

**REGULAR BOARD MEETING**  
**REVISED AGENDA**

**Date:** Tuesday, April 18, 2017  
**Time:** 7:30 pm  
**Location:** Catholic Education Centre - Board Room  
 802 Drury Lane  
 Burlington, Ontario

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1. Call to Order	
1.1 Opening Prayer, National Anthem and Oath of Citizenship (C. Atrach)	
1.2 Motions Adopted In-Camera	
1.3 Information Received In-Camera	
2. Approval of the Agenda	
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4. Presentations	
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15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer (A. Quinn)	

## MINUTES OF THE REGULAR BOARD MEETING

Date: April 4, 2017  
 Time: 7:00 pm  
 Location: Catholic Education Centre – Board Room  
 802 Drury Lane, Burlington, ON

Members Present: A. Danko A. Quinn  
 A. Iantomasi D. Rabenda, Chair of the Board  
 H. Karabela J.M. Rowe  
 P. Marai S. Trites, Vice Chair of the Board  
 J. Michael

Student Trustees: C. Atrach M. Zapata  
 I. Schwecht

Staff Present: B. Browne R. Negoï  
 C. Cipriano J. O’Hara  
 G. Corbacio T. Overholt  
 P. Dawson, Secretary of the Board T. Pinelli  
 C. McGillicuddy A. Prkacin  
 L. Naar

Also Present: A. Bartucci, Communications Officer, Strategic Communications Services  
 K. Boyd, President, Halton OECTA Secondary  
 A. Lofts, Senior Administrator, Financial Services  
 N. March, President, Halton OECTA Elementary  
 F. Thibeault, Administrator, Planning Services

Recording Secretary: R. Di Pietro

### 1. Call to Order

The Chair called the meeting to order.

#### 1.1 Opening Prayer, National Anthem and Oath of Citizenship (M. Zapata)

The meeting opened at 7:40 p.m. with a prayer led by M. Zapata.

#### 1.2 Motions Adopted In-Camera

The in-camera meeting was incomplete as this time.

#### 1.3 Information Received In-Camera

Trustees received the following information through the Human Resources Activity Report:

### HIRING

Nicole Britto hired as a probationary teacher effective April 3, 2017. Christina D'Ippolito hired as a probationary teacher effective March 27, 2017.

### RETIREMENTS

Leslie Houlihan, Elizabeth Leonard, Jean Major, Coleen McParland, Elizabeth Robertson and Judith Sundstrom retiring effective June 30, 2017.

### RESIGNATION

Amy Allchurch resigning effective June 30, 2017.

### SCHOOL ADMINISTRATIVE APPOINTMENTS

Josie Halycz appointed as Secondary School Principal effective September 1, 2017. David Grace, Shari Typer and Lisa Vasile appointed as Secondary School Vice Principals effective September 1, 2017.

Lorraine Boulos and Gord McCarles appointed as Acting Elementary School Principals effective September 1, 2017.

## **2. Approval of the Agenda**

**#78/17**

**Moved by:** S. Trites

**Seconded by:** H. Karabela

**RESOLVED**, that the agenda be accepted as amended.

The following was added to the agenda:

10.8 Notice of Motion – The Angelus (H. Karabela)

10.9 Notice of Motion – Strategic Planning Policy (A. Danko)

The Chair called for a vote on resolution **#78/17** and it **UNANIMOUSLY CARRIED**.

## **3. Declarations of Conflict of Interest**

There were no conflicts on interest declared.

## **4. Presentations**

There were no presentations.

## **5. Delegations**

There were no delegations.

## **6. Approval of Minutes**

### **6.1 Minutes of the March 21, 2017 Regular Board Meeting**

**#79/17**

**Moved by:** P. Marai

**Seconded by:** A. Iantomasi

**RESOLVED**, that the minutes of the March 21, 2017 Regular Board Meeting be approved as presented.

The Chair called for a vote on resolution **#79/17** and it **UNANIMOUSLY CARRIED**.

**7. Business Arising from Previous Meetings**

There was no business arising from previous meetings.

**8. Action Items**

**8.1 I-04 Cross Boundary School Attendance (A. Danko)  
#80/17**

**Moved by:** A. Danko

**Seconded by:** A. Iantomasi

**RESOLVED**, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee that Policy I-04 Cross Boundary School Attendance name be changed to Policy I-04 Cross Boundary and Non-Resident Student School Attendance, and be approved as amended.

The Chair called for a vote on resolution **#80/17** and it **UNANIMOUSLY CARRIED**.

**8.2 I-06 Delegation to the Board (A. Danko)  
#81/17**

**Moved by:** A. Danko

**Seconded by:** A. Quinn

**RESOLVED**, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve Policy I-06 Delegation to the Board, as amended.

All changes to the policy were reflected in the action report.

**#81/17 (AMENDMENT)**

**Moved by:** P. Marai

**Seconded by:** A. Quinn

**RESOLVED**, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve Policy I-06 Delegation to the Board, as amended and offer to include concerns as correspondence.

The Chair called for a vote on resolution **#81/17 (AS AMENDED)** and it **UNANIMOUSLY CARRIED**.

**8.3 I-18 Accessibility Standards for Customer Service - Rescind (A. Danko)  
#82/17**

**Moved by:** A. Quinn

**Seconded by:** A. Danko

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and rescind Policy I-18 Accessibility Standards for Customer Service.

The Chair called for a vote on resolution **#82/17** and it **UNANIMOUSLY CARRIED**.

**8.4 I-20 Integrated Accessibility Standards (A. Danko)  
#83/17**

**Moved by:** A. Danko

**Seconded by:** A. Iantomasi

**RESOLVED**, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve Policy I-20 – Integrated Accessibility Standards, as amended.

The Chair called for a vote on resolution **#83/17** and it **UNANIMOUSLY CARRIED**.

**8.5 I-25 Purchasing Policy (A. Danko)  
#84/17**

**Moved by:** A. Danko

**Seconded by:** P. Marai

**RESOLVED**, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee that Policy I-25 Purchasing Policy name be changed to Policy I-25 Purchasing, and be approved as amended.

Trustee Quinn indicated his concern about fair labour practices being included within the Apparel Purchase Policy but not in the Purchasing Policy.

The Chair called for a vote on resolution **#84/17**:

<b>IN FAVOUR</b>	<b>OPPOSED</b>
C. Atrach (non-binding)	H. Karabela
A. Danko	A. Quinn
A. Iantomasi	
P. Marai	
J. Michael	
J. M. Rowe	
I. Schwecht (non-binding)	
S. Trites	
M. Zapata (non-binding)	

The motion **CARRIED**.

**8.6 I-26 Student Trustees of the Halton Catholic District School Board (A. Danko)  
#85/17**

**Moved by:** A. Danko

**Seconded by:** A. Quinn

**RESOLVED**, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve Policy I-26 Student Trustees of the Halton Catholic District School Board, as amended.

Student trustees voiced that their position be considered and suggestions be asked of them.

**#85/17 (AMENDMENT)**

**Moved by:** A. Danko

**Seconded by:** A. Quinn

**RESOLVED**, that the Halton Catholic District School Board bring back Policy I-26 Student Trustees of the Halton Catholic District School Board to the Policy Committee to provide opportunity for Student Trustee input.

The Chair called for a vote on resolution **#85/17 (AS AMENDED)** and it **UNANIMOUSLY CARRIED**.

**8.7 II-25 Selection of Learning and Library Materials (A. Danko)**

**#86/17**

**Moved by:** A. Danko

**Seconded by:** A. Iantomasi

**RESOLVED**, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve Policy II-25 – Selection of Learning and Library Materials, as amended.

The Chair called for a vote on resolution **#86/17** and it **UNANIMOUSLY CARRIED**.

**8.8 III-13 Corporate Purchasing Card Distribution and Usage (A. Danko)**

**#87/17**

**Moved by:** A. Danko

**Seconded by:** J. Michael

**RESOLVED**, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve Policy III-13 Corporate Purchasing Card Distribution and Usage, as amended.

The Chair called for a vote on resolution **#87/17**:

<b>IN FAVOUR</b>	<b>OPPOSED</b>
C. Atrach (non-binding)	A. Quinn
A. Danko	
A. Iantomasi	
H. Karabela	
P. Marai	
J. Michael	
J. M. Rowe	
I. Schwecht (non-binding)	
S. Trites	
M. Zapata (non-binding)	

The motion **CARRIED**.

**8.9 IV-02 Outdoor Facility Maintenance and Security - Second and Third Reading (A. Danko)**

**#88/17**

**Moved by:** A. Danko

**Seconded by:** J.M. Rowe

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy IV-02 Outdoor Facility Enhancements, Maintenance and Security, at Second and Third Reading.

The Chair called for a vote on resolution **#88/17** and it **UNANIMOUSLY CARRIED**.

**8.10 IV-03 Playground Equipment - Rescind (A. Danko)**

**#89/17**

**Moved by:** A. Danko

**Seconded by:** J.M. Rowe

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and rescind Policy IV-03 Playground Equipment.

The Chair called for a vote on resolution **#89/17** and it **UNANIMOUSLY CARRIED**.

**8.11 School Year Calendar (C. Cipriano)**

**#90/17**

**Moved by:** J. Michael

**Seconded by:** H. Karabela

**RESOLVED**, that the Halton Catholic District School Board approve the 2017 - 2018 School Year Calendar as presented.

The Chair called for a vote on resolution **#90/17** and it **UNANIMOUSLY CARRIED**.

**8.12 Appointment of SEAC Member (B. Browne)**

**#91/17**

**Moved by:** A. Iantomasi

**Seconded by:** J.M. Rowe

**RESOLVED**, that the Halton Catholic District School Board accept the nomination to SEAC and appoint K. Bivand to SEAC as alternate representative for the Association for Bright Children effective April 2017 until November 2018.

The Chair called for a vote on resolution **#91/17** and it **UNANIMOUSLY CARRIED**.

**9. Staff Reports**

There were no staff reports.

**10. Information Items**

**10.1 Student Trustees Update (M. Zapata)**

The See the Problem, Be the Solution Bullying Prevention Event took place at Jean Vanier Catholic Secondary School. Student Trustee Atrach and Superintendent Pinelli were thanked for all their hard work and efforts.

The elections for the 2017-2018 Student Trustees will take place on April 25, 2017.



All the student trustees will be attending the OCSTA Annual General Meeting and Conference taking place April 27- 29, 2017.

Student trustee I. Schwecht will be leading the planning of a leadership conference to take place May 2017.

Student senate are continuing to work at developing school activities that encourage interaction among the international students.

The Student Senate portion of the public website is currently being updated.

**10.2 School Educational Field Trips (T. Pinelli)**

Trips were provided as information.

**10.3 Nominations for OCSTA Regional Director (D. Rabenda)**

Both Trustee A. Iantomasi and A. Quinn were nominated for OCSTA Regional Director (Region 11). The office of the Director to submit signed nominations forms to OCSTA no later than April 7, 2017.

**10.4 Halton Student Transportation Services 2015-2016 Annual Report (R. Negoii)**

A Brief summary of the 2015 - 2016 Halton Student Transportation Services annual report was provided. The driver shortage will be highlighted in the 2016 - 2017 report.

**10.5 2017-2018 Budget Estimate Discussion (R. Negoii)**

Staff provided a presentation and responded to questions regarding the following:

- Provincial context
- Board context
- Ministry requirements
- Aligning budget to the strategic plan
- 2017 - 2018 Budget process update
- Next Steps.

A request was made for a comparison of funding with Boards of similar size.

**#92/17**

**Moved by:** P. Marai

**Seconded by:** A. Iantomasi

**RESOLVED**, that the meeting be extended past 10:00 p.m.

The Chair called for a vote on resolution **#92/17**:

<b>IN FAVOUR</b>	<b>OPPOSED</b>
C. Atrach (non-binding)	A. Quinn
A. Danko	
A. Iantomasi	
H. Karabela	
P. Marai	
J. Michael	
J. M. Rowe	
I. Schwecht (non-binding)	
S. Trites	
M. Zapata (non-binding)	

The motion **CARRIED**.

The student trustees were excused from the meeting.

The budget estimate discussion continued. Staff provided rationale and information regarding program enhancements and new initiatives.

Trustees were in full agreement that a telephone Town Hall regarding the budget take place on Tuesday, April 25, 2017.

**#93/17**

**Moved by:** A. Danko

**Seconded by:** P. Marai

**RESOLVED**, that the meeting be extended past 10:30 p.m.

The Chair called for a vote on resolution **#93/17**:

<b>IN FAVOUR</b>	<b>OPPOSED</b>
A. Danko	J. Michael
A. Iantomasi	A. Quinn
H. Karabela	J.M. Rowe
P. Marai	
S. Trites	

The motion was **DEFEATED**.

**#94/17**

**Moved by:** A. Quinn

**Seconded by:** S. Trites

**RESOLVED**, that the meeting adjourn.

The meeting adjourned at 10:30 p.m. with a prayer led by J. Michael.

**10.6 Budget Report for September 1, 2016 to February 28, 2017 (R. Negoii)**

Trustees received the report.

**10.7 Capital Projects Report as at February 28, 2017 (R. Negoii)**

Trustees received the report.

**10.8 Notice of Motion - The Angelus (H. Karabela)**

The following was provided in writing to the Chair of the Board:

**WHEREAS**, May 13, 2017 is the 100<sup>th</sup> anniversary of the commencement of the apparitions of Our Lady of Fatima and;

**WHEREAS**, Pope Francis has highlighted this centennial by declaring a Jubilee Year and;

**WHEREAS**, praying the "The Noon Angelus" is a beautiful Catholic devotion to Our Lady, both in the home, and the work-place and;

**WHEREAS**, the Angelus calls us to pause in our daily routine and turn to thoughts of God, the Blessed Mother and eternity and;

**WHEREAS**, it being the 170<sup>th</sup> year anniversary of the Ontario Catholic school system providing Catholic Education in the spirit of "Together in Faith":

**BE IT RESOLVED** that all HCDSB elementary school children at, or prior to the lunch bell, be led by the teachers in the classroom in the recitation of the Angelus, in the format below, each and every school day for the months of May and October, every year, starting in May 2017.

**The Angelus**

Teacher: The Angel of the Lord declared unto Mary:

Response: And she conceived by the Holy Spirit.

All: Hail Mary, full of grace, the Lord is with thee; blessed art thou among women and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death. Amen.

Teacher: Behold the handmaid of the Lord:

Response: Be it done unto me according to Thy word.

All: Hail Mary, full of grace, the Lord is with thee; blessed art thou among women and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death. Amen.

Teacher: And the Word was made Flesh:

- Response: (bow or kneel): And dwelt among us.
- All: Hail Mary, full of grace, the Lord is with thee; blessed art thou among women and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death. Amen.
- Teacher: Pray for us, O Holy Mother of God,
- Response: That we may be made worthy of the promises of Christ.
- Teacher: Let us pray:
- All: Pour forth, we beseech Thee, O Lord, Thy grace into our hearts; that we, to whom the Incarnation of Christ, Thy Son, was made known by the message of an angel, may by His Passion and Cross be brought to the glory of His Resurrection, through the same Christ Our Lord.
- All: Amen

#### **10.9 Notice of Motion - Strategic Planning Policy (A. Danko)**

The following was provided in writing to the Chair of the Board:

***BE IT RESOLVED THAT,** the Halton Catholic District School Board develop and approve a Strategic Planning policy by November 30, 2017.*

#### **11. Miscellaneous Information**

##### **11.1 Minutes of the February 14, 2017 Policy Committee Meeting**

The minutes were provided as information.

##### **11.2 Minutes of the February 27, 2017 SEAC Meeting**

The minutes were provided as information.

#### **12. Correspondence**

##### **12.1 OCSTA Updates**

###### **12.1.1 OCSTA 2017 AGM Resolutions & 2016 Resolutions Status Chart**

###### **12.1.2 Request for Input on a New Ministry Trustee Committee on Indigenous Education**

###### **12.1.3 Bill 114: An Act to provide for Anti-Racism Measures**

#### **13. Open Question Period**

#### **14. In Camera**

**15. Resolution re Absentees**

**16. Adjournment and Closing Prayer (J. Michael)**

\_\_\_\_\_  
Secretary of the Board

\_\_\_\_\_  
Chair



**BUSINESS ARISING FROM PREVIOUS MEETINGS**

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
April 18, 2017	Policy I-06 Delegation to the Board	Approval, as amended	T. Overholt	May 2017

**ACTION REPORT**

**ITEM 8.1**

**THE ANGELUS**

**RATIONALE AND RECOMMENDATION**

**RESOLUTION**

Moved by: H. Karabela

Seconded by:

**WHEREAS**, May 13, 2017 is the 100<sup>th</sup> anniversary of the commencement of the apparitions of Our Lady of Fatima and;

**WHEREAS**, Pope Francis has highlighted this centennial by declaring a Jubilee Year and;

**WHEREAS**, praying the “The Noon Angelus” is a beautiful Catholic devotion to Our Lady, both in the home, and the work-place and;

**WHEREAS**, the Angelus calls us to pause in our daily routine and turn to thoughts of God, the Blessed Mother and eternity and;

**WHEREAS**, it being the 170<sup>th</sup> year anniversary of the Ontario Catholic school system providing Catholic Education in the spirit of “Together in Faith”

**BE IT RESOLVED THAT**, all Halton Catholic District School Board elementary school children at, or prior to the lunch bell, be led by the teachers in the classroom in the recitation of the Angelus, in the format below, each and every school day for the months of May and October, every year, starting in May 2017.

Teacher: The Angel of the Lord declared unto Mary:

Response: And she conceived by the Holy Spirit.

All: Hail Mary, full of grace, the Lord is with thee; blessed art thou among women and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death. Amen.

Teacher: Behold the handmaid of the Lord:

Response: Be it done unto me according to Thy word.

All: Hail Mary, full of grace, the Lord is with thee; blessed art thou among women and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death. Amen.

Teacher: And the Word was made Flesh:

Response: (bow or kneel): And dwelt among us.

All: Hail Mary, full of grace, the Lord is with thee; blessed art thou among women and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death. Amen.

Teacher: Pray for us, O Holy Mother of God

Response: That we may be made worthy of the promises of Christ.

Teacher: Let us pray:

All: Pour forth, we beseech Thee, O Lord, Thy grace into our hearts; that we, to whom the Incarnation of Christ, Thy Son, was made known by the message of an angel, may by His Passion and Cross be brought to the glory of His Resurrection, through the same Christ Our Lord.

All: Amen.

**H. KARABELA  
TRUSTEE**



## **STRATEGIC PLANNING POLICY**

### **RATIONALE AND RECOMMENDATION**

**RESOLUTION**

Moved by: A. Danko

Seconded by:

**BE IT RESOLVED THAT**, the Halton Catholic District School Board develop and approve a Strategic Planning policy by November 30, 2017.

