style="list-style-type: none"> • The AFSD assists colleges and universities with costs related to the operation of offices for students with disabilities that provide a wide range of services to students with disabilities, including: arranging note-taking support for students with visual impairments, and interpreter services for students who are deaf, deafened and hard of hearing; arranging for learning assessments to determine the nature of a student's learning disability; providing access to computers and appropriate technological learning aids.
<ul style="list-style-type: none"> • 2012-13 Summer Transitions Program 	<ul style="list-style-type: none"> • In 2012-13, over \$1.8 million was provided for this initiative. • MTCU is exploring integrating Summer Transitions Program funding with AFSD. • A working group is to be established soon to obtain input from the Inter-University Disabilities Association and College Committee on Disability Issues regarding allocation options and managing funding adjustments to 	<ul style="list-style-type: none"> • Summer transition projects are intended to assist students with learning disabilities in making a successful transition from secondary school to college or university.

Project Description	Status Update / Timing	Linkages to Special Education
	institutions.	
<ul style="list-style-type: none"> Print Alternate Learning Materials 	<ul style="list-style-type: none"> In 2012-13, \$1.2 million of funding was flowed through the Ministry of Education's Provincial Schools Branch to provide services to publicly assisted postsecondary institutions. In 2013, the Alternate Educational Resources for Ontario (AERO) will be offering this enhanced web-based service to colleges and universities in partnership with Canadian publishers. 	<ul style="list-style-type: none"> This service provides print-alternate materials (e.g., Braille, audio, and large print) to colleges and universities to assist them in providing accommodations for students with perceptual disabilities.
<ul style="list-style-type: none"> Regional Assessment Centres 	<ul style="list-style-type: none"> In 2012-13, \$125,000 was allocated to the Northern Ontario Resource and Assessment Centre; \$125,000 to Queen's University Regional Assessment and Resource Centre; and \$75,000 to the Enhanced Mentoring Program at Trent University. 	<ul style="list-style-type: none"> The Centres used the funds to assist students with disabilities in Grade 8 and 9 with their transition to high school and encourage and support them to pursue postsecondary education.
<ul style="list-style-type: none"> Learning to 18 	<ul style="list-style-type: none"> In 2012-13, MTCU continues to work with the Ministry of Education on two key student success initiatives—Dual Credit programs and the Specialist High Skills Major (SHSM). In 2013-14, \$35 million has been allocated for the School College Work Initiative (SCWI). 	<ul style="list-style-type: none"> In 2012-13 (year 7), 38,000 students are participating in over 1,500 programs in over 640 schools. Data submitted by local boards in 2011-12 indicates that 19% of SHSM students had an IEP. Local data submitted by SCWI Regional Planning Teams indicate that 13.4% of dual credit students in 2011-12 had been

Project Description	Status Update / Timing	Linkages to Special Education
		<p>reviewed by an IPRC and 21.4% had an IEP.</p> <ul style="list-style-type: none"> For 2013-14, a pilot dual credit program involving 10 students at Durham College, Durham DSB and Kawartha Pine Ridge DSB has been approved through the SCWI. This new program will provide students with an opportunity to experience college life and enhance their academic and vocational skills by participating in courses that are part of Durham College's Community Integration through Cooperative Education (CICE) program. These dual credits will also prepare students for entry into the CICE, an Ontario college certificate program. Students will be selected based on criteria including working towards an OSSD and having the ability to be successful in the college course.
<ul style="list-style-type: none"> Apprenticeship 	<ul style="list-style-type: none"> \$1.8 million is provided annually to colleges for the Support for Apprentices with Disabilities (SAWD) initiative. In 2012-13, additional one-time funding of \$0.87 million was provided. 	<ul style="list-style-type: none"> SAWD assists colleges with costs related to providing accommodation, assessments and equipment modification for people with disabilities participating in apprenticeship programs, pre-apprenticeship programs and Ontario Youth Apprenticeship Programs.
<ul style="list-style-type: none"> Mental Health 	<ul style="list-style-type: none"> MTCU is among participating Ministries in Ontario's Comprehensive Mental Health and Addictions Strategy, with a lead in Youth Transitions, a component initiative to 	<ul style="list-style-type: none"> The Ministry of Education is a full partner in Ontario's Comprehensive Mental Health and Addictions Strategy released in June, 2011. MTCU is working with partner Ministries including EDU on initiatives related to the

Project Description	Status Update / Timing	Linkages to Special Education
	<p>support youth in transition from secondary school to postsecondary education and throughout their postsecondary education.</p> <ul style="list-style-type: none"> • MTCU is committing up to \$9 million annually beginning in 2012-13 to the Mental Health and Addictions Strategy. Of that, Kids Help Phone received \$2 million in 2012-13 to develop and implement a Postsecondary Mental Health Helpline, expected to be launched in 2013. The \$7 million annual three-year Mental Health Innovation Fund will help postsecondary students and those transitioning to postsecondary institutions get the mental health services they need. The Ministry has committed approximately \$6.4 million through 2014-15 to fund ten projects submitted by postsecondary institutions and partners under this fund. • The Ministry had a second call for proposals and received 35 submissions that will be reviewed for recommendation to fund. 	<p>Mental Health and Addictions Strategy.</p>
<ul style="list-style-type: none"> • Crown Ward Education 	<ul style="list-style-type: none"> • In March 2011, the initiative was 	<ul style="list-style-type: none"> • Crown Wards may require or already be

Project Description	Status Update / Timing	Linkages to Special Education
Championship	expanded from 14 to 21 teams which now provide province-wide support for Crown Wards in Ontario, through partnerships with children's aid societies, school boards, colleges, universities, and employment services. Their objective is to remove information or administrative barriers to coordinated and integrated customer service for Crown Wards.	receiving services through special education. Part of the objective of removing information or administration barriers may include ensuring appropriate special education services are provided to identified Crown Wards.