**A. DANKO**  
**TRUSTEE**

**APPROVED SCHOOL EDUCATIONAL TRIPS**

ALL PROPOSED TRIPS HAVE BEEN REVIEWED PRIOR TO APPROVAL, AND ARE CONSISTENT WITH BOARD POLICY

Dated: Tuesday, April 18, 2017

**Listed by Destination**

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Elementary</b>						
St. Matthew CES, Oakville	8	56	Quebec City	This Grade 8 trip to Quebec City provides supplementation to the Canadian History Curriculum, and French as a Second Language. Students will participate in guided tours and visit historical sites in Quebec City including a guided tour of Notre Dame Basilica and St. Anne Basilica. Staff and students will also participate in daily prayers.	Tuesday, June 20 - Friday, June 23, 2017	\$685.00
St. Michael CES, Oakville	8	31	Camp Couchiching Longford Mills, ON	This trip will be used as a culminating activity, supporting the year-long efforts of promoting a way of being together, resulting in a positive Catholic learning environment. This experience is designed to assist students in their physical, emotional, academic and spiritual development, as students will examine and apply responsible decision making skills while participating in outdoor challenges. Students will begin the day with prayer, say grace before meals and include mini Liturgies to end each day of activities.	Wednesday, May 10 - Friday, May 12, 2017	\$215.00

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Secondary</b>						
Jean Vanier CSS, Milton	11	24	Camp Olympia, Huntsville, ON	Jean Vanier's students have a unique opportunity to share their understanding of mentorship and Catholic leadership guided by their Gospel values and the example of Jesus with students from the Toronto District Catholic School Board. This solidifies for our students the greater community of Catholic education and instills in them a sense of belonging and contributing to the greatest call of our Church, to share the message of Jesus and live a faith that acts. While at this Camp, students will participate in daily prayers and attend Mass on Sunday May 7, 2017 before departure.	Friday, May 5 - Sunday, May 7, 2017	\$65.50
Notre Dame CSS, Burlington	10-12	15-25	Montreal, QC	This model UN conference is an excellent opportunity for students of all grades to learn about the United Nations and its purpose and operation. Students will practice their research skills and have the opportunity to debate about issues ranging from cultural to political to economic to environmental. These debates or conversations all students the opportunity to exercise their Catholic Christian faith and values. While there, students will visit McGill University and old Montreal, engage in prayers and will attend Mass at the Basilique Notre-Dame de Montreal.	Thursday, November 16 - Sunday, November 19, 2017	~\$600.00

**INFORMATION REPORT**

**ITEM 10.3**

**RELEASE OF 2017-18 GRANTS FOR STUDENT NEEDS (GSN)**

**PURPOSE:**

To provide the Board with information regarding the release of the 2017-18 Grants for Student Needs.

**BACKGROUND:**

The following information regarding the Board's 2017-18 budget process was previously provided to trustees:

1. Information Item 10.5 – April 4, 2017 Regular Board Meeting - 2017-18 Budget Estimate Trustee Strategy Session 1.
2. Staff Report 9.1 – February 7, 2017 Regular Board Meeting - 2017-18 Budget Estimates Schedule and Budget Objectives.
3. Information Item 11.6 – December 6, 2016 Regular Board Meeting – 2017-2018 Grants for Student Needs (GSN) Ministry Consultations.

**COMMENTS:**

The Ministry announced the release of the Grants for Student Needs (GSN) on Wednesday, April 12, 2017 via webcast. The PowerPoint slide presentation from the webcast is attached as **Appendix A**.

Three Ministry Memoranda related to the GSN have been issued:

- Memorandum 2017:B04 “Grants for Student Needs (GSN) for 2017-18” (**Appendix B**)
- Memorandum 2017:B03 “2017-18 School Year Education Programs – Other (EPO) Funding” (**Appendix C**)
- Memorandum 2017:SB08 “Renewal & Greenhouse Gas Reduction Funding for the 2017-18 School Year” (**Appendix D**)

The Ministry also released the “2017-18 Education Funding – A Guide to the Grants for Student Needs”, included in **Appendix E**. Additional publications on Special Education funding have not been made available at this time. The Ministry also provided a report summarizing the extensive discussions that were undertaken with its partners and stakeholders, as part of the funding consultations. This is provided in **Appendix F**.

The Board submitted enrolment projections to the Ministry on December 1, 2016, in accordance with Ministry Memorandum 2016: SB28 - District School Board Enrolment Projections from 2017-18 to 2020-21. The Ministry used this submission to project the 2017-18 funding allocation for the Board. The last page of **Appendix G** shows that the Ministry projects the Board’s 2017-18 funding allocation to be \$359.8 million which is an increase of 4.8% over the Revised Estimates for 2016-17. The projected enrolment for 2017-18 is estimated at 33,885, or 2.4% higher than the 2016-17 Revised Estimates enrolment.

*Although at first glance the overall impact on our Board appears to be 2.4% positive, it should be noted that the GSN now includes 1.5% increase to the salary benchmark, investments in benefits, a one-time funding for professional development equivalent to 0.5% of the salary benchmark, as well as additional staffing identified in labour agreements and to meet the decrease in class sizes for Full Day Kindergarten (FDK) and Grades 4-8. The impact of class size changes is yet to be determined by staff, however the increase in staffing identified in labour agreements represents approximately \$2.9 million, or 0.8% of the provincial allocation for our Board. When these additions are considered, they are likely to exceed the increase in the provincial allocation.*

In reviewing these projections, it should be noted that the Ministry Board by Board projections are preliminary in nature, and keep in mind the following:

- They only reflect the revenue side and do not take into account expenses for the year and therefore they are not a reflection of the Board’s potential surplus or deficit position.
- They are high level Ministry projections for the 2017-18 year, built on and compared to projections for the current year (2016-17 Revised Estimates are based on the actual enrolment count on October 31 and a projected enrolment count for March 31).
- The Education Finance Information System (EFIS) forms may not be released until the end of April. They are used to calculate all of the grants for the Board, and as such, will supersede the projection.
- Enrolment projections for 2017-18 (which drive the majority of the Board’s grants) are subject to revision up until the budget is passed in June, based on the actual enrolment for March 31 of this year and school registrations for next year.
- Based on the above points, Board by Board comparisons are premature at this time.

Overall, the operating grant is projected at \$16.4 million higher than the 2016-17 Revised Estimates amount, or 4.8% higher, while enrolment is 2.4% higher. The average provincial per pupil amount is \$12,100 (which is 3.7% higher than the average provincial per pupil amount for 2016-17 Revised Estimates), while our board's per pupil amount is \$10,619 (or 2.3% higher than the 2016-17 Revised Estimates). The following points highlight the GSN changes impacting the Board:

- Enhancements to implement 2017-19 Labour Agreements:
  - A 1.5% increase in the salary benchmark for all employees, with the exception of directors,
  - Investments to benefits to reflect changes for provincial benefit trusts for inflation, base funding changes and FTE changes,
  - A one-time funding for professional development, funded at 0.5% of salary benchmark,
  - Funding for staffing support and other priorities, including special education staffing, as identified in labour agreements, and
  - Investments in class size reductions for FDK and Grades 4-8.
- There is additional investment in school renewal and school condition improvement. A new grant has been announced, the Greenhouse Gas Reduction grant, which is available for school boards to spend by March 31, 2018. The Board's School Renewal Allocation for 2017-18 is projected at \$4.4 million (similar to prior year allocation), plus an additional investment of \$0.6 million, to address maintenance backlogs. The School Condition Improvement allocation for next year is \$3.8 million, plus an additional \$1.0 million in the Greenhouse Gas Reduction grant, which could be used towards capital expenditures addressing lighting, HVAC and control systems, energy efficient roofs, wall insulation, windows and doors, etc.
- The Indigenous Education Grant will be fully enveloped in 2017-18 and beyond, and requires each school board to have a full time dedicated Education Lead, in charge of implementing the Ontario First Nations, Metis and Inuit Framework.
- The Ministry continues to increase the non-salary component of the School Operations Allocation by 2%, in an effort to help school boards keep up with increasing utilities costs.
- Similar to prior years, the Transportation Allocations also increased by 2%, in an effort to keep up with rising costs. The Ministry announced that it will engage in a 12-18 month stakeholder consultation, to solicit input into transportation principles, policy framework and funding formula.
- The Ministry also announced it will establish a Benefits Workgroup tasked to review the benefits funding formula and align it to the changes resulting from the move to provincial benefit trusts.
- 2017-18 is the last year of implementation of the Differentiated Special Education Needs Amount (4 year phase-in) and School Board Administration and Governance Grant (4 year phase-in). It is also the last year of accessing School Closures and Consolidations funding, as introduced in the Ministry's School Board Efficiencies and Modernization (SBEM) strategy.
- 2017-18 is the second year of a 3-year phase in of the 2011 Census and National Household Survey updates, impacting predominantly the Language Grant and the Indigenous Education Grant.

The investments to address labour agreements are reflected in the various allocations as part of increases to the salary and benefits benchmarks, and are also reflected in the Learning Opportunities Grant (LOG), which has increased from \$2.9 million in the 2016-17 Revised Estimates to \$6.3 million in the 2017-18 projections. Further, supports for special education, and increases in the salary and benefits benchmark are also evident in the Special Education Grant, which is projected to increase by \$1.4 million.

Staff are in the process of compiling the budget for the 2017-18 expenses, and are focusing their attention on:

1. Salary budget, determined based on the March 31, 2017 staffing data download from the Board's Human Resources and Payroll system (iSYS Works).
2. Benefits budget, based Ministry's costing templates.
3. Non-salary budgets have been compiled for all departments and presented in the April 4, 2017 Board Report – Information Item 10.5 – 2017-18 Budget Estimate Trustee Strategy Session 1.
4. School Budgets are developed based on projected enrolment, and will require adjustment as enrolment updates become available.
5. Student Transportation preliminary budget has been received from Halton Student Transportation Services (HSTS), with the final budget to be approved by the HSTS Board of Directors on April 26, 2017.
6. Program enhancements and new initiatives that have a budget impact will be prioritized to and included in the 2017-18 budget, should funding be available.
7. EFIS forms, expected to be released by the end of April, will be used to calculate all grants for the Board. Expenses are also included at that time, to assess the enveloping provisions.
8. Enrolments are subject to revision up until the budget is passed in June. Enrolment changes may be required once the actual enrolment for March 31, 2017 is available, and as a result of school registrations for next year occurring between April 1 and mid-June 2017.

The updated 2017-18 Budget Estimates Schedule is attached as **Appendix H**.

**REPORT PREPARED BY:**

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**REPORT SUBMITTED BY:**

R. NEGOTI  
SUPERINTENDENT OF BUSINESS AND TREASURER OF THE BOARD

**REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

# **2017–18 Grants for Student Needs**

## **TECHNICAL BRIEFING**

**April 12, 2017**

Some of the elements and proposals set out in this presentation can only take effect if certain regulations are made by the Lieutenant Governor in Council under the Education Act. Such regulations have not yet been made. Therefore the content of this presentation should be considered to be subject to such regulations, if and when made.

Further, some of the proposals set out in this presentation are dependent on the ratification of amendments to various collective agreements; accordingly, the content of this presentation is also subject to ratification of such amendments, if and when they occur.



# Purpose

- To provide school boards and other key stakeholders with an overview of updates to the Grants for Student Needs (GSN) for 2017–18.
- Key changes:
  - Enhancements to Implement the 2017-19 Labour Agreements
  - Capital Investments
  - Indigenous Education Accountability Measures
  - School Foundation Grant Investments
  - Keeping up with Costs
  - Education Program – Other Investments
  - Ongoing Implementation and Other Changes
  - Next Steps in Transformation

# Overview of 2017-18 GSN

- Investments in Ontario's publicly funded education system continue to increase, with the 2017-18 GSN projected to be \$23.8 billion, an average of \$12,100 per pupil - an increase of 68 per cent in per pupil funding since 2002–03.

## What GSN funding supports

- **Classrooms** (\$13.2 billion)
- **Schools** (\$3.9 billion)
- **Specific priorities** (\$4.4 billion)
- **Local management** (\$2.2 billion)

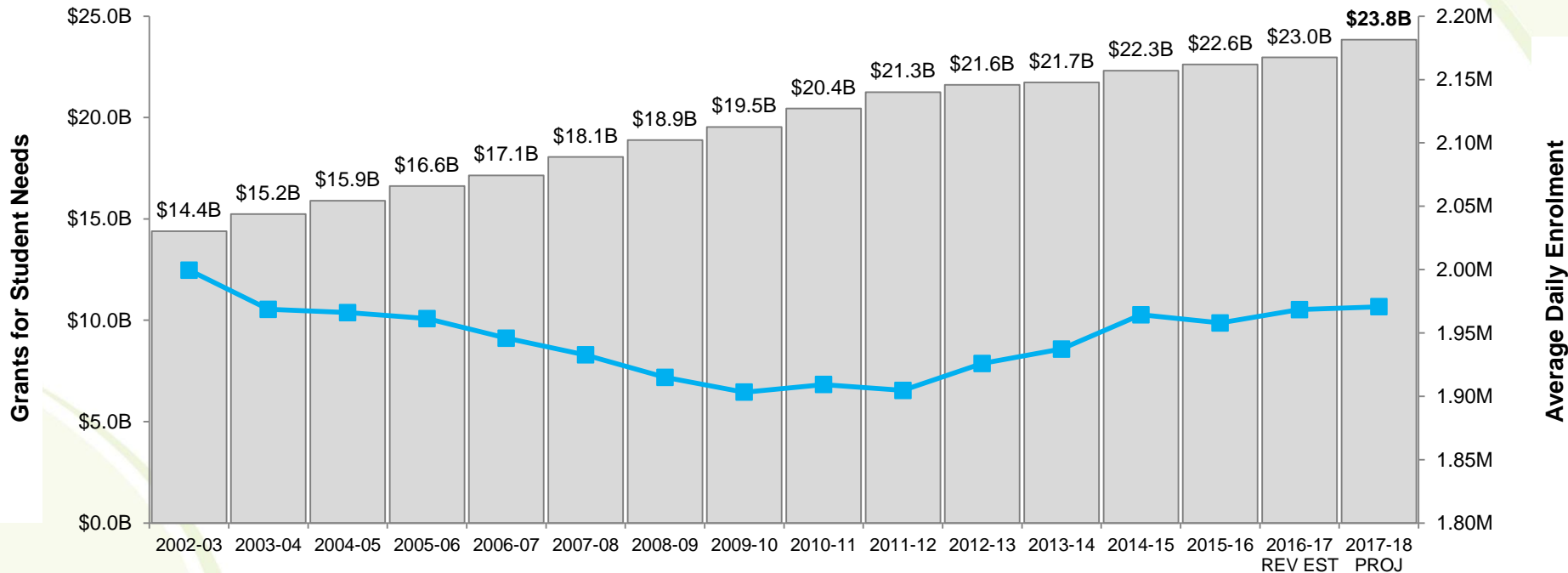
## The goals GSN funding helps achieve

- **Achieving Excellence**
- **Ensuring Equity**
- **Promoting Well-being**
- **Enhancing Public Confidence**

# Overview of 2017-18 GSN

GSN Funding and Enrolment	2016-17 Revised Estimates	2017-18 Projections
<b>Enrolment (average daily enrolment)</b>		
<b>Total Enrolment</b> <i>Year-Over-Year Change (Average Daily Enrolment)</i> <i>Year-Over-Year Change (%)</i>	<b>1,968,380</b> 10,486 0.5%	<b>1,970,661</b> 2,281 0.1%
<b>GSN</b>		
<b>Total Funding (\$)</b> <i>Year-Over-Year Change (\$)</i> <i>Year-Over-Year Change (%)</i>	<b>22.97 billion</b> 345.7 million 1.5%	<b>23.84 billion</b> 878.5 million 3.8%
<b>Per Pupil</b>		
<b>Total Funding Per Pupil (\$)</b> <i>Year-Over-Year Change (\$)</i> <i>Year-Over-Year Change (%)</i>	<b>11,667</b> 114 1.0%	<b>12,100</b> 432 3.7%

# Historic Context



Note: To provide clear year-over-year comparisons, FDK funding and enrolment are included, which was outside the GSN, during the implementation period.

# 2017-18 Funding Discussions

- The 2017-18 GSN reflects extensive discussions with school boards and a broad range of education stakeholders, integrating policy, program and financial expertise.
- As in past years, the engagement sessions (which were held in fall 2016 and early 2017) looked at core areas of funding.
- A summary of these discussions is now available on the ministry website.

# **1. Enhancements to Implement the 2017-19 Labour Agreements**

# Funding for Labour Agreements

- Nine agreements will be effective from September 1, 2017 to August 31, 2019. The 2017-18 GSN **reflects investments for the first year of the agreements** to support the following:
  - Modest wage increases and investments in benefit transformation;
  - Local priorities funding – including more staffing support for special education students;
  - Class size reduction investments for full-day kindergarten (FDK) and grades 4-8; and,
  - Community use of schools and other priorities.

# Modest Wage Increases and Benefits

- The ministry will provide a **1.5 per cent salary benchmark increase** for staff in 2017-18 (projected to be \$257.2 million).
- In addition, the ministry has committed to provide funding to support a one-time payment in 2017-18 **for professional development**, equivalent to the amount that would have been generated if the salary benchmarks for these staff had been increased by 0.5% (projected to be \$85.7 million).
- Any inflation protection increases, increases to base funding and/or Full-Time Equivalent (FTE) **changes for provincial benefits trusts** will also be reflected in the GSN, in updated table amounts for 2017-18.



# Community, Local and Other Priorities

- The ministry has agreed to establish a **Local Priorities Fund of \$218.9 million in 2017-18** to address a range of local education issues.
- These funds could support about **875 FTE** teachers and about **1,600 to 1,850 FTE** education workers. Actual staffing depends on specific agreements and local discussions and staffing decisions.
- The ministry is also providing:
  - A **3% increase to Community Use of Schools** funding (about \$0.8 million).
  - New funding through the School Boards Administration and Governance Grant to help boards manage the impact of the extensions through the **Human Resource Transition Supplement** (\$10.0 million).

# Class Size Investments

- The government has made a commitment to **invest in reducing funded class sizes** for FDK and Grades 4 to 8.
  - Additional investments in FDK will lower the funded average class size to 25.75 in 2017-18 (projected to be \$16.7 million).
  - The ministry will also lower the funded class size average for grades 4-8 to 22.85 over five years for all school boards. In 2017-18, the funded average class size will be reduced to 24.17 (projected to be \$39.6 million).
- The ministry will also engage the sector to assess the ongoing space requirements in schools and whether additional capital investments are required.

## **2. School Renewal Investments**

# School Condition Improvement (SCI) / School Renewal (SR)

- The ministry will invest **\$1 billion in School Condition Improvement** funding in 2017.18. There will also be an additional \$40 million for the School Renewal Allocation in 2017-18. This maintains the government's commitment to invest **\$1.4 billion** in 2017-18.
- These new investments support the ministry's vision to provide safe and healthy learning environments to support student achievement and well-being by keeping schools in a state of good repair.
- These investments recognize the importance of undertaking major building and site renewal work, as well as repairs and maintenance issues that improve the more visible elements of schools.

# Greenhouse Gas (GHG) Reduction Funding

- The Government of Ontario's Climate Change Action Plan outlines specific commitments for meeting the Government's GHG emissions reduction target by 2020.
- As part of our \$1.0 billion investment in SCI funding for the 2017-18 school year, the ministry is **introducing a \$200.0 million initiative** that will support the reduction of GHG emissions from facilities in the education sector.
- Eligible expenditures under this program will support the replacement, renewal and installation of new energy efficient building components in older elementary schools, secondary schools and administrative buildings.
- This initiative **will run from April 2017 to March 2018.**

# **3. Indigenous Education Accountability Measures**

# Accountability Changes to the Indigenous Education Grant

- Starting in 2017-18, the Per-Pupil Amount of the Indigenous Education Grant **will be fully enveloped**. This amount is projected to be **\$25.3 million**.
- Additionally, all boards must allocate at least **1.0 FTE for the Indigenous Education Lead** position.
- Each school board will also be required to **identify a Supervisory Officer who is accountable** for the implementation of the Ontario First Nation, Métis and Inuit Education Framework and has oversight over the work of the Lead(s), if the Lead is not a Supervisory Officer.

# **4. School Foundation Grant (SFG) Investments**



# SFG Investments

- Starting in 2017-18, the government is making additional investments in supports for school administration through the SFG (**projected to be \$4.6 million**).
- These investments were guided by recommendations of experts in the sector and includes the following changes:
  - **Multi-building Adjustment** - Funding for an additional principal for elementary or secondary schools (excludes combined schools) that consist of multiple buildings on the same campus with large enrolment. This investment recognizes differentiated enrolment thresholds for English-language boards and French-language boards.

# SFG Investments

- **French-language Board Adjustment** - French-language boards' 'regular' schools will generate funding as if they were 'distant' schools. This investment recognizes that boards operating in a minority language context may face greater difficulty in meeting school size thresholds.
- **Funding based on a campus definition of a school** - for the purposes of funding school administration. The impacts on funding will be phased-in over four years to give time for school boards to adjust.
- Additional details can be found in the technical guide, available on the ministry's website.

# **5. Keeping Up With Costs**

# Keeping Up With Costs

- The province continues to assist school boards with student transportation and utilities costs. In 2017-18, the government will continue this investment with a projected \$31.4 million in additional funding.

## Student Transportation:

- Funding for student transportation will increase by 2 per cent to help boards manage increased costs. As in previous years, this cost update will be netted against a school board's transportation surplus.

## Utilities (including electricity):

- The non-staff portion of the School Operations Allocation benchmark will again be increased by 2 per cent to help boards manage increases in commodity prices.

# **6. Education Programs – Other (EPO) Investments**

# EPO Investments

- The ministry will continue to support other education initiatives that advance student achievement with investments outside the GSN.
  - Similar to last year, the ministry will release a memo to provide boards with funding allocations for their 2017–18 school year.
  - The memo will also contain continued support for the Renewed Math Strategy.

# **7. Ongoing Implementation and Other Changes**

# Ongoing Implementation and Other Changes

- Changes stemming from past labour agreements
- Benefits Investments
- School Board Administration and Governance Grant (SBAGG)
- School Board Efficiencies and Modernization (SBEM)
- Differentiated Special Education Needs Amount (DSENA) Allocation
- Continued phase in of 2011 Census and National Household Survey (NHS) Updates

For more information on any of these changes please refer to the technical guide, available on the ministry's website.



# **8. Next Steps in Transformation**

# Rural Education

- Starting this spring, the government will launch an engagement on education in rural and remote communities.
- Discussion topics will balance programming considerations, the need to leverage assets for the benefit of the community where possible, and feedback on funding approaches.

# Transportation

- The ministry will launch a multi-stakeholder consultation to solicit input and feedback to renew the vision of student transportation in Ontario.
- The consultation will focus on transportation funding principles, the roles of government and school boards, and interactions with other services outside of education.
- Feedback gathered from the engagement will be used to inform the delivery of student transportation funding to school boards and future policy development.

# Resources

- The ministry will be posting the following documents on its website (<http://www.edu.gov.on.ca/eng/policyfunding/funding.html>):
  - *School Board Funding Projections for the 2017-18 School Year*
  - *2017 -18 Technical Paper*
  - *2017-18 Education Funding Discussions: Summary Report*
  - *2017–18 Education Funding: A Guide to the Grants for Student Needs*

# Questions

[fpbd-dpfo@ontario.ca](mailto:fpbd-dpfo@ontario.ca)

THANK YOU

**Ministry of Education**

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**2017: B04**

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

**FROM:** Joshua Paul  
 Assistant Deputy Minister  
 Financial Policy and Business Division

**DATE:** April 12, 2017

**SUBJECT:** Grants for Student Needs (GSN) for 2017–18

I am writing to provide you with information about the Ministry of Education's GSN funding for 2017–18. This information is being provided in conjunction with the release of the 2017–18 school year allocations for the Education Programs – Other (EPO) transfer payments.

**NOTICE:**

Some of the elements and proposals set out in this memo can only take effect if certain regulations are made by the Lieutenant Governor in Council under the Education Act. Such regulations have not yet been made. Therefore the content of this memo should be considered to be subject to such regulations, if and when made. Further, some of the proposals set out in this memo are dependent on the ratification of amendments to various collective agreements; accordingly, the content of this memo is also subject to ratification of such amendments, if and when they occur.

Investments in Ontario's publicly-funded education system continue to increase, with total funding expected to increase from \$23.0 billion in 2016–17 to \$23.8 billion in 2017–18. Per-pupil funding is projected to increase in 2017–18 to \$12,100 – an increase of 68 per cent since 2002–03.

The 2017-18 GSN reflects implementation of recently ratified labour agreements and regular updates to the GSN, informed by our recent engagement sessions and ongoing technical discussions. As in past years, a summary of these conversations is currently available on the ministry's [website](#). Starting in spring 2017, the ministry will be conducting engagement sessions around the province to discuss rural education and

what improvements can be made for Ontario's students. The ministry looks forward to continuing to work with you to sustain Ontario's achievements in education.

## **A. Enhancements to Implement the Recently Negotiated Agreements**

Trustees' associations, education workers' unions, and teachers' federations have successfully reached nine central agreements. Together, these agreements will provide two additional years of labour stability. They will also enable the ministry and all of our education partners to continue along the path of achieving excellence for Ontario's students.

Of the nine agreements, eight are two-year contract extensions and one is a new two-year agreement. Seven of the agreements have been ratified. All nine agreements will be effective from September 1, 2017 to August 31, 2019. The 2017-18 GSN reflects investments for the first year of the agreements to support the following:

- Modest wage increases and investments in benefits transformation;
- Local priorities funding – including more staffing support for special education students;
- Class size investments for full-day kindergarten (FDK) and Grades 4-8; and,
- Community use of schools and other priorities.

In addition to the GSN enhancements identified above, there are labour-related investments outside of the GSN. Please see the EPO memo for more details.

The parties have agreed that, any terms not included in the 2017-19 agreements, including both central and local terms from the 2014-17 agreements, remain status quo.

### **Salaries and Professional Development**

The ministry will provide a 1.5 per cent salary benchmark increase for staff<sup>1</sup> in 2017-18 (projected to be \$257.2 million).

In addition, the ministry has committed to provide funding for a one-time payment in 2017-18 for professional development, equivalent to the amount that would have been generated if the salary benchmarks for these staff had been increased by 0.5% (projected to be \$85.7 million).

All unions and federations have agreed to conduct a survey of their members on the use of these funds (meant for professional development and other professional expenses) and to provide them to the ministry.

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<sup>1</sup> Does not include Principals, Vice Principals or Directors of Education

## **Employee Health, Life & Dental Benefits Transformation**

Inflation protection increases or increases to base funding for the provincial benefits trusts resulting from the agreements will be reflected in updated table amounts for 2017-18. These table amounts will also reflect projected staffing in boards for 2017-18, as well as updates to the underlying board shares of the benefit costs derived from the updated 2014-15 benefit costs for school boards. An additional memo will be available that includes union-specific investments in summer 2017.

## **Local Priorities Funding**

As a result of the education sector labour negotiations, several targeted education investments were discussed, in addition to compensation and benefit enhancements. The ministry has agreed to establish a Local Priorities Fund (LPF) of \$218.9 million in 2017-18 to address a range of priorities including more special education staffing to support children in need, "at -risk" students and adult education. These funds could support about 875 full-time equivalent (FTE) teachers and about 1,600 to 1,830 FTE education workers. Actual staffing will vary depending on specific agreements, local discussions and compensation specific to each board, as well as job security provisions, staffing reductions related to declining enrolment and other exceptions.

Where a labour agreement provides for staffing, the LPF is to be used by school boards to hire teachers and education workers accordingly. As always, this will be done through the creation of new positions or to mitigate against the reduction of positions, subject to the job security provisions outlined in the applicable central agreement. The availability of the LPF does not negate or nullify a board's established budget plan or need to adjust staffing levels through attrition.

However, it is not generally intended that the LPF will be used to simply fund the replacement of the same positions reduced through attrition following the date of this memorandum. Boards that intend to use the LPF in this manner must be prepared to demonstrate local circumstances supporting such use.

Subject to demonstrated local circumstances, where a local union has a concern about the use of attrition, such concerns may be raised at the central dispute resolution committee, where the Crown is a participant.

## **Community and Other Priorities**

The Community Use of Schools Allocation allows boards to reduce the rates for school space used by the community by helping boards with the costs involved with keeping schools open after hours such as heating, lighting, and cleaning. The ministry is providing a 3% increase to this funding (approximately \$0.8 million).

There will also be new funding through the School Boards Administration and Governance Grant to help boards manage the agreements through the Human Resource Transition Supplement (\$10.0 million).



## **Class Size Investments**

The government has made a commitment to invest in reducing large classes in FDK and Grades 4 to 8. This commitment is a part of the government's plan to improve public education and advance student achievement and well-being.

The ministry held consultations with teachers' federations, education workers' unions and trustees' associations. The feedback from these consultations was valuable, and has, in part, shaped the proposed amendments to class size.

### **Full-Day Kindergarten (FDK)**

Currently FDK is funded based on a board-wide average of 26 students per class. For the school year 2017-18, the government intends to implement a class size cap that will prevent large FDK classes. This GSN investment will lower the funded average class size to 25.75 in 2017-18 (projected to be \$16.7 million) to provide additional funding to help boards manage the costs associated with meeting the caps.

The class size regulation will continue to require an average FDK class size of no greater than 26, but will now also require at least 90 per cent of FDK classes to have 30 or fewer students in 2017-18. Up to 10 per cent of FDK classes can reach up to 32 students if they meet one of the following exceptions:

- (a) If purpose-built accommodation is not available (this exception will sunset after five years);
- (b) If a program will be negatively affected (e.g., French Immersion); or
- (c) Where compliance will increase FDK/Grade 1 combined classes.

FDK classes combined with other grades (e.g., FDK/Grade 1) will continue to be subject to other class size requirements (e.g., primary class size).

Additionally, boards must hire an ECE for all FDK classes in the same school and same track in the case where one of those classes has less than 16 students while at least one other class has more than 30.

### **Grades 4-8 Class Size**

In 2017-18, the funded average class size will be reduced to 24.17 (projected to be \$39.6 million).

Over five years, the funded class size average for Grades 4-8 will be reduced to 22.85 for all school boards.

Any board with a regulated Grade 4-8 class size average maximum exceeding 24.5 will be required to reduce its Grade 4-8 maximum class size average to 24.5 within five years. The class size regulation will be amended each year to reduce the maximum class size to the extent that can be supported by the additional funding, or until the board reaches a maximum average class size of 24.5. Boards whose regulated class

size average maximum is at or below 24.5 will not be required to lower their maximum average class sizes.

## **B. Capital**

Capital funding plans related to school renewal are being released today. Details of the other capital funding programs will be provided in the coming weeks in a separate memorandum.

### **School Condition Improvement (SCI) / School Renewal Allocation (SRA)**

The SCI program addresses renewal needs focusing on ensuring facilities are in good condition, energy efficient, accessible and safe. SRA funding improves the more visible elements of schools including flooring, walls, ceilings, playing fields and more.

In June 2016, the ministry announced a historic investment in school renewal funding to keep schools across Ontario in a state of good repair. The ministry will continue to invest at this level for a total of \$1.0 billion in SCI funding in 2017-18. There will also continue to be an additional \$40 million for the SRA. This will bring the SRA to a total projected investment of about \$357 million. This maintains the government's commitment to invest \$1.4 billion in school renewal.

The ministry is committed to continuing this level of investment in 2018-19.

### **Greenhouse Gas (GHG) Reduction – Immediate Funding Available**

The Government of Ontario's Climate Change Action Plan outlines specific commitments for meeting the Government's GHG emissions reduction target by 2020.

The ministry is pleased to announce, as part of the \$1.0 billion investment in SCI funding for the 2017-18 school year, a \$200.0 million initiative that will support the reduction of GHG emissions from facilities in the education sector.

As this priority is urgent, this \$200.0 million is being made available to boards immediately to take advantage of the summer months and will be effective until March 2018.

Eligible expenditures under this program will support the replacement, renewal and installation of new energy efficient building components in older elementary schools, secondary schools and administrative buildings. Energy efficient building components include: energy efficient lighting systems, HVAC systems/controls and other pre-defined enhancements to the building envelope. Additional details will be supplied in a separate memorandum.

## **C. Indigenous Education**

The ministry has engaged with a broad range of stakeholders in discussions focused on funding allocations that support equitable outcomes for all students. This included engagement with First Nation, Métis, and Inuit education partners.

To reflect the ongoing conversations with our indigenous partners, the ministry has changed the name of the First Nation, Métis, and Inuit Education Supplement and its allocations as per the figure below:

Former Title		New Title (2017-18)
First Nation, Métis and Inuit Education Supplement	→	Indigenous Education Grant
Native Languages Allocation	→	Indigenous Languages Allocation
First Nation, Métis and Inuit Studies Allocation	→	Indigenous Studies Allocation

### **Enveloping the Per-Pupil Amount (PPA) Allocation of the Indigenous Education Grant**

In 2017-18, the ministry is enveloping all of the PPA Allocation of the Indigenous Education Grant to ensure this funding is used to support programs and initiatives aimed at improving Indigenous student achievement and well-being and closing the achievement gap between Indigenous students and all students. This amount is projected to be \$25.3 million in 2017-18.

Boards will continue to be required to spend at least \$84,083.77 in 2017-18 on a dedicated Indigenous Education Lead (Lead). Any remaining funds in the PPA must be used to support the implementation of the Ontario First Nation Métis and Inuit Education Policy Framework (Framework) through the Board Action Plan on Indigenous Education.

### **Updates to the Lead Position**

In 2017-18, all boards must allocate at least 1.0 FTE for the dedicated Lead position. The Lead must be hired full-time and must be dedicated only to this role of the Lead. Exceptions may be determined by the ministry in collaboration with school boards<sup>2</sup> for geographic reasons (northern and rural boards). The Lead will work closely with senior board administration to implement the Framework. Each school board will also be required to identify a Supervisory Officer who is accountable for the implementation of the Framework, and has oversight for the work of the Lead if the Lead is not a Supervisory Officer.

### **D. School Foundation Grant (SFG)**

Starting in 2017-18, the government is making additional investments in supports for school administration through the SFG.

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<sup>2</sup> Boards that receive exceptions to this rule are still required to invest one FTE in the Lead position.

These changes are projected to result in a net investment in the GSN of approximately \$4.6 million in 2017–18, while the total SFG is projected to be \$1.47 billion.

### Multi-Building Adjustment

In 2017-18, the ministry is introducing funding for an additional principal for elementary or secondary schools (excludes combined schools) that consist of multiple buildings on the same campus with large enrolment. This investment recognizes differentiated enrolment thresholds for English-language boards and French-language boards recognizing the unique needs of boards operating in a minority language context.

	English-language	French-language
Elementary	Each at least 150 ADE & average at least 300 ADE	Each at least 100 ADE & average at least 150 ADE
Secondary	Each at least 200 ADE & average at least 700 ADE	Each at least 150 ADE & average at least 350 ADE

### French-Language Board Adjustment

Also starting in 2017-18, French-language boards’ ‘regular’ schools will generate funding as if they were ‘distant’ schools. This investment recognizes that boards operating in a minority language context may face greater difficulty in meeting school size thresholds. Please refer to the technical guide for more details.

### School Foundation Grant Funding Changes

In 2017-18, the School Foundation Grant will provide funding based on a campus definition of a school for the purposes of funding school administration. A campus is defined as property or properties owned, leased or rented by a school board that are linked by a contiguous property line. This change will also affect other grants in the GSN that are based on the definition of a school for the purposes of the School Foundation Grant.

The impacts on GSN funding will be phased-in over four years.

## E. Keeping Up with Costs

The GSN has been updated to assist school boards in managing increases to electricity, transportation, and other non-staff school operations costs. In 2017-18, the projected cost is \$31.4 million.

In 2017–18, the Student Transportation Grant will be increased by 2 per cent to help boards manage increased costs. As in previous years, this update will be netted against a school board’s transportation surplus. In addition, funding adjustments due to fuel

price changes will continue to be triggered by the fuel escalation and de-escalation mechanism throughout the school year.

The ministry will also provide a 2 per cent cost benchmark update to the non-staff portion of the School Operations Allocation benchmark to assist boards in managing the increases in commodity prices (natural gas, facility insurance, electricity, and other costs).

## **F. Ongoing Implementation and Other Changes**

In 2017–18, the ministry will continue to implement important GSN reforms that began in prior years. A list of these reforms as well as other in-year changes can be found below. For more information on any of these and additional items, please refer to the technical guide available on the ministry's website.

### **1. Existing and Prior Labour Agreements**

Changes stemming from past labour agreements including investments for principals and vice-principals, as well as the continued phase-out of retirement gratuities.

### **2. Benefits Investments**

Investments to support the ongoing funding of Employee Life and Health Trusts, based on updated costing information, including updated FTE data and projections.

### **3. School Board Administration and Governance Grant (SBAGG)**

2017-18 is the final year of a four-year phase in of the funding model for the SBAGG. There will also be a corresponding change to the Declining Enrolment Adjustment. In addition a change is made to the accountability provisions for French boards that adds the French-language equivalence component of the Remote and Rural Allocation to the limit on net administration and governance expenses, recognizing that school boards operating in a minority language context could face higher costs in obtaining goods and services.

### **4. School Board Efficiencies and Modernization (SBEM)**

2017-18 is also the final year of a three-year phase in of measures introduced in 2015-16 to encourage the management of underutilized school space through the SBEM strategy.

### **5. Differentiated Special Education Needs Amount (DSENA) Allocation**

Changes to reflect the final year of a four-year phase in of a new funding model for the DSENA, and other adjustments.

### **6. 2011 Census and National Household Survey (NHS)**

2017-18 marks the second year of the three-year phase-in of 2011 Census and NHS data to the Indigenous Education Grant and Language Grant.

## **G. Next Steps in Transformation**

### **Rural Education**

As mentioned at the beginning of this memo, starting this spring, the government will launch an engagement on new approaches to supporting education in rural and remote communities. This engagement will include regional in-person engagements throughout rural Ontario as well as an online survey. Discussion topics will balance programming considerations, the need to leverage assets for the benefit of the community where possible, and feedback on funding approaches. Further information and a discussion paper to support the rural engagements will be found at [ontario.ca/ruralschools](http://ontario.ca/ruralschools).

### **Transportation**

In response to the Auditor General's recommendation that the Ministry of Education revisit the current student transportation funding formula, the ministry will proceed with a 12 to 18 month multi-stakeholder engagement to solicit input and feedback to renew the vision of student transportation in Ontario.

The engagement will focus on transportation funding principles, the roles of government and school boards, and interactions with other services outside of education.

Feedback gathered from the consultation will be used to inform the following outcomes:

- The delivery of student transportation funding to school boards; and
- Future policy development.

## **H. School Authorities**

As in previous years, funding for school authorities will be adjusted in 2017–18, as appropriate, to reflect changes in funding to district school boards. The ministry will provide further information concerning funding in 2017–18 for school authorities in the near future.

## I. Reporting

### Dates for Submission of Financial Reports

The ministry has established the following dates for submission of financial reports:

Date	Description
June 30, 2017	Board Estimates for 2017–18
November 15, 2017	Board Financial Statements for 2016–17
November 24, 2017	Board Enrolment Projections for 2018–19 to 2021–22
December 15, 2017	Board Revised Estimates for 2017–18
May 15, 2018	Board Financial Report for September 1, 2017, to March 31, 2018

The ministry expects that Estimates forms will be available in EFIS by April 21, 2017.

## J. Information Resources

If you require further information, please contact:

<b>Subject</b>	<b>Contact</b>	<b>Telephone and email</b>
2017-19 Labour Agreements	Brian Blakeley	(416) 325-2836 <a href="mailto:brian.blakeley@ontario.ca">brian.blakeley@ontario.ca</a>
Benefits Transformation	Romina Di Pasquale	(416) 325-2057 <a href="mailto:romina.diPasquale@ontario.ca">romina.diPasquale@ontario.ca</a>
Capital Policies and Rural Education	Colleen Hogan	(416) 325-1705 <a href="mailto:colleen.hogan@ontario.ca">colleen.hogan@ontario.ca</a>
Financial Accountability and Reporting Requirements	Med Ahmadoun	(416) 326-0201 <a href="mailto:med.ahmadoun@ontario.ca">med.ahmadoun@ontario.ca</a>
Indigenous Education	Taunya Paquette	(416) 314-5739 <a href="mailto:taunya.paquette@ontario.ca">taunya.paquette@ontario.ca</a>
Operating Funding	Andrew Bright	(416) 325-2037 <a href="mailto:andrew.bright@ontario.ca">andrew.bright@ontario.ca</a>
Special Education	Louise Sirisko	(416) 325-2889 <a href="mailto:louise.sirisko@ontario.ca">louise.sirisko@ontario.ca</a>
Student Transportation	Cheri Hayward	(416) 327-7503 <a href="mailto:cheri.hayward@ontario.ca">cheri.hayward@ontario.ca</a>



## **Conclusion**

The ministry looks forward to working in partnership with school boards in the 2017–18 school year. The collaboration, input, and support from school boards and all our partners are key elements in achieving our shared vision for education in our province. Your commitments to achieving excellence for all students and to providing effective leadership are valued. I am confident that, working together, we will build on past success and ensure that our schools continue to be a cornerstone of Ontario’s future.

Original signed by

Joshua Paul  
Assistant Deputy Minister  
Financial Policy and Business Division

cc: School business officials

**Ministry of Education**

Mowat Block  
Queen's Park  
Toronto ON M7A 1L2

**Ministère de l'Éducation**

Édifice Mowat  
Queen's Park  
Toronto ON M7A 1L2

**2017: B03**

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

**FROM:** Bruce Rodrigues  
Deputy Minister  
Ministry of Education

**DATE:** **April 12, 2017**

**SUBJECT:** **2017-18 School Year Education Programs – Other (EPO) Funding**

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The Ministry of Education is pleased to announce its 2017-18 projected EPO funding in conjunction with the release of Grants for Student Needs (GSN) funding.

<b>Context</b>
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The ministry's vision for education, *Achieving Excellence: A Renewed Vision for Education in Ontario*, recognizes that Ontario's future economic and social stability requires a publicly funded education system that is anchored in high quality learning. Beginning with the youngest of learners and continuing through to post-secondary pathways, it responds to the demands of today's global competitive environment.

The path forward will build on this sound foundation and continue our progress on student achievement, well-being and equity for learners within Ontario's publicly funded education system.

Education Program – Other (EPO) funding will continue in the upcoming school year to support school boards' ability to implement targeted initiatives that meet the needs of its student demographic to both advance and protect the gains made under the ministry's Renewed Vision mandate.

The ministry will continue to strive to simplify the reporting processes and requirements for EPO transfer payments. The goal of this is to reduce administrative burden, improve financial resource management and better support the renewed vision. The ministry will also continue to examine opportunities to streamline EPO, such as by transferring programs to the GSN.

Last year, the Renewed Math Strategy was announced in a separate memo. This year, the Renewed Math Strategy, along with other EPO programs, is contained in this memo.

## Funding Allocations

To facilitate school boards' budget planning for the 2017-18 school year, we confirm that \$140.4 million of EPO funding will be allocated to school boards and school authorities to support ministry priorities. Within this amount:

- \$101.4 million is allocated by program and by school board in this memorandum; and,
- \$39.0 million has been allocated by program, with school board allocations to be confirmed later in the year.

The following tables illustrate the above monetary breakdown by initiative:

Section 1: Program Allocation (Details by School Board in Appendix A)	Amount (\$M)
Autism Supports and Training	3.0
Autism: Supporting Transition to the New Ontario Autism Program	8.9
Community Use of Schools: Outreach Coordinators	6.4
Community Use of Schools: Priority Schools	7.5
Focus on Youth Program	8.0
French-Language eLearning Strategy	0.2
French-Language School and Student Support Grades 7 to 12	0.03
Managing Information for Student Achievement (MISA)	1.4
Politique d'aménagement linguistique (PAL) Initiatives	0.1
Professional Development	3.5
Renewed Math Strategy K-12	55.0
Support French Language Literacy Strategies	0.2
Supporting Implementation of Policies and Programs	0.4
Supporting Implementation of Revised Kindergarten Program and the Addendum to Growing Success	0.5
Well-Being: Safe, Accepting and Healthy Schools and Mental Health	6.4
<b>Total</b>	<b>101.4</b>

Note: Total may not add due to rounding

<b>Section 2: Program Allocation (Board Allocation to be Confirmed In-Year)</b>	<b>Amount (\$M)</b>
Board Leadership Development Strategy and Mentoring for All Fund	4.8
Early Year Leads Program	8.9
Equity and Inclusive Education - Parent Engagement	0.9
Gap Closing in Literacy Grades 7-12	1.7
Indigenous Four Directions	0.2
Indigenous Learning and Leadership Gatherings	0.3
Indigenous Re-engagement	0.1
Indigenous Support and Engagement Initiative	1.9
International Education	0.4
Re-engagement (12 & 12+)	1.2
Special Education - French-Language District School Boards	5.0
Specialist High Skills Major (SHSM)	6.6
Student Engagement	1.6
Teacher Learning and Leadership Program (TLLP)	4.4
Tutors in the Classroom	1.2
<b>Total</b>	<b>39.0</b>

<b>TOTAL PROGRAM ALLOCATION</b>	<b>140.4</b>
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## **Section 1. Program Allocations with School Board Detail**

Program funding of \$101.4 million has been allocated board by board (See Appendix A for details).

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

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

### ***Autism: Supporting Transition to the New Ontario Autism Program (\$8.9M)***

As announced last June, the Ministry is allocating additional funding over two years to support the transition to the new Ontario Autism Program implemented by the Ministry of Children and Youth Services. In the 2017-18 school year, the second and final year of this investment, all boards will receive funding to strengthen their capacities during this transition. The funding can be used to hire additional personnel and provide team release time to ensure effective transition to school for students with autism spectrum disorder (ASD) and to strengthen educators' capacity to support students with ASD.

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

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

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

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

### ***Focus on Youth Program (\$8.0M)***

Funding for this program is intended to support the partnership between select school boards and local community agencies to provide summer and after-school programming and employment opportunities for students in high-needs neighbourhoods to enhance youth well-being in those neighbourhoods.

### ***French-Language eLearning Strategy (\$0.2M)***

Students attending French-language school boards have access to e-learning and blended learning that foster the development of global competencies. This funding will support the hiring of two additional French-language e-Learning teachers as well as provide support to targeted French-language school boards in the deployment of a data analysis intelligent business tools.

### ***French-Language School and Student Support Grades 7 to 12 (\$0.03M)***

Targeted French-language school boards will receive funding to support the Student Success with evidence-based projects intended to ensure the long-term success and well-being of students. Initiatives such as Differentiated Instruction that build capacity through professional learning projects or the Re-engagement (12&12+) are some examples of projects that will continue to be funded.

### ***Managing Information for Student Achievement (MISA) (\$1.4M)***

Managing Information for Student Achievement (MISA) has the objective of increasing the capacity for data collection, information management and analytics within the education system. The funding recipients are Ontario's seven MISA Professional Network Centres (six regional English-language centres and one province-wide French-language centre) which are made up of member school boards. The end users are teachers, principals and board administrators who are involved in activities to increase capacity for utilizing information in support of positive student outcomes. The MISA PNC

“lead” board will work with other member boards to plan, implement and assess capacity building projects.

### **Politique d’aménagement linguistique (PAL) Initiatives (\$0.1M)**

Politique d’aménagement linguistique (PAL) has the objective of ensuring the protection, enhancement and transmission of the French language and culture in the minority settings that are French-language schools in Ontario. Launched in 2004, PAL is Ontario’s overarching language planning policy for all 12 French-language school boards. Its key goals (delivering high-quality instruction, building a francophone environment through partnerships) are very much aligned with those of Ontario’s renewed vision for education (achieving excellence, ensuring equity, promoting well-being, enhancing public confidence). Consultations on the PAL were held with French-language stakeholders in 2014. The final report on the consultations included advice to support a renewal of the PAL and supports for continued implementation. Work is currently underway with education partners to update the policy document and develop related supports for implementation across the French-language education system.

### **Professional Development (\$3.5M)**

As a result of the education sector labour negotiations, several targeted education investments were discussed including, a grant of \$2M to be allocated to school boards with ETFO education workers to be used for professional learning and a grant of \$1.5M to be allocated to school boards with OSSTF early childhood educator staff for professional learning. In both cases, boards and their local bargaining units are to meet to discuss use of the funds.

### **Renewed Math Strategy K-12 (\$55.0M)**

Funding for the Renewed Mathematics Strategy (RMS) is designed to provide additional supports to all district school boards (DSB) with a focus on improving achievement in mathematics. This is intended to help the system achieve key goals related to the Strategy and aligns with the goals of *Achieving Excellence*, Ontario’s renewed vision for education. That is, it recognizes the system’s needs to increase mathematics achievement overall and close the mathematics achievement gaps, so that all students can succeed.

Funding is determined by a number of factors, including student achievement and school size components. The general funding model is to support all schools while providing increased support to some schools and intensive support to few schools.

### **Support French Language Literacy Strategies (\$0.2M)**

Three targeted French-language school boards will receive funding for a third year to continue to participate in the pilot project research, in collaboration with Ottawa University, to promote effective practices in the use of the Effective literacy Guide La

littératie dans toutes les matières: *Guide d'enseignement efficace de la 7<sup>e</sup> à la 10<sup>e</sup> année*, and the electronic portal *Trousse d'acquisition des compétences langagières en français* (TACLEF). This project fosters the development of French-language competencies (oral communication, writing and reading) in all subjects by providing teachers with authentic practices to better respond to the needs of French-language learners. These tools also support non conversing new comer students, which numbers continually increase in French-language boards, by supporting their recruitment, welcoming and retention while also ensuring they become proficient in the French-language. The main goal of these projects is to ensure equity and inclusion in support of student achievement and well-being.

### ***Supporting Implementation of Policies and Programs (\$0.4M)***

This funding supports French-language school boards to provide the necessary training and support for the implementation of policies such as Growing Success and of revised curriculum documents, such as International Language and Classical Studies. The objective is to strengthen the instruction underlying these policies and programs: assessment as, for and of learning and inquiry-based learning. Training for Classical Studies and International Language curriculum was provided to English-language school boards in 2015.

### ***Supporting Implementation of Revised Kindergarten Program and the Addendum to Growing Success (\$0.5M)***

In 2017 -2018, French-language school boards will receive an allowance for the implementation of the revised program. School boards will receive base funding in order to implement the program effectively. The funding will help school boards to build capacity, to promote the integration of learning expectations from the four frames (Appartenance et contribution, Autorégulation et bien-être, Manifestation des apprentissages en littératie et en numératie et Résolution de problèmes et innovation), to make children's voices heard in their environment and make their learning, thinking and theories (Assessment for Learning and as Learning) visible and to continue to support play-based and inquiry-based learning in the Kindergarten classes. Similar training was provided to English-language school boards in the fall and winter 2016-17. Additional training sessions are being held in spring 2017.

### ***Well-Being: Safe, Accepting and Healthy Schools and Mental Health (\$6.4M)***

Promoting and supporting well-being is one of the four goals of *Achieving Excellence*, Ontario's vision for education. This allocation combines previous years' funding for safe and accepting schools and implementation of board mental health strategies in support of Ontario's comprehensive mental health and addiction strategy. In previous years, two separate funding allocations were provided. These allocations have continued to be bundled together to maximize boards' flexibility for better alignment and integration of work to support well-being at the local level. Boards will manage funds within the same bundle, to deliver outcomes in a cost-efficient way.

The purpose of this funding is to support school boards' work related to promoting well-being, such as targeted work to:

- support student well-being across the connected policy areas of mental health, safe and accepting schools, equity and inclusive education, and healthy schools;
- promote and support student well-being in the classroom, across the school and in the community;
- integrate student voice to holistically support student well-being by addressing the physical, cognitive, emotional and social components, as well as self-spirit;
- continue to develop and implement school board mental health and addictions three year strategies and one-year action plans;
- support equity and inclusive education to help the education community identify and remove discriminatory biases and systemic barriers in support of student achievement and well-being (including working with Equity and Inclusive Education (EIE) Networks);
- take further steps to implement a whole-school approach to promoting safe, inclusive and accepting schools; and,
- support strategies and activities that are aligned with the *Foundations for a Healthy School* resource.

## **Section 2. Program Allocations To Be Confirmed**

Funding of \$39.0 million, as outlined below, has been allocated by program, with board-by-board allocations to be confirmed later in the year.

### ***Board Leadership Development Strategy and Mentoring for All Fund (\$4.8M)***

Leadership that transforms culture and optimizes conditions for teaching, leading and learning is central to *Achieving Excellence: A Renewed Vision for Education in Ontario*. In 2017-18, school boards will be provided with funding to support equity and diversity in succession planning for school and system leaders (with a particular emphasis on Supervisory Officers and Directors); capacity building; collaborative professionalism (PPM 159); evidence and research; the continued development of effective leadership practices and personal leadership resources through mentoring and coaching; and, a growth-oriented culture of continuous improvement.

Within the Board Leadership Development Strategy (BLDS) funding envelope, districts are encouraged to explore innovative practices that intentionally embed leadership into provincial priorities such as the Renewed Mathematics Strategy (RMS), the Well-Being Strategy, Indigenous Education, Global Competencies, and supporting students in applied courses, in care and with special education needs. The BLDS continues to support the goals of school and board improvement plans for student achievement and the board multi-year plan.



The *Mentoring for All* fund provides school boards with a funded opportunity to improve the quality of supports and professional learning opportunities available to mentors in a variety of roles. Powerful learning designs like mentorship de-privatize instruction, foster collaboration, and support educator leadership via the intentional sharing of knowledge and practice between colleagues. School boards are best positioned to offer a continuum of mentorship based on the authentic learning needs of the mentors they support.

School boards will be given the opportunity to combine BLDS and PLE to provide support along a continuum of mentorship roles that could include: associate teachers, NTIP mentors, VP/P mentors, ECE mentors, business and facilities mentors and board consultants and coordinators.

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

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

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

In the 2017-18 school year, an allocation of \$8.4 million will be provided for ongoing EY Lead positions and one-time funding of \$0.5 million for professional development/release time for educators. Board allocations will be communicated in time for the upcoming school year.

### ***Equity and Inclusive Education - Parent Engagement (\$0.9M)***

Funding is provided to support seven school board-led Equity and Inclusive Education (EIE) Implementation Networks (six regional English-language networks and one provincial French-language network). A total of \$875,000 is provided for the networks to support the effective implementation of Ontario's Equity and Inclusive Education Strategy, Parent Engagement policy, and to share promising practices in schools and boards across the province.

### ***Gap Closing in Literacy Grades 7-12 (\$1.7M)***

All English language district school boards may apply for additional funding to enhance capacity building for effective and differentiated instruction to meet the assessed needs of students who require additional support in literacy.

### ***Indigenous Four Directions (\$0.2M)***

Four Directions First Nations, Métis and Inuit Graduation Coach Approach (Four Directions Approach) provides intensive supports to Indigenous learners and their families with the goal of seeing each learner through to graduation.

### ***Indigenous Learning and Leadership Gatherings (\$0.3M)***

This program provides leadership development opportunities to Indigenous students (from Grades 7-10) in a culturally relevant context with the aim of supporting student engagement. Funding is provided to lead boards to support the planning, implementation and evaluation of the program.

### ***Indigenous Re-engagement (\$0.1M)***

Funding will be allocated to selected English-language school boards in 2017-18 to provide support as they contact, mentor and monitor self-identified Indigenous students in grade 9-12 who have left school.

### ***Indigenous Support and Engagement Initiative (\$1.9M)***

The Indigenous Support and Engagement Initiative combines funding for boards eligible to participate in both the Indigenous Achieving Excellence in Applied Courses (AEAC) Initiative and the Indigenous Re-engagement Initiative. Funding is used to employ a full time staff member responsible for re-engaging Indigenous students who have withdrawn from school, and working with the AEAC professional learning team.

### ***International Education (\$0.4M)***

To implement the Ontario's Strategy for K-12 International Education curriculum document. The ministry will take a leading role in championing international education as essential for twenty-first century learning and the development of global competencies and global citizenship through programming in Ontario schools and international learning experiences. The provision of grants to individual school boards will facilitate the early adoption of the strategy document. It will provide boards with resources to develop international education experiences for students, initiate an international education certificate program or to encourage the collaborative design of a program model between boards.

### ***Re-engagement (12 & 12+) (\$1.2M)***

Funding will be allocated to all English-language school boards in 2017-18 to provide support as they contact, mentor and monitor students who, despite being close to graduation, have left school.

### ***Special Education – French-Language District School Boards (\$5.0M)***

As a result of the education labour discussions, an agreement was reached to provide \$5M in the 2017-18 school year to promote the success of students with special needs. One or more experts will be retained to collect data and information on the challenges of teaching and supporting students with special needs in the classroom.

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

Funding for Specialist High Skills Major programs is provided to school boards both through the GSN (approximately 75% of the total funding) and through an EPO transfer payment (25% of the total funding). The funding allocation to a board may change if student enrolment or program offerings differ from the approved programs resulting from the board's 2017-18 SHSM application.

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

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

### ***Student Engagement (\$1.6M)***

*SpeakUp* Project Grants support student-led projects that work towards improving student engagement and the school community. All school boards are invited to encourage students from grades 7 -12, and in particular, students who are not yet achieving success, to apply for a *SpeakUp* Project grant.

### ***Teacher Learning and Leadership Program (TLLP) (\$4.4M)***

This program is aimed at experienced teachers and involves self-directed learning and sharing based on ministry, board or school priorities. It enhances opportunities for experienced teachers to expand their knowledge and leadership skills, and share exemplary practices with others. Since the program began in 2007, over 1,000 projects involving the work of approximately 45,000 teachers have been approved for funding.

### ***Tutors in the Classroom (\$1.2M)***

With this funding, boards are able to hire and train postsecondary students to tutor elementary students. The tutors support the work of classroom teachers by working with students to reinforce skills and concepts. Funding is accessed by board application and will be finalized later in the year.

#### **Next Steps**

If you require further information about these initiatives, please contact your regular ministry program contacts or the office of the Assistant Deputy Minister responsible for the program.

The ministry looks forward to continuing our working partnership with the school boards. Your commitment to achieving excellence for all our students and providing effective leadership are valued. Together in partnership, I am confident that we can provide high quality education to our students and allow them to reach their full potential.

Original signed by

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Bruce Rodrigues  
Deputy Minister of Education

Copy: Superintendents of Business and Finance  
Frank Kelly, Executive Director, Council of Ontario Directors of Education  
Monique Ménard, Chair, Council of Ontario Directors of Education  
Martyn Beckett, Assistant Deputy Minister (A), Learning and Curriculum Division  
Andrew Davis, Assistant Deputy Minister (A), Education Labour Relations Division  
Denise Dwyer, Assistant Deputy Minister, Leadership and Learning Environment Division  
Denys Giguère, Assistant Deputy Minister (A), French Language, Aboriginal Learning and Research  
Shannon Fuller, Assistant Deputy Minister, Early Years Division  
Cathy Montreuil, Assistant Deputy Minister, Student Achievement Division  
Bohodar Rubashewsky, Assistant Deputy Minister, Chief Administrative Officer  
Joshua Paul, Assistant Deputy Minister (A), Financial Policy and Business Division

Recipient	Initiative	Total
<b>Halton Catholic District School Board</b>		
	Autism Supports and Training	\$ 51,364
	Autism: Supporting Transition to the New Ontario Autism Program	\$ 136,889
	Community Use of Schools: Outreach Coordinators	\$ 73,600
	Renewed Math Strategy K-12	\$ 468,986
	Well-Being: Safe, Accepting and Healthy Schools and Mental Health	\$ 91,179
<b>Halton Catholic District School Board Total</b>		<b>\$ 822,017</b>

**Ministry of Education**

Capital Policy and Programs Branch  
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**Ministère de l'Éducation**

Direction des politiques et des  
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**2017: SB08**

**MEMORANDUM TO:** Superintendents of Business  
Superintendents of Facilities

**FROM:** Colleen Hogan  
Director  
Capital Policy and Programs Branch

**DATE:** April 12, 2017

**SUBJECT:** **Renewal & Greenhouse Gas Reduction Funding for  
the 2017-18 School Year**

The ministry is continuing its historic investment in school renewal by maintaining its commitment to invest a total of \$1.4 billion in both the 2017-18 and 2018-19 school years. Of these funds, the ministry will invest \$1 billion per school year under the School Condition Improvement (SCI) program, which includes \$200 million (starting this April and ending March 31<sup>st</sup>, 2018) to support a new Greenhouse Gas Reduction Fund (GGRF), and another \$40 million per school year to supplement the School Renewal Allocation (SRA). As a result of this investment, the SRA is projected to be \$357 million in the 2017-18 school year.

This memorandum is intended to outline additional details related to these significant investments. We would like to bring to your attention the following items:

1. School Condition Improvement (SCI)
2. **New** Greenhouse Gas Reduction Fund (GGRF)
3. School Renewal Allocation (SRA)
4. Signage

## **1. School Condition Improvement (SCI)**

With today's announcement, total investment under the SCI program since 2011-12 will amount to almost \$5 billion. The ministry's investment in SCI funding was increased as of 2015-16 to respond to the results from the condition assessment program. The investment for the 2017-18 and 2018-19 school years is consistent with SCI funds allocated for the two previous school years and will ensure that school boards can continue to invest in major building and site renewal needs that are depreciable in nature and improve the condition of school facilities.

For 2017-18, \$1 billion will be allocated to school boards through the core SCI program with the following breakdown below:

- School Condition Improvement (core): \$800 million

- Greenhouse Gas Reduction Funding: \$200 million (see section 2 for details)

The ministry is allocating the core SCI funding using the same methodology as that used for 2015-16 and 2016-17. Funds for 2017-18 have been allocated in proportion to a board's total assessed five year renewal needs, identified during the 2011-15 assessment cycle, for schools open and operating in the 2016-17 school year. Funds have been allocated in this manner to address the identified state of repair. Please see Appendix A for individual school board allocations.

## 1.1 Scope & Accountability

We would like to remind school boards of the appropriate use of SCI funds. As announced in Memorandum **2016: B13** – “New Renewal Funding to Keep Schools in a State of Good Repair”, starting in 2015-16, school boards are required to direct 70 percent of their SCI funds to address major building components (for example, foundations, roofs, windows) and systems (for example, HVAC and plumbing). The remaining 30 percent of SCI funding can continue to address the above listed building components or, alternatively, building interiors and surrounding site components (for example, utilities, parking and pavements).

Unspent funds in any given school year will be carried forward to the next school year and continue to follow the “70/30” rule. Please see the table below for the categories of restricted (70 percent) and discretionary renewal (30 percent) uses of SCI funding.

SCI Expenditure Categories by Component	Restricted Renewal 70%	Unrestricted Renewal 30%
A. Substructure (e.g. foundations, basement walls)	Yes	Yes
B. Shell/Superstructure (e.g. roofs, exterior walls and windows)	Yes	Yes
C. Interiors (e.g. stairs, floor finishes, ceilings)	No	Yes
D. Services (e.g. plumbing, HVAC, fire protection and electrical)	Yes	Yes
E. Equipment & Furnishings (fixed items only)	No	Yes
F. Special Construction & Demolition	No	Yes
G. Building Sitework (e.g. parking lots, site lighting, pavements)	No	Yes

SCI funds are to cover the repair and replacement of existing building systems. These funds are **not** intended to:

- Support new construction or facility enhancements that expand the gross floor area of the facility or alter the original intended use of the facility
- Cover salary and wages of school board staff
- Purchase, retrofit or repair temporary accommodations
- Service debt
- Maintain or renew administrative facilities (this also applies to the annual School Renewal Allocation)

As usual, the ministry expects that school boards will spend their SCI and School Renewal Allocation funds on schools that need to remain open. For schools that are scheduled to be closed or are planned to be part of an upcoming accommodation review, renewal funds should only be used to address renewal needs that could

compromise the continuing operation of these schools in the short-term.

School boards are also reminded that all SCI-funded expenditures must be depreciable in nature, and must be reported in VFA facility. Payments will be made twice a year based on reported expenditures.

\*Note that the use of these funds is subject to audit and that the ministry is looking to publicly release all reported expenditures in the future. The ministry may also choose to follow up on reported expenditures. Failure to provide details when requested will result in either claw back or the ministry withholding funds.

## 2. New Greenhouse Gas Reduction Fund (GGRF)

In 2015, Ontario announced that it was placing a limit on the main sources of greenhouse gas (GHG) pollution through a cap and trade system that would reinvest the auction proceeds in a transparent way back into initiatives that reduce, or support the reduction of GHG emissions. In June 2016, Ontario released its Climate Change Action Plan (CCAP). The plan outlines the key actions the government will take to combat climate change, create good jobs in clean tech and construction, increase consumer choice and generate opportunities for investment in Ontario.

In support of the Government’s CCAP, the ministry is pleased to announce the \$200 million GHG Reduction Fund (GGRF) that will reduce GHG emissions from facilities in the education sector. **This is a time limited program** for eligible expenditures incurred between April 12, 2017 and March 31, 2018:

GGRF Program Timelines	Start Date	2017/18 Estimates	End Date
	April 12, 2017	June 30, 2017	March 31, 2018

The tabled amount per board is available in Appendix B. Your available room, under the **tabled amount, cannot be carried forward beyond the program end date**. The GGRF allocation methodology is consistent with SCI funds allocated to school boards.

### 2.1 Program Scope

Eligible expenditures under this program will support the replacement, renewal and installation of new energy efficient building components in:

- elementary schools
- secondary schools
- administrative buildings

Eligible facilities are board owned facilities (third party leases excluded) that are expected to remain open and operating for a minimum of five years.

Energy efficient building components include: energy efficient lighting systems, HVAC systems/controls and other pre-defined enhancements to the building envelope. Eligible components **must** be listed below otherwise expenses will not be reimbursed.



Category	Eligible Components
Lighting	High Efficiency Lighting Systems (e.g. LED)
	Controls and Sensors
HVAC & Controls	High Efficiency Boilers & Furnaces
	High Efficiency Boiler Burners
	Heat Recovery / Enthalpy Wheels for Ventilation
	Economizers
	High Efficiency HVAC Systems
	High Efficiency Rooftop and MUA units
	High Efficiency Domestic Hot Water
	High Efficiency Motors
	Variable Frequency Drives
	Demand Ventilation
	Controls for Entrance Heaters
	Building Automation Systems – New or Upgrades
	Real-time Energy Monitoring
	Voltage Harmonizer
	Ground Source Heat Pump (Geothermal)
Air Source Heat Pump	
Solar Air & Water	
Energy Efficient Ventilation	
Building Envelope	Energy Efficient Windows/Doors/Skylights (e.g. lower thermal conductivity fenestration)
	Increased Wall & Roof Insulation (with increased air tightness)
	New Roof (with high insulation factors)
Various	Solar Photovoltaic
	Commissioning / Retro-commissioning (as part of a capital project)
	Electric Vehicle Charging Stations
	Other technologies (only if approved by the Ministry of Education in advance)

## 2.2 Accountability and Reporting

The GGRF has been established to support the reduction of GHG emissions and will be funded through proceeds from the government’s Cap and Trade auctions. By law, Cap and Trade proceeds must be invested in projects that reduce GHG emissions and all initiatives funded through these proceeds must report on their GHG reductions.

Again, eligible expenditures must be incurred between April 12, 2017 and March 31, 2018. These expenses must be reported in VFA facility using the GGRF funding source to be reimbursed. Reporting will occur as part of your 2016-17 Financial Statements and 2018 March Report.

These funds are to repair, replace or install building systems that have a proven impact on the reduction of GHG emissions. These funds are **not** intended to:

- Fund operational or maintenance expenses
- Support new construction or facility enhancements that expand the gross floor area of the facility or the original intended use of the facility

- Cover salary and wages of school board staff
- Service debt

Note that the use of these funds is subject to audit. The Ministry may also choose to follow up on reported expenditures. Failure to provide details when requested will result in either claw back or the Ministry withholding funds.

### **2.3 Reporting of Estimated Expenditures**

As this is a time limited initiative and funds will not be carried forward to future periods, the Ministry will be carefully reviewing planned expenditures reported under a board's 2017-18 Estimates in EFIS. **Reporting for GGRF in EFIS is due June 30, 2017.**

As part of reporting for 2017-18 Estimates, boards are required to adjust their available room (board allocation) under the GGRF program to reflect expenditures expected to be incurred in the 2016-17 school year (April 12<sup>th</sup>, 2017 to August 31<sup>st</sup>, 2017) and also specify planned expenditures over the 2017-18 school year (September 1<sup>st</sup>, 2017 to March 31<sup>st</sup>, 2018). This will identify to the Ministry your total estimated expenditures under this program.

**Note:** Failure to report this information will imply that your board will not be making use of the funds allocated under the GGRF. Available room that is not intended to be used by a board, or due to a board's failure to report, may be redistributed to other boards in proportion to their original share.

### **3. School Renewal Allocation (SRA)**

Over the 2017-18 and 2018-19 school years, an additional \$80 million has been allocated towards the SRA. This is an additional \$40 million per school year.

For the 2017-18, these funds have been allocated in proportion to a school board's relative share of provincial SRA funding for the 2017-18 school year. This additional funding has been split with 40 percent of the funds allocated towards operating/maintenance type expenditures (e.g. painting) and the remaining 60 percent of the funds allocated towards expenditures that are capital in nature (e.g. roof repair, accessibility enhancements, portable repair). While the additional operating / maintenance funds can be put towards capital investments, the additional capital funds cannot be put towards operating / maintenance items. Unspent SRA funds in any given school year will be carried forward to the next school year. Any unspent operating / maintenance funds will be carried forward to address operating / maintenance expenditures in the next school year.

### **4. Signage**

With this announcement, the Ministry is requesting that school boards continue to display signage that identifies the support of the Government of Ontario at the site of all school renewal construction work with a value of at least \$100,000. Signage will be provided to school boards by the Ministry of Education. School boards are then responsible for posting the signage for the projects in a prominent location. This should be done in a timely manner following the receipt of the signage. All signage production

costs are covered by the Ministry of Education, including the cost of distributing the signage to school boards.

## 5. Key Contacts

The Ministry looks forward to working in partnership with school boards as we invest in keeping our schools in a state of good repair. Improving learning environments is one of the best infrastructure investments we can make.

For questions about any of the information included in this memorandum, please contact:

Mathew Thomas, Manager  
Capital Policy and Programs Branch  
(416) 326-9920 / [Mathew.P.Thomas@ontario.ca](mailto:Mathew.P.Thomas@ontario.ca)

or

Hitesh Chopra, Policy Team Lead  
Capital Policy and Programs Branch  
(416) 325-1887 / [Hitesh.Chopra@ontario.ca](mailto:Hitesh.Chopra@ontario.ca)

For questions relating to VFA.facility, please contact Accruent:

Sazan Bimo – Senior Project Manager <a href="mailto:sbimo@accruent.com">sbimo@accruent.com</a> (647) 497-5421	Al Kostiuk – Senior Functional Consultant <a href="mailto:akostiuk@accruent.com">akostiuk@accruent.com</a> (647) 497-5405
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*Original signed by:*

Colleen Hogan  
Director  
Capital Policy and Programs Branch

Copy: Directors of Education

## Appendix A: 2017-18 School Condition Improvement (\$800 million)

Board ID	Board Name	SCI
1	DSB Ontario North East	6,605,260
2	Algoma DSB	8,864,110
3	Rainbow DSB	8,826,970
4	Near North DSB	6,580,480
5A	Keewatin-Patricia DSB	6,832,260
5B	Rainy River DSB	3,667,870
6A	Lakehead DSB	8,222,440
6B	Superior-Greenstone DSB	4,352,280
7	Bluewater DSB	8,499,500
8	Avon Maitland DSB	6,813,560
9	Greater Essex County DSB	20,604,760
10	Lambton Kent DSB	12,588,880
11	Thames Valley DSB	36,569,180
12	Toronto DSB	200,873,970
13	Durham DSB	20,760,030
14	Kawartha Pine Ridge DSB	8,584,870
15	Trillium Lakelands DSB	6,841,770
16	York Region DSB	17,783,360
17	Simcoe County DSB	9,872,750
18	Upper Grand DSB	6,465,350
19	Peel DSB	51,685,340
20	Halton DSB	12,175,500
21	Hamilton-Wentworth DSB	18,494,660
22	DSB of Niagara	11,842,500
23	Grand Erie DSB	10,129,110
24	Waterloo Region DSB	13,117,120
25	Ottawa-Carleton DSB	41,883,180
26	Upper Canada DSB	16,951,440
27	Limestone DSB	10,436,690
28	Renfrew County DSB	5,190,580
29	Hastings and Prince Edward DSB	10,698,340
30A	Northeastern Catholic DSB	2,110,990
30B	Nipissing-Parry Sound Catholic DSB	1,488,470
31	Huron-Superior Catholic DSB	2,319,410
32	Sudbury Catholic DSB	2,744,680
33A	Northwest Catholic DSB	994,530
33B	Kenora Catholic DSB	1,039,160

<b>Board ID</b>	<b>Board Name</b>	<b>SCI</b>
34A	Thunder Bay Catholic DSB	4,706,260
34B	Superior North Catholic DSB	1,788,870
35	Bruce-Grey Catholic DSB	502,250
36	Huron-Perth Catholic DSB	442,960
37	Windsor-Essex Catholic DSB	5,908,310
38	London District Catholic School Board	4,140,860
39	St. Clair Catholic DSB	2,598,860
40	Toronto Catholic DSB	28,392,770
41	Peterborough V N C Catholic DSB	2,114,770
42	York Catholic DSB	11,726,800
43	Dufferin-Peel Catholic DSB	11,394,380
44	Simcoe Muskoka Catholic DSB	1,737,240
45	Durham Catholic DSB	3,518,230
46	Halton Catholic DSB	3,833,830
47	Hamilton-Wentworth Catholic DSB	6,410,740
48	Wellington Catholic DSB	891,300
49	Waterloo Catholic DSB	6,795,770
50	Niagara Catholic DSB	7,606,390
51	Brant Haldimand Norfolk Catholic DSB	2,139,570
52	Catholic DSB of Eastern Ontario	2,924,450
53	Ottawa Catholic DSB	12,671,940
54	Renfrew County Catholic DSB	3,119,220
55	Algonquin and Lakeshore Catholic DSB	4,446,800
56	CSD du Nord-Est de l'Ontario	371,850
57	CSD du Grand Nord de l'Ontario	3,299,890
58	CS Viamonde	7,662,200
59	CÉP de l'Est de l'Ontario	3,125,800
60A	CSD catholique des Grandes Rivières	7,752,310
60B	CSD catholique Franco-Nord	1,896,800
61	CSD catholique du Nouvel-Ontario	4,537,000
62	CSD catholique des Aurores boréales	230,250
63	CS catholique Providence	2,596,610
64	CSD catholique Centre-Sud	5,313,290
65	CSD catholique de l'Est ontarien	4,874,310
66	CSD catholique du Centre-Est de l'Ontario	5,015,770

## Appendix B: Greenhouse Gas Reduction Fund (\$200 million)

Board ID	Board Name	GHG
1	DSB Ontario North East	1,651,320
2	Algoma DSB	2,216,030
3	Rainbow DSB	2,206,740
4	Near North DSB	1,645,140
5A	Keewatin-Patricia DSB	1,708,060
5B	Rainy River DSB	916,970
6A	Lakehead DSB	2,055,610
6B	Superior-Greenstone DSB	1,088,070
7	Bluewater DSB	2,124,870
8	Avon Maitland DSB	1,703,390
9	Greater Essex County DSB	5,151,190
10	Lambton Kent DSB	3,147,220
11	Thames Valley DSB	9,142,300
12	Toronto DSB	50,218,470
13	Durham DSB	5,190,010
14	Kawartha Pine Ridge DSB	2,146,220
15	Trillium Lakelands DSB	1,710,440
16	York Region DSB	4,445,840
17	Simcoe County DSB	2,468,190
18	Upper Grand DSB	1,616,340
19	Peel DSB	12,921,330
20	Halton DSB	3,043,870
21	Hamilton-Wentworth DSB	4,623,660
22	DSB of Niagara	2,960,630
23	Grand Erie DSB	2,532,280
24	Waterloo Region DSB	3,279,280
25	Ottawa-Carleton DSB	10,470,790
26	Upper Canada DSB	4,237,860
27	Limestone DSB	2,609,170
28	Renfrew County DSB	1,297,650
29	Hastings and Prince Edward DSB	2,674,590
30A	Northeastern Catholic DSB	527,750
30B	Nipissing-Parry Sound Catholic DSB	372,120
31	Huron-Superior Catholic DSB	579,850
32	Sudbury Catholic DSB	686,170
33A	Northwest Catholic DSB	248,630
33B	Kenora Catholic DSB	259,790

<b>Board ID</b>	<b>Board Name</b>	<b>GHG</b>
34A	Thunder Bay Catholic DSB	1,176,560
34B	Superior North Catholic DSB	447,220
35	Bruce-Grey Catholic DSB	125,560
36	Huron-Perth Catholic DSB	110,740
37	Windsor-Essex Catholic DSB	1,477,080
38	London District Catholic School Board	1,035,220
39	St. Clair Catholic DSB	649,720
40	Toronto Catholic DSB	7,098,190
41	Peterborough V N C Catholic DSB	528,690
42	York Catholic DSB	2,931,700
43	Dufferin-Peel Catholic DSB	2,848,600
44	Simcoe Muskoka Catholic DSB	434,310
45	Durham Catholic DSB	879,560
46	Halton Catholic DSB	958,460
47	Hamilton-Wentworth Catholic DSB	1,602,680
48	Wellington Catholic DSB	222,830
49	Waterloo Catholic DSB	1,698,940
50	Niagara Catholic DSB	1,901,600
51	Brant Haldimand Norfolk Catholic DSB	534,890
52	Catholic DSB of Eastern Ontario	731,110
53	Ottawa Catholic DSB	3,167,990
54	Renfrew County Catholic DSB	779,800
55	Algonquin and Lakeshore Catholic DSB	1,111,700
56	CSD du Nord-Est de l'Ontario	92,960
57	CSD du Grand Nord de l'Ontario	824,970
58	CS Viamonde	1,915,550
59	CÉP de l'Est de l'Ontario	781,450
60A	CSD catholique des Grandes Rivières	1,938,080
60B	CSD catholique Franco-Nord	474,200
61	CSD catholique du Nouvel-Ontario	1,134,250
62	CSD catholique des Aurores boréales	57,560
63	CS catholique Providence	649,150
64	CSD catholique Centre-Sud	1,328,320
65	CSD catholique de l'Est ontarien	1,218,580
66	CSD catholique du Centre-Est de l'Ontario	1,253,940

## Appendix C: 2017-18 Investment in School Renewal Allocation (\$40 million)

Board ID	Board Name	Capital	Maintenance
1	DSB Ontario North East	206,904	137,935
2	Algoma DSB	170,311	113,540
3	Rainbow DSB	210,227	140,151
4	Near North DSB	160,805	107,204
5A	Keewatin-Patricia DSB	128,087	85,391
5B	Rainy River DSB	69,457	46,305
6A	Lakehead DSB	142,034	94,689
6B	Superior-Greenstone DSB	78,101	52,068
7	Bluewater DSB	223,665	149,111
8	Avon Maitland DSB	229,966	153,311
9	Greater Essex County DSB	409,563	273,042
10	Lambton Kent DSB	290,633	193,757
11	Thames Valley DSB	903,367	602,246
12	Toronto DSB	3,341,160	2,227,332
13	Durham DSB	743,594	495,731
14	Kawartha Pine Ridge DSB	384,009	256,008
15	Trillium Lakelands DSB	224,617	149,747
16	York Region DSB	1,193,157	795,440
17	Simcoe County DSB	572,425	381,619
18	Upper Grand DSB	373,758	249,173
19	Peel DSB	1,512,673	1,008,450
20	Halton DSB	686,761	457,842
21	Hamilton-Wentworth DSB	537,974	358,652
22	DSB of Niagara	442,643	295,097
23	Grand Erie DSB	325,894	217,264
24	Waterloo Region DSB	675,690	450,462
25	Ottawa-Carleton DSB	893,682	595,789
26	Upper Canada DSB	394,535	263,025
27	Limestone DSB	277,955	185,305
28	Renfrew County DSB	164,334	109,557
29	Hastings and Prince Edward DSB	217,922	145,283
30A	Northeastern Catholic DSB	58,020	38,682
30B	Nipissing-Parry Sound Catholic DSB	47,766	31,845
31	Huron-Superior Catholic DSB	81,697	54,467
32	Sudbury Catholic DSB	85,281	56,856
33A	Northwest Catholic DSB	28,580	19,055
33B	Kenora Catholic DSB	20,051	13,369



<b>Board ID</b>	<b>Board Name</b>	<b>Capital</b>	<b>Maintenance</b>
34A	Thunder Bay Catholic DSB	112,480	74,988
34B	Superior North Catholic DSB	36,165	24,112
35	Bruce-Grey Catholic DSB	59,174	39,450
36	Huron-Perth Catholic DSB	50,724	33,818
37	Windsor-Essex Catholic DSB	229,508	153,007
38	London District Catholic School Board	211,475	140,986
39	St. Clair Catholic DSB	103,930	69,288
40	Toronto Catholic DSB	1,057,682	705,124
41	Peterborough V N C Catholic DSB	156,411	104,275
42	York Catholic DSB	530,010	353,342
43	Dufferin-Peel Catholic DSB	788,978	525,988
44	Simcoe Muskoka Catholic DSB	215,201	143,470
45	Durham Catholic DSB	213,055	142,038
46	Halton Catholic DSB	331,896	221,266
47	Hamilton-Wentworth Catholic DSB	309,083	206,058
48	Wellington Catholic DSB	76,999	51,335
49	Waterloo Catholic DSB	230,457	153,640
50	Niagara Catholic DSB	243,162	162,110
51	Brant Haldimand Norfolk Catholic DSB	108,909	72,608
52	Catholic DSB of Eastern Ontario	138,084	92,058
53	Ottawa Catholic DSB	480,756	320,505
54	Renfrew County Catholic DSB	68,806	45,872
55	Algonquin and Lakeshore Catholic DSB	148,712	99,144
56	CSD du Nord-Est de l'Ontario	51,201	34,135
57	CSD du Grand Nord de l'Ontario	74,194	49,465
58	CS Viamonde	174,566	116,380
59	CÉP de l'Est de l'Ontario	182,606	121,739
60A	CSD catholique des Grandes Rivières	154,545	103,032
60B	CSD catholique Franco-Nord	55,558	37,040
61	CSD catholique du Nouvel-Ontario	131,645	87,765
62	CSD catholique des Aurores boréales	26,152	17,437
63	CS catholique Providence	130,140	86,761
64	CSD catholique Centre-Sud	201,628	134,420
65	CSD catholique de l'Est ontarien	165,297	110,200
66	CSD catholique du Centre-Est de l'Ontario	243,513	162,344

## 2017-18 Education Funding

# A GUIDE TO THE GRANTS FOR STUDENT NEEDS



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# Introduction

Ontario is widely recognized as having one of the world’s best elementary and secondary school systems, and is continuously working to improve it. This guide is intended to support the important conversations among partners in the education sector by providing a clear explanation of how education is funded in Ontario through the Grants for Student Needs, or GSN. It also sets out the accountabilities of school boards and the Ministry of Education for the use of education dollars and discusses efforts to continuously improve the formulas used to fund education in Ontario.

The GSN supports funding for the classroom, school leadership and operations, specific student-related priorities and local management by school boards. The GSN’s purpose is to help the system achieve key goals, especially those of *Achieving Excellence*, Ontario’s renewed vision for education.

*Achieving Excellence* consolidates the many gains made by the education system to date and sets out a commitment to take it to the next level. It was developed by the ministry through extensive consultations with its partners in the education system.

The renewed vision emphasizes the focus on classroom education, which is the foundation of the system. At the same time, it broadens the system’s aims to look at more than academic achievement, particularly by supporting student well-being in a range of areas. It also recognizes the system’s need to close the gaps, so that all students benefit from a strong educational system attuned to individual needs.

The Ministry of Education, school boards and other stakeholders in publicly funded education are working together to align funding for school boards with the aims of *Achieving Excellence*.

## What GSN funding supports

- **Classrooms** (\$13.2B)
- **Schools** (\$3.9B)
- **Specific priorities** (\$4.4B)
- **Local management** (\$2.2B)

## The goals GSN funding helps achieve

- **Achieving Excellence**
- **Ensuring Equity**
- **Promoting Well-being**
- **Enhancing Public Confidence**

# How funding is structured

The Ministry of Education provides the bulk of operating funding to Ontario's 72 district school boards<sup>1</sup> through the annual GSN, also known as "the funding formula." The GSN is actually a collection of grants described in detail in a regulation under the *Education Act* each year.

Many grants are made up of two or more components, which are called "allocations." This guide sets out the funding provided by each grant and gives an explanation, including a high-level description of the calculation, of the major allocations within it.

Because the ministry and its partners focus on aligning resources with the key goals of the education system, this guide has been structured to reflect those goals by grouping grants under the following headings:

- **Funding for classrooms** focuses on providing classroom resources.
- **Funding for schools** provides the resources to ensure schools have the leadership they need and are clean and well-maintained facilities for learning. Funding is also positioned to encourage the most efficient use of space possible.
- **Funding a locally managed system** aims to ensure board leadership carries out focused activities to support alignment of resources which help schools and students strive to achieve excellence.
- **Funding for specific priorities** speaks mainly to the *Achieving Excellence* goal of closing gaps by, for example, meeting special education needs and improving language proficiency.

The ministry recognizes that conditions vary widely across Ontario and the funding formulas cannot take every situation into account. This is why local school boards have flexibility in how they use funding, within the over-all accountability framework discussed in the next section.

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<sup>1</sup> There are also 10 School Authorities, consisting of four geographically isolated boards and six hospital-based school authorities.

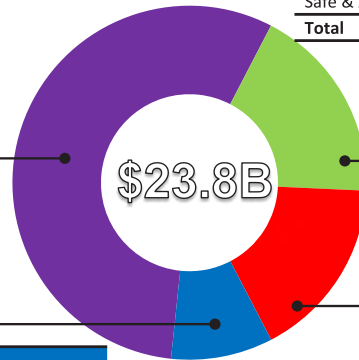
## WHAT DOES THE GSN SUPPORT?

Funding for classrooms	
Pupil Foundation Grant	\$10,806.4
Continuing Education and Other Programs Grant	\$142.4M
Cost Adjustment & Qualifications and Experience Grant	\$2,290.9M
<b>Total</b>	<b>\$13,239.7M</b>

Funding for specific education priorities	
Special Education Grant	\$2,807.2M
Language Grant	\$755.0M
Indigenous Education Grant	\$66.3M
Learning Opportunities Grant	\$759.2M
Safe & Accepting Schools Supplement	\$48.1M
<b>Total</b>	<b>\$4,435.8M</b>

Funding for a locally managed system	
Geographic Circumstances Grant	\$185.1M
Declining Enrolment Adjustment	\$17.3M
School Board Administration and Governance Grant	\$612.4M
Debt Service	\$457.7M
Student Transportation Grant	\$905.1M
<b>Total</b>	<b>\$2,177.7M</b>

Funding for schools	
School Foundation Grant	\$1,460.6M
School Facility Operations and Renewal Grant	\$2,417.8M
<b>Total</b>	<b>\$3,878.4M</b>



*Note: School authorities funding and funding not yet allocated are included in the total, but not in the pie chart.*

For the school board sector as a whole, GSN funding represents the overwhelming majority of revenues, more than 90%.

School boards also receive funding from the ministry for special, often time-limited programs, and from other ministries for specific purposes related to their mandates.

School boards may also raise funds on their own. Examples include renting out excess school space or charging fees for enhanced programming. These funds, however, should not be used to replace public funding for education or to support items funded through provincial grants. A [Guideline for School Fundraising](#) and a [Guideline for Fees for Learning Materials and Activities](#) may be found on the Ministry of Education [website](http://www.edu.gov.on.ca) (www.edu.gov.on.ca).

## Accountability for education funding

A central aim of *Achieving Excellence* – and one that extends beyond the classroom or even the school – is enhancing public confidence in our education system.

The province invests about \$24 billion a year in education. A major part of enhancing confidence is ensuring accountability for the use of these resources.

The province, through the Ministry of Education, is accountable for the public education system as a whole and the policy decisions that determine funding for school boards. Given their key role in providing services at the local level, school boards have important accountabilities to students, parents and others with a stake in outcomes, as well as to the ministry.

A cornerstone of Ontario's education system is the principle that school boards have a responsibility to ensure the effective stewardship of resources. Thoughtful, transparent budgeting, aligned with a focused strategy, is vital and integral to this goal.

With respect to the GSN, a robust financial accountability framework has been developed between school boards and the Province. This framework recognizes that accountability to the ministry must be balanced against the need for school board flexibility to address local conditions. It includes:

- Legislative requirements, such as the provision that school boards balance their budgets;
- Requirements around budgeting and financial reporting, as well as monitoring, audit, review and, in some cases, supervisory activities by the Province;

- Enveloping, which means requiring that certain grants be used only for the purpose intended; and
- Program/grant specific reporting requirements overseen by various branches of the ministry.

Another important activity that supports accountability is collaboration. Ontario has a proud tradition of open and frank conversations about education funding. Through these conversations, the funding formula benefits from a stronger understanding of the perspectives of others in the system.

The ministry engages with many partners, including:

- School board representatives,
- Trustee associations,
- Principals and vice-principals,
- Teachers' federations and education worker unions,
- Parent groups and
- Student groups.

The annual engagement and other collaborations are invaluable in holding all parties, including the government, accountable for the ways education is funded.

This guide describes how several grants are in transition, with some changes being phased in over more than one year. These changes have been informed by the ministry's ongoing contact with the sector, including the annual GSN funding discussions and collaborative working groups that make technical recommendations on how to improve the GSN.



# Funding for classrooms

## Pupil Foundation Grant

This grant, which accounts for about half of the GSN, supports the elements of a classroom education that are generally common to all students. The largest single element of the GSN, it provides funding for the salaries of classroom teachers, early childhood educators for full-day kindergarten, educational assistants, and other teaching staff such as teacher librarians and guidance counsellors. It also funds textbooks, classroom supplies and classroom computers.

The grant is calculated on a per-pupil basis. There are three different per-pupil amounts at the elementary level, depending on the grade in which a student is enrolled – kindergarten, primary (grades 1 to 3), junior/intermediate (grades 4 to 8) – and one per-pupil amount for secondary students. For classroom teachers, the per-pupil amounts reflect benchmark salaries and benefits, class size requirements and the need for preparation time. (A separate allocation, discussed below, recognizes teachers' relative qualifications and experience.) For other staff, the per-pupil amount is based on salaries and benefits and staffing levels.

For 2017-18, funding through the Pupil Foundation Grant is projected to be \$10.81 billion.

## Qualifications and Experience Grant

This grant provides additional support for classroom staff who have qualifications and experience above those provided for through the Pupil Foundation Grant. It is projected to total \$2.09 billion in 2017-18:

Allocation	2017-18 Amount
Teacher qualifications and experience	\$1.8 billion
Early childhood educator qualifications and experience	\$143.3 million
Benefits trusts allocation	\$202.9 million
Other allocations	\$145.8 million
Total	\$2.29 billion

- The **teacher qualifications and experience** allocation provides funding to boards with teachers who, because of their qualifications and experience, have average salaries different from the benchmark level used in the Pupil Foundation Grant.

- The early childhood educators qualifications and experience allocation is provided for boards with **early childhood educators** who, because of their qualifications and experience have average salaries different from the benchmark.
- The Benefits Trusts Allocation provides the incremental funding required to support the transition of benefit plans for staff to the Employee Life and Health Trusts.
- The other allocations under this grant include historical adjustments to the funding of non-teaching salary costs and funding for programs to mentor and train new teachers, as well as additional support for professional development for teachers and education workers. Additional details can be found in the technical paper available on the ministry [website](#).

## Continuing education and other programs

This grant supports a range of programs aimed at adult learners and day-school students, including secondary students who have completed more than 34 credits and wish to continue their studies. The grant is projected to total \$142.4 million in 2017-18:

Allocation	2017-18 Amount
Adult day school	\$16.9 million
High-credit day school	\$6.4 million
Summer school	\$32.9 million
Continuing education	\$57.2 million
Other allocations	\$29.0 million
<b>Total</b>	<b>\$142.4 million</b>

- The **adult day school** allocation supports day school programming for students who are at least 21 years of age as of December 31 of the current school year.
- The **high-credit day school** allocation is for day school programming for secondary students who have completed more than 34 credits and wish to continue their studies.
- The **summer school** allocation supports programming offered during the summer for day school pupils.
- The **continuing education** allocation supports a variety of programs delivered inside and outside the classroom (for example, through correspondence, self-study or e-learning), including credit courses for the purpose of earning a secondary school graduation diploma.
- The other allocations of this grant support the teaching of international languages at the elementary level and assessments of mature students' prior learning. More details are provided in the technical paper, available on the ministry [website](#).

# Funding for schools

## School Foundation Grant

This grant provides funding for principals, vice-principals and office support staff, as well as administrative supplies. The total School Foundation Grant is projected to be \$1.47 billion in 2017–18. It is divided into an elementary school and a secondary school portion. It also makes provision for combined schools – that is, schools attended by both elementary and secondary pupils of the same board. This grant includes measures which:

- Recognize a school's remoteness as well as its size; and
- Provide greater funding overall for principals in combined elementary and secondary schools (subject to minimum enrolment limits), and in elementary or secondary schools with multi-buildings (subject to minimum enrolment limits).

## School Operations and Renewal Grant

This grant supports the costs of operating, maintaining and repairing school facilities. Under the formula, funding is adjusted for boards that have older schools with unique design features such as wide hallways, large shop spaces, and auditorium spaces.

The current year marks the final year of a three-year transition to a new allocation method for many components of this grant.

The grant, consisting of two major allocations, is projected to total \$2.41 billion in 2017-18.

Allocation	2017-18 Amount
School operations	\$2.06 billion
School renewal	\$357.2 million
Total	\$2.41 billion

- The **school operations** allocation, which addresses operating costs such as heating, lighting, maintenance and cleaning of schools, consists of several components. The largest component is based on a benchmark operating cost associated with a standard floor area for each elementary and secondary pupil. This per-pupil benchmark is being increased to support the cost of operating space that students use.
- The **school renewal** allocation addresses the costs of repairing and renovating schools. Like the operations allocation, it consists of a number of components. The largest component is based on a benchmark renewal cost associated with a standard floor area for each elementary and secondary pupil. This per-pupil benchmark is being increased to support the cost of renovating the space that students use.

Funding is also adjusted to reflect the renewal needs of older schools and regional variations in construction costs.

Components to address the needs of underutilized space are changing in parallel with the changes to the operating allocation discussed above.

# Funding a locally managed system

## School Board Administration and Governance

This grant provides funding for board administration and governance costs, including those related to board-based staff and board offices and facilities. In 2017-18, it is projected to total \$612.6 million.

Allocation	2017-18 Amount
Board administration	\$553.3 million
Other allocations	\$59.3 million
Total	\$612.6 million

- The **board administration model**, developed in consultation with school boards, provides funding for board-level leadership, staff and related supplies and services. The model recognizes ten core functions that all boards, regardless of size, must perform. At the same time, it recognizes that enrolment is an important driver of higher administrative expenses. This new model replaces a way of allocating funding that relied more heavily on the size of boards' enrolment.
- The other allocations of this grant include funding for trustee compensation, parent engagement, consolidation accounting, internal audit, supports to improve school boards' information management, and the transformation of learning and teaching in the physical and virtual environment. Additional details can be found in the technical paper available on the ministry's [website](#).

# Student Transportation Grant

This grant provides school boards with funding to transport students to and from school. It is projected to be \$919.6 million in 2017-18. The grant is based on the previous year's amount, with a number of possible adjustments and/or additional allocations:

- The **enrolment adjustment** is made only for school boards with increasing enrolment, and is based on the percentage increase in enrolment.
- The **cost update adjustment** factor, which recognizes the increasing costs of providing transportation services, is 2% for 2017-18. The calculation applies the adjustment factor to each board's 2016-17 transportation grant.
- The **fuel escalator and de-escalator** provides for funding increases or decreases by comparing the actual price of diesel fuel for southern school boards and northern school boards to a benchmark price.
- Details on the other allocations within this grant, which cover transportation to provincial or demonstration schools, impacts of effectiveness and efficiency reviews of transportation consortia, and full-day kindergarten transportation, can be found in the technical paper available on the ministry's [website](#).

## Declining Enrolment Adjustment

Much of a school board's revenue is determined by enrolment. When enrolment goes down, funding also declines. School boards can adjust their costs downward as well, but this may take more than one year. The declining enrolment adjustment recognizes this need for extra time. The grant, which is projected to be \$17.3 million in 2017-18, is made up of a first-year and second-year component:

Component	2017-18 Amount
First-year	\$14.5 million
Second-year	\$2.8 million
Total	\$17.3 million

The **first year component** is based on a weighting of the difference between 2017-18 eligible revenues if enrolment had not changed from the previous year and 2017-18 revenue calculated using the current year's enrolment. It is available only if the current year's enrolment is less than the previous year's.

The **second-year component** is 25% of a school board's 2016-17 first-year component.

# Geographic Circumstances Grant

This funding recognizes the higher costs related to the remoteness of rural boards and schools. It takes into account several factors, including the enrolment of boards and individual schools, board distance from urban centres and dispersion of schools over a board's geographic area.

The grant, which is projected to be \$185.1 million in 2017-18, is made up of two allocations.

Allocation	2017-18 Amount
Remote and rural	\$115.8 million
Supported schools	\$69.4 million
Total	\$185.1 million

- The **remote and rural allocation** provides funding to: boards with enrolment of less than 16,000; boards that are distant from large urban centres; and boards whose schools are far from board offices and one another. The current year marks the final year of a three-year phase-in of updates to the data underlying these calculations to reflect urban population growth and other changes.
- The **supported schools allocation** helps make small, remote schools more viable by providing additional funding for teachers and, in some cases, early childhood educators. A school's eligibility is based on distance to the board's closest school of the same type (that is, elementary to elementary and secondary to secondary) with funding varying based on school enrolment.

# Funding for specific priorities

## Learning Opportunities Grant

The Learning Opportunities Grant (LOG) provides funding to help students who are at greater risk of lower academic achievement. It is projected to total \$759.2 million in 2017-18.

Allocation	2017-18 Amount
Demographic	\$358.2 million
Local Priorities Fund	\$218.9 million
Student achievement envelope	\$162.9 million
Other allocations	\$19.2 million
Total	\$ 759.2 million

- The **demographic allocation**, which represents the largest share of LOG funding, is based on social and economic indicators that signal a higher risk of academic difficulty for students. The indicators are low household income, low parental education, a one-parent household, and recent arrival in Canada. This allocation is distributed to boards based on the ranking of each of their schools on these measures, and a weighting of the measures themselves. Boards can use this funding for initiatives such as breakfast programs, homework clubs, reading recovery and independent supports.
- As a result of the education sector labour negotiations, several targeted education investments were discussed, in addition to compensation and benefit enhancements. The ministry has agreed to establish a **Local Priorities Fund** to address a range of priorities including more special education staffing to support children in need, “at -risk” students and adult education.
- The **student achievement envelope** comprises seven discrete allocations. These allocations, which directly support programs introduced over the past decade to improve student achievement, are for:
  - **Literacy and math outside the school day**, which funds remedial courses or classes for students who are at risk of not meeting the curriculum standards for literacy or math and/or the requirements of the Grade 10 literacy test.
  - **Student Success, Grade 7 to 12**, which funds a range of resources and activities to improve student engagement in secondary schools.



- **Grade 7 and 8 Student Success and literacy and numeracy teachers**, which recognizes the need to help students in earlier grades so they are better prepared for the transition to secondary school and beyond.
- The **School Effectiveness Framework**, which helps schools and boards assess how well elementary schools are performing and develop plans for improvement.
- **Ontario Focused Intervention Partnership tutoring**, which helps boards set up and/or expand tutoring programs for students who are not achieving the provincial standard in reading, writing, or math.
- The **Specialist High Skills Major** program, which allows students to customize their secondary school experience and build on their strengths and interests by focusing on a specific economic sector.
- The **Outdoor Education** program, which provides elementary and secondary students with learning experiences in the outdoors.

There is flexibility in how boards may use the individual allocations, as long as the total funding is spent on the programs within the envelope. Any unspent funding must be used on the programs within the envelope in a future school year.

- The other allocations of this grant provide funding for mental health leaders, who spearhead efforts in boards to promote clear, integrated and responsive pathways to service for students in need, funding for teacher-librarians and/or library technicians and an adjustment to reflect the impacts of amalgamating school authorities. Additional details can be found in the Technical paper available on the ministry's [website](#).

## Special Education Grant

This grant provides boards with funding for programs, services, and/or equipment for students with special education needs. Boards may use the grant only for special education, and must save any unspent funding to use for special education in a future school year. There is flexibility in how they may use some of the individual allocations within the grant, as long as the funds are spent on special education. The grant, which is projected to total about \$2.86 billion in 2017–18, is made up of six allocations:

Allocation	2017-18 Amount
Special Education per Pupil Amount (SEPPA)	\$1.48 billion
Differentiated Special Education Needs Amount (formerly High Needs Amount)	\$1.065 billion
Special Equipment Amount	\$102.4 million
Other allocations	\$209.9 million
<b>Total</b>	<b>\$2.86 billion</b>

- The **Special Education per Pupil Amount** provides every board with foundational funding toward the cost of special education supports. It is calculated using a board's total enrolment and a per-pupil amount. There are different per-pupil amounts for kindergarten to Grade 3 pupils, Grade 4 to 8 pupils, and Grade 9 to 12 pupils. The per-pupil amounts in the earlier grades are higher to direct more funding towards early intervention.
- Recognizing the variation across boards in the share of students with special education needs, the nature of the needs, and boards' ability to meet them, the new Differentiated Special Education Needs Amount (DSENA) aims to better align the allocation with boards' needs and resources. The new model was phased in over four years, with full phase-in completed for 2017-18. Additional details can be found in the Guide to the Special Education Grant to be made available on the ministry's [website](#).
- Under the **Special Equipment Amount**, each board receives a base amount plus a per-pupil amount, which together may be used to buy computers, software and other equipment for students with special education needs in line with funding guidelines. In addition, boards may submit claims to recover the costs, less a deductible, of other equipment recommended by a qualified professional for a student with specific special education needs.
- The other allocations of the grant are the Special Incidence Portion for students who require more than two full-time staff to address their health and safety needs and those of others at their school, the Facilities Amount for providing instruction in a care, treatment, custody or correctional facility, and an amount to support board-level expertise in applied behavioural analysis. Additional details can be found in the Technical paper available on the ministry's [website](#).

# Language Grant

This grant provides funding to meet school boards' costs for language instruction. It is made up of five allocations, and is projected to total \$765.0 million in the 2017-18 school year:

Allocation	2017-18 Amount
English as a Second Language/English Literacy Development (ESL/ELD)	\$293.6 million
French as a Second Language (FSL)	\$267.4 million
French as a First Language (FFL)	\$81.6 million
Programme d'appui aux nouveaux arrivants (PANA)	\$5.8 million
Actualisation linguistique en français (ALF)	\$116.6 million
<b>Total</b>	<b>\$765.0 million</b>

- English as a Second Language/English Literacy Development** funding is provided to English-language school boards to support students who need extra help developing proficiency in English. It consists of a Recent Immigrant component and a Pupils in Canada component. The former supports students who are eligible based on their country of birth and who have been in Canada four years or less. The latter reflects an estimate of the number of children in a board whose language spoken most often at home is neither English nor French.
- French as a Second Language** funding, available only to English-language boards, supports the costs of French instruction. It provides a per-pupil amount for each student. At the elementary level the amount varies depending on whether the pupil is taking core French, extended French, or is in a French immersion program. At the secondary level, the amount reflects both the student's grade level and whether the course covers French as a subject or another subject taught in French.
- French as a First Language funding** is available only to French-language boards, and recognizes the higher costs of instructional materials and support to provide French-language programs. It is made up of per-pupil amounts for boards' elementary and secondary enrolment, and a fixed amount for each new elementary school in a French-language board in the current school year.
- The **programme d'appui aux nouveaux arrivants** supports students from eligible countries who are newly arrived in Canada and do not have a Charter right to education in French, but have been admitted to French-language school boards and require extra help developing proficiency in French.

- **Actualisation linguistique en français** supports students in French-language boards who have a right to education in French because it is the language of one or both of their parents, but need extra help developing proficiency in French. It is calculated using a per-pupil amount that varies using a factor based on census data, that measures a board’s cultural environment. The factor reflects the share of school-age youth with at least one parent having French as their first official language spoken.

## Indigenous Education Grant

The Indigenous Education Grant, formerly the First Nation, Métis, and Inuit Education Supplement, supports programs designed for Aboriginal students, as outlined in the [Ontario First Nation, Métis, and Inuit Education Policy Framework](#). It is made up of four allocations:

Allocation	2017-18 Amount
Native Languages	\$9.7 million
Native Studies	\$25.4 million
Per-pupil amount	\$25.3 million
Board Action Plans Allocation	\$5.9 million
<b>Total</b>	<b>\$66.3 million</b>

- The **Indigenous Languages allocation (formerly Native Languages)** supports elementary and secondary Indigenous Language programs. At the elementary level, funding is based on the number of pupils enrolled in the Indigenous Language program and the average daily minutes of instruction. At the secondary level, funding is provided for each Grade 9 to 12 pupil enrolled in a credit course.
- The **Indigenous Studies allocation (Formerly First Nation, Métis, and Inuit Studies)** supports secondary credit courses in Indigenous Studies, providing a per-pupil amount for Grade 9 to 12 students.
- The **Per-Pupil Amount** supports Indigenous students, and reflects the estimated percentage of Indigenous students in a board’s schools, based on census data. Some of these funds are required to support a dedicated Indigenous Education Lead in each school board.
- The **Board Action Plans allocation** supports the implementation of programs and initiatives aligned with the 16 strategies and actions identified in the [Ontario First Nation, Métis, and Inuit Framework Implementation Plan](#).

# Safe and Accepting Schools Supplement

This funding supports the Safe Schools Strategy and provides targeted support to secondary schools in priority urban neighbourhoods. The grant, made up of two allocations, is projected to total \$48.1 million in 2017-18:

Allocation	2017-18 Amount
Safe and Accepting Schools	\$38.1 million
Urban and Priority High Schools	\$10.0 million
Total	\$48.1 million

- The **Safe and Accepting Schools** allocation includes two components. One supports non-teaching staff such as social workers, child and youth workers, psychologists, and attendance counsellors who work to prevent and mitigate risks to the school environment. The other supports programs for long-term suspended and expelled students, and prevention and intervention resources. Both components provide a per-pupil amount and also reflect a board's demographic characteristics and dispersion distance.
- The **Urban and Priority High Schools** allocation helps boards respond to challenges in select secondary schools, such as a lack of access to community resources, poverty, conflict with the law, academic achievement issues or a combination of these factors.

# Conclusion

Determining the best way to allocate funding to support [Achieving Excellence](#) and to put public resources to the most effective use in our school system is an ongoing process.

Funding arrangements will and must continue to change. For an effective education system, we must stay attuned to and gather information on the evolving needs of students, the costs that boards face, and how well our funding approaches support the outcomes we want from the system.

The ministry will continue to engage with school boards and others to ensure the collection and sharing of insights and information to support the goal of making the best possible decisions.

This guide has provided high-level summaries of grants, their purposes and their funding mechanisms.

This guide is not intended to describe the legal requirements around grant amounts or allocation methods. Readers looking for that information should consult the [Grants for Student Needs – Legislative Grants for the 2017-18 School Board Fiscal Year](#) regulation. The [Education Funding Technical Paper](#) for 2017-18 provides additional information on the calculations underlying many of the grants and more information about grants not discussed in detail here.

# Appendix

This guide groups grants by the outcomes they are intended to support. In contrast, the GSN technical paper, which describes the grant calculations in more detail, uses only two broad categories: foundation grants and special purpose grants.

Foundation grants provide each board with funding based on number of students and number of schools. Special purpose grants, which provide additional funding to meet specific needs, generally use data more reflective of local conditions and students. In the Technical paper these grants are set out as a list.

The technical paper is available on the ministry website at [www.edu.gov.on.ca/eng/funding](http://www.edu.gov.on.ca/eng/funding)

# **Ministry of Education**

**2017-18**

## **EDUCATION FUNDING: DISCUSSION SUMMARY**



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## Introduction

The Ministry of Education each year engages with a wide range of parties that have an interest in Ontario's publicly funded education system. This document reports on the engagement process for the 2017-18 school year.

As in previous years, the discussions looked at core areas of funding, which are collectively known as the Grants for Student Needs (GSN), and at funding through Education Programs – Other (EPO). For 2017-18, areas of special focus were:

- *Achieving Excellence*;
- Broadening the equity in education conversation; and
- Enhancing public confidence.

The discussions were structured around specific questions covering a range of relevant topics with the aims of prompting discussion of recent changes in funding mechanisms and looking for direction as future changes are considered. As in previous years, participants were encouraged to raise any other issues of concern to them.

Discussions brought together the following groups:

- School board representatives, including Directors of Education and senior school board officials;
- School board trustees' associations;
- Principal and vice-principal associations;
- Teachers' federations;
- Education workers' unions;
- The Minister's Advisory Council on Special Education;
- The Minister's Advisory Council on First Nation, Métis and Inuit Education;
- Parent groups (People for Education, Ontario Federation of Home and School Associations, Ontario Association of Parents in Catholic Education, Parents partenaires en éducation, Canadian Parents for French); and
- Student groups (Ontario Student Trustees' Association, Minister's Student Advisory Council, Regroupement des élèves conseillers et conseillers francophones de l'Ontario, Fédération de la jeunesse franco-ontarienne).

A summary of the discussions follows. Questions under each topic heading have been summarized and/or condensed. The full questions and technical background are available in the engagement guide, which was provided to all participants before and during the engagement sessions.

## Renewed Mathematics Strategy

This new strategy aims to improve student achievement in mathematics.

The questions covered:

- Whether the strategy needs clarification or additional support;
- The opportunities and challenges in educating teachers this year;
- How boards might best use the flexibility built into the funding, accountability requirements, and possible other supports to help improve math achievement; and
- Whether the Renewed Mathematics Strategy funding could be allocated more effectively and/or efficiently.

### *Clarification or additional support*

Generally, participants felt that since the strategy was launched only in the 2016-17 school year, it is still too early to answer many of these questions in detail. They did, however, make the following points:

- While the strategy is of value, it may reduce time available to teach other subjects and should not come at the expense of other key elements of education, like teaching basic literacy and instilling skills in critical thinking and understanding;
- It is hard for boards to change focus so quickly when the groundwork to go in a different direction was already in place;
- The strategy lacks a clear pedagogical component to guide how best to teach it, does not adequately address the needs of students with special education needs or those with learning disabilities, and is supported by resources that are sometimes outdated;
- Some wondered why existing programs were ended to introduce the new strategy, and what effort had been made to capture lessons learned;
- The ministry should consider revising the math curriculum, especially for the early years, incorporating math more broadly into other courses, providing more opportunities for students to practise their skills, and having math specialist teachers in the earlier grades, not just high school;
- Students need to understand the purpose of math outside the classroom, for example through a link to the Specialist High School Major initiative;
- For Indigenous students, land-based learning (which is being used in some Cree communities) might be valuable in teaching math;
- The strategy should leverage the practices of boards with good results in math and achievements of First Nations Student Success programs (note: FNSSP is a federally funded program in First Nation operated schools), and should co-fund successful approaches that boards have piloted; and
- There should be a range of well-designed indicators in place to measure the success of the new strategy.

### *Educating teachers (and others)*

On the question of building capacity - for existing teachers in teaching mathematics, many commented on the challenges, especially at the elementary level, where concerns were expressed about the readiness to teach math, particularly in larger blocks of time, after completing pre-service teacher programs. The importance of not only having math content knowledge, but also solid pedagogical approaches in math was also emphasized.

In addition:

- Many participants expressed a concern about using professional activity (PA) days for training because there are already a significant number of PA days.
- Because many supports are available only in central locations, for northern and remote boards travel costs comprise a larger portion of their overall budget;
- There was doubt as to whether training would help teachers who do not already have a math background;
- It is hard to train teachers whose math expertise varies widely, especially with the limited opportunities available; and
- It would be good for teachers to be trained over the summer, if possible.

It was agreed that where principals have become closely involved in implementing the strategy, whether by taking courses, mentoring teachers or encouraging collaborative professionalism, there has been greater success. It was suggested that training more principals might be beneficial. There was some concern, however, around putting yet another burden on principals.

### *Using funding flexibility and developing other supports; accountability*

Boards outlined the approaches they have taken to improve math performance, including the use of numeracy consultants and coaches, teacher teams, one-on-one help for students, and the development of new teaching models. One board reported that they survey math lead teachers to assess needs and tailor professional learning accordingly.

Some boards expressed a preference for greater flexibility in the use of the funds, suggesting less monitoring and paperwork for boards with better results. Reporting requirements were thought to be onerous.

On accountability, one board commented that secondary accountability requirements are more valuable because they are more precise than the elementary requirements.

### *More effective and/or efficient allocation of funding*

A number of participants had concerns and raised questions about allocating funding in part on the basis of school and student results on Education Quality and Accountability Office (EQAO) province-wide testing:

- There were questions about the completeness of EQAO data, and time lag between results and funding;
- If this is a long-term strategy, using short-term EQAO data may not be the best driver;
- It is not clear how the new strategy and testing performance are supposed to be linked;
- Targeting funding to low performers penalizes schools that have already put effort into improving scores and risks attaching a “label” to underperformers;
- Both French language and Catholic boards felt that because their math results are generally better, the strategy penalized them unfairly;
- Because scores province-wide generally are better in Grade 3 and Grade 9, but dip in Grade 6, more investigation and evidence are needed to understand why this is happening;
- Some felt that boards and principals, not the ministry, should decide which schools to support, because they have better on-the-ground knowledge, but others believed that the ministry was better positioned because it has more data;
- The funding should take into account the highly varied circumstances of boards across the province and their individual strengths and weaknesses; and
- The ministry should be looking at gaps in test performance on a question-by-question basis and sharing this information with boards to help support math improvement.

Other thoughts were:

- Include a technology component in the funding;
- Provide additional funding for summer programming to help students struggling with math;
- Redirect funding at the elementary level to provide for more teachers in large schools that have a math specialist and have worked effectively with students to bridge gaps; and
- Fund secondary schools by grouping them with their elementary pathway schools to support students moving from Grade 8 into Grade 9.

#### *Other issues*

Some participants spoke to the role of the home environment and culture in math achievement:

- Several participants felt that parents themselves often have “math anxiety” and are unable to help their children with math homework, so the ministry should expand existing help to parents (for example, on-line modules for grade 7 to 10 math support), and should translate support material into Indigenous and other languages; and
- Thought should be put into how to change the culture generally so that students are excited by math, as is the case, for example, in Finland (where the emphasis is on real-world application and thinking problems through rather than memorization).

Participants asked that the ministry, including its curriculum development staff, continue this conversation with all interested parties, including students, so that a clear and effective long-term strategy can be crafted and shared.

## Highly-Skilled Workforce

Ontario is implementing an integrated strategy to help build a workforce adapted to the demands of a technology-driven knowledge economy. The strategy is set out in *Building the Workforce of Tomorrow: A Shared Responsibility*, the report of a Premier's expert panel which was established in fall 2015.

Questions focused mainly on these areas and covered, in general terms:

- How to work towards a target of 25% student participation in Specialist High Skills Major programs by 2019-20;
- How best to provide more opportunities for students to learn through real-world experience, and meet the goal of every student having at least one experiential learning opportunity by the end of secondary school;
- How to use continuing education and other funding to give adult learners more access to flexible options, such as hybrid learning, and how to support accountability for their success.

### *General comments*

Many participants expressed the view that the strategy was a step in the right direction, and that Specialist High Skills Majors might even start in Grade 9 or 10 instead of the current Grade 11 or 12, and that students would enjoy real-world learning.

For maximum impact, many felt that the strategy should be tied to other programming, such as employment services, literacy and English language supports, and better integrated with postsecondary options, including apprenticeships. A few noted, however, what they felt to be a lack of research to support the strategy, for example on labour market needs, and others wondered how robust the long-term evidence was for the strong emphasis on experiential learning.

Some spoke to the need to instill an entrepreneurial spirit in students through better connecting the private sector and school boards. More generally, improving the economy, especially in smaller communities and those with cyclical industries, would call for greater collaboration among municipalities, counties, the education sector and employers. Suggestions included setting up industry advisory panels and providing financial incentives for local businesses and other partners.

There were also concerns about the up-front costs of building or leasing facilities and purchasing equipment to train students for skilled trades, especially as rapidly changing

technology can quickly render it outdated. Some felt that partnerships with colleges and/or universities, including combining campuses, might help to resolve this and other concerns.

On family attitudes, boards and students felt that parents in some areas were resistant to the idea of their children pursuing a trade instead of university. In other parts of the province, however, it was considered hard to prepare students for postsecondary education or even life-long learning because parents wrongly assumed that good local jobs were available to those with just a high school education.

### *25% target for Specialist High Skills Major*

Many participants were concerned that it would be hard to achieve the 25% target for the Specialist High Skills Major by 2019-20. There was also a perceived conflict between this program and co-op programs, and also with French immersion programming.

There were concerns around:

- Not having the right teaching resources or enough resources, and not having a succession plan in place when a teacher who champions the program leaves;
- The impact on credit accumulation and the ability to complete religious courses at Catholic schools;
- The administrative time needed to set up a program and market it to students;
- The cost of transportation to deliver students to programming, especially in remote areas;
- The decreased funding when students in these programs ended up, as is often the case, taking more than 34 credits;
- The loss in quality as a school increased its offerings; and
- The marketing among schools and co-terminous boards over the programs and the risk of students switching schools to have more options.

In line with the last two points, it was felt by some that the funding formula worked better for large schools than small ones (although there are examples of schools sharing programs).

As well, there were questions about how well the Specialist High Skill Major was serving what was felt to be its current target group, at-risk students, and whether this focus might be lost as the program expanded.

### *Providing more opportunities to learn through experience*

On experiential learning, community-based opportunities like visiting researchers and chances to see skilled tradespeople at work were felt to be beneficial, even as early as in grades 7 and 8. To improve effectiveness, there was an interest in having the ministry compile and share information on how boards are using funding, and also in tying curriculum more closely to experiential learning.

Smaller and more remote boards cautioned, however, that it was already hard to find enough suitable opportunities with employers. Funding for a board-level coordinator was suggested as a way of building capacity, as was more exposure/training for teachers.

Other barriers included a minimum age requirement of 18 years on the job site in some industries, as well as health and safety or other requirements that prevented workers from coming into classrooms. French boards were concerned about finding suitable opportunities where students could work in their own language.

One board suggested offering summer co-op programs as Continuing Education courses, permitting co-op credits to be counted as compulsory credits for the Ontario Secondary School Diploma, and allowing either volunteer hours or a community-connected experience to be counted.

Indigenous participants pointed out that First Nations, Métis and Inuit students who go on to postsecondary education often pursue studies of benefit to their communities, and the strategy should recognize and support that. Community organizations are already working in that direction and sharing the funding with them might be highly effective. It was also noted that experiential learning can be cultural, for example working with elders to build a sweat lodge, as well as land-based. Participants noted several instances of experiential learning developed in collaboration with First Nation communities or institutes.

#### *Giving adults more access*

General suggestions were for more professional development on how adults learn best, and looking at emerging delivery models and learning technologies to enable hybrid learning.

A number of participants noted that many adult learners were former students who had left school just a few years earlier. Even though they might need only a few credits, family and other demands mean they often struggle to complete the required hours. One board suggested paid co-op opportunities to help reengage these learners.

Adult programs are often housed in older buildings, participants said, and neither teachers nor students feel as well supported as those in regular classrooms. Better guidance and assessment is needed to identify and achieve goals. Some on-line learning is available, but there are issues with broadband bandwidth and collective agreement restrictions. These factors may all contribute to what some saw as a decline in interest among adults in finishing high school. It was also mentioned that a change in how alternative education models are funded has reduced funding for adult education.

One board noted that to set up an adult education program it had to submit the proposal to three separate ministries; suggesting that streamlining the process would be helpful.



### *Performance measures*

One board suggested that funding should reflect such measures as credit accumulation, graduation and attrition rates, attendance, and analysis of the student's courses and pathways.

### Enabling digital education

To meet the goals of *Achieving Excellence*, the Province's renewed vision for publicly funded education in Ontario; access to a robust and reliable broadband internet connection is a necessity. Boards have various revenue sources available to support digital education, including funding through the GSN for learning materials, classroom computers and associated network costs, and EPO funding, such as the \$150 million being invested in the Technology and Learning Fund over three years.

Participants were asked to consider the following:

- The system's learning needs around technology-enabled learning;
- How to use broadband to support student achievement, ensure equity, promote well-being and enhance public confidence;
- If the Technology and Learning Fund were continued, how it could be used more effectively and/or efficiently;
- Possible collaborative governance (for example, consortia) of digital education assets; and
- Possible reasons for year-to-year volatility in computer operating and capital spending.

### *Needs around technology-enabled learning*

A general concern was that understanding of digital learning (and teaching) is still evolving, especially in relation to the needs of the future workforce. Participants identified several learning needs:

- Better training for teachers, as students are often more advanced where technology is concerned, and give them opportunities to share successes and challenges;
- Possibly provide Additional Qualifications for teachers who need to stay current in technology;
- Teach students that using technology for learning is different from social use;
- Give students more exposure to and understanding of coding and programming;
- Explore the intersection between digital and experiential learning;
- Develop innovative approaches to group-based digital learning, including digital forums involving teachers and students; and
- Recognize that when information is easily available, the challenge becomes understanding and applying it properly.

One board noted that EQAO does not test or report on technology or related skills, like collaboration.

One group suggested that the Minister of Education should set up a taskforce to review the issues in digital education and related infrastructure needs.

#### *Use of broadband to support goals*

Broadband is a key enabler of digital learning, but access remains costly or impossible in remote areas, especially the North and parts of Eastern Ontario.

It was suggested that the ministry should:

- Track performance across boards to determine the problem areas, and develop a province-wide plan for information technology in the education sector to ensure consistency and equity; and
- Include other public sector partners in the area, such as universities and colleges, municipalities, hospitals and municipal government, and redirect some funding to support this collective approach.

Indigenous participants noted that access was important because their students may prefer on-line learning. Digital learning could also support smaller groups taking Indigenous language or Indigenous studies courses. For First Nations participants, getting better access was critical for expanding the use of an e-learning platform that learners have embraced in their own schools.

Participants noted several ways in which digital connections can make more effective use of what otherwise might be “down time” – for example, students can work from home when weather or illness keeps them at home. Another thought was installing Wi-Fi on school buses to allow students to make use of travel time, especially if they have long rides.

In areas where students faced challenges attending school because of distance, one board noted, e-learning could enhance home schooling. To allow this in elementary grades, however, the ministry would need to broaden access to the e-learning register, which is now limited to secondary-level students.

Where bandwidth is available to a board, concerns focus on the age of schools, which can hamper installation, lack of equipment and devices, security, and issues of effectiveness and equity. Many participants felt that continuing concerns in all these areas were slowing the shift to a fully realized digital classroom.

A conundrum for boards is which investments to make, especially as technology changes rapidly and devices proliferate, and who (teachers, educational assistants, administrative staff) should get which equipment (desktops, laptops, notebooks). One board wondered whether schools should be trying to keep up with consumer-based technology, much of which quickly becomes obsolete. Another concern was the choice of platforms.

Other concerns included:

- Lack of sufficient funding for broadband access, technology maintenance, licences, upgrades and equipment replacement, for retrofitting older buildings to allow broadband installation and for systems for human resources, payroll and other administrative functions;
- Being required to provide and/or allow for numerous devices when the infrastructure cannot support the bandwidth need;
- The trade-off between standardization, which reduces support costs, and getting the newest technology to the teachers who need it the most;
- The need for more individuals supporting schools who understand both technology and teaching;
- Investing more and developing protocols in such areas as security, privacy and confidentiality, record retention, and service backup and data recovery in case of disruption;
- The differing comfort/access levels among students and the inequities that “bring your own device” approaches can highlight; and
- Maintaining the optimal balance among several factors, including learning digitally versus through other modes and interacting socially on-line instead of in person.

#### *Technology and Learning Fund*

While the Technology and Learning Fund is appreciated, participants noted that because it is an EPO, it does not offer predictability for planning and should be moved into the GSN. It was also felt to be lacking in clear direction, while at the same time being a major paperwork burden.

For the GSN-based portion of the funding, many felt that it needed to be updated to reflect new technology and higher student expectations.

Boards spoke to ways in which they allocate funding, including setting access standards and making resources available to teachers who have shown their commitment by getting training. There was also a suggestion that an element of digital learning funding should be designed to reward teachers’ creativity in using technology to improve instruction.

#### *Collaborative governance*

On collective governance to achieve economies of scale, interest varied widely. Some pointed to the examples of other consortia (such as transportation) that have not always yielded the expected benefits. Concerns included the lack of incentive for large boards to join, the risk the ministry might create a new organization, which would take time, and the difficulty of bringing together differing existing platforms and meeting differing requirements driven by collective agreements. Others expressed interest, nonetheless, in using collective governance to tie digital learning resources to the curriculum, centralizing “back-office” and other administrative functions, and possibly developing a central help desk.

There were suggestions as to how ministry involvement might provide economies of scale through:

- Using the Province's central servers to save board information;
- Negotiating bulk purchases of devices; and
- Negotiating central agreements with internet service providers.

*Spending volatility*

Participants linked volatility in spending to:

- Combining as much purchasing of equipment in a single year to save money;
- Equipment replacement and warranty policies and the decreasing shelf life of hardware; and
- Cutting the technology budget when other pressures have to be accommodated.

## Special Education Grant

This grant provides additional funding, beyond the foundation grants, to help ensure equity in access to learning for all students. Beginning in 2016-17, the name of the High Needs Amount has been changed to the Differentiated Special Education Needs Amount to better express the allocation's purpose.

Participants were asked about several considerations, which can be broadly summarized as:

- Accountability measures beyond EQAO assessments for the ministry to assess outcomes for students with special education needs;
- Boards' internal processes to ensure funding is used in the best possible way, and what other GSN allocations boards use to complement the Special Education Grant and whether/how this could be reported;
- Possible changes to the development and implementation of Individual Education Plans (IEPs), and how to maximize their impact and better enable educators to support students directly;
- How to improve the use of the Special Incidence Portion for students with greater special education needs and better define and report on these students.

### *Accountability measures beyond EQAO*

Participants agreed that, especially for students with special education needs, assessment should look at the whole individual and over-all well-being, not just at EQAO data.

Some wondered whether students with special education needs should be required to take the EQAO assessment at all, expressing a view that boards should not be penalized for exempting students from assessments. A number of individuals commented on the need to allow students with special education needs to access their usual classroom supports (for example, speech to text tools) during assessments. Indigenous participants felt that their students faced particular challenges in the EQAO assessments.

Many saw difficulty, however, in measuring other dimensions of achievement:

- There was resistance to another province-wide measure like EQAO testing, but also concerns about the ability of smaller boards to develop their own measures;
- Ministry policies restrict other evaluations; and
- Dropping EQAO without an adequate replacement would take away any ability to benchmark.

One board commented that there should be a change in the outcomes of a student with special education needs within two years, and a standard way of measuring this is needed. One indicator, for example, could be the degree of modification needed for a student to take part in a standard program.

Measures suggested (and used) by another board included report card, suspension and other individual performance data, attendance and student/parent voice.

There were general thoughts around the outcomes being sought through special education programs and funding, such as whether students are expected to graduate or gain other academic achievements, or whether the intent is instilling life skills.

#### *Ensuring funding is used in the best possible way, and other sources of funding*

Lack of consistency across boards in their approaches to special education and, consequently, in how funding is used was felt to make it challenging to measure efficiency or effectiveness.

Some noted, however, that a board known to have a strong approach to special education may face the likelihood of additional students with special education needs moving to that board, which would increase the pressure on the board's resources.

There was consensus that boards typically struggle to find the resources to meet the needs of students with special education needs, whose numbers appear to be increasing despite lack of growth in total enrolment. As well, student and parent expectations are rising, including an interest in experiential learning as an aspect of special education and a desire for one-to-one student-to-staff interaction.

The early years present an important opportunity, as that tends to be the period when the greatest improvement is possible: yet some felt the needed supports, for example early childhood education staff and early interventions were lacking.

One board noted the growth in the number of educational assistants and expressed concern about whether they are being deployed effectively.

Some boards felt that enveloping of funds made it challenging to supplement special education funding from other sources.

Participants outside school boards expressed an interest in greater transparency in reporting how special education and other funding are used for these students. Some boards, however, noted that reporting requirements are already onerous, and several recommended wrapping the current allocations into one.

#### *Individual Education Plans (IEP)*

Some said the IEP was a cumbersome document and staff "write notes on top of it" to improve its value, with some individuals noting there should be a greater focus on delivery of program instead of record keeping. One board suggested updating the guide and providing more sample IEPs. It was also suggested the deadline for IEP preparation be extended to 45 days to allow for deeper assessment, also that students should have an active role in preparing the IEP regardless of their age, and that a mental health component should be added.

The IEP was also raised in the context of measuring progress, in the sense that a board/school should be accountable for the outcomes it identifies. There was a view among some that teachers resist developing an IEP for a student when the resources needed to implement the IEP are not available.

#### *Special Incidence Portion funding*

Many participants noted that the base amount of Special Incidence Portion funding (\$27,000 for each student identified as needing care from two or more full-time staff) has remained the same for more than a decade and does not cover the actual costs that boards face. One board said their actual costs were four times the amount provided.

Moreover, it was mentioned that health and safety issues, including educational assistants sustaining injuries and/or stress-related illness, are overshadowing efforts at education for these students. Safety plans are becoming more common and more complex. At the same time, some participants reported conflicting processes and guidelines from the ministry on how to work with high-need students.

Because so many resources go to support the highest needs students, there was a concern that the needs of “second-tier” students with special education needs cannot be adequately met.

#### *Other comments*

Inclusiveness was recognized as bringing more equity but greater costs and challenges in the classroom, especially with increasing severity and complexity of needs. The ministry heard that schools are increasingly seen as a place of last resort because of gaps in health system and community services: as one participant commented, it is becoming hard to draw the line between school and hospital.

One board suggested frequency, intensity and duration of behaviour and/or physical/medical needs should be used to determine which students have the greatest needs, and thought a standardized alternative curriculum for these students would be helpful. More generally, a recurring theme was lack of a clear definition of special needs (particularly the relationship between a student with special education needs and one with an IEP).

On the allocation of funding, many felt that the current methodology is opaque and has created inequities among boards. Some suggested that a greater share of funding should be allocated through the Differentiated Special Education Needs Amount and less through the per-pupil amount. In a similar vein, a more needs-based model was also suggested (although with cautions about the problems of the previous model).

There was concern, however, about making any change too quickly, as boards need time to adjust their approaches.

Other suggestions included:

- Better training for those working with students with special education needs;
- Embedding a special education component into all aspects of professional development;
- Better connecting mental health/well-being and special education funding, including funding mental health nurses directly, not through another ministry;
- Requiring boards to link Indigenous Education Councils with Special Education Councils, to more effectively tackle the needs of Indigenous students with special education needs, and using more community resources to help these students;
- Providing more funding for specialized transportation needs and the extra space outside classrooms that students with special education needs often need, and for speech therapy;
- Limiting the reduction in Special Education funding received by a board;
- Creating a Special Education working group to review the adequacy of funding;
- Adding a French-language funding component because of the difficulty of hiring French-speaking specialists;
- Relying less on postal code data; and
- Better recognizing the difficulty remote boards have in accessing special education experts.

First Nations participants were concerned about the rising costs of special education for their students because it increases the funding they must provide through education service agreements. They wondered whether the socioeconomic status of First Nations communities was reflected in the funding formula. As well, terminology around special education differs between school boards and First Nations, which can create problems in education service agreements.

Another area that many cited for attention was gifted students, who often appear to struggle with anxiety and depression despite their academic abilities, but who are sometimes overlooked.

## Indigenous Education

Several changes were made to First Nation, Métis, and Inuit education supplement, which supports Indigenous learning and courses in Indigenous languages and Indigenous studies, after discussions in fall 2015. These included funding for a First Nation, Métis, and Inuit lead position in each board; using 2011 National Household Survey data to update the per-pupil amount calculation; and moving support for board action plans from EPO to the GSN. In addition, as part of its response to the Truth and Reconciliation Commission's Calls to Action, Ontario made a three-year annual investment (2016-17 to 2018-19) of \$5M. In collaboration with First Nation, Métis and Inuit partners this investment will support targeted resource development and educator capacity building to enhance (age and grade appropriate) learning and teaching of the history and legacy of residential schools, treaties, and the Indian Act (1876).

Participants were asked about:



- Boards' progress on putting in place dedicated leads;
- How well the current four allocations address the needs of Indigenous learners;
- The balance of accountability with respect to the components of the Supplement;
- The possible increased use of self-identification data in funding models;
- Their satisfaction with provisions of the Calculation of Fees for Pupils regulation;
- Examples of successful Education Service Agreement negotiation approaches, and opportunities for improvement.

### *General comments*

Participants had several general comments:

- Many noted frustration among First Nations students, their families and often their communities as students struggle with the legacy of intergenerational trauma, especially in the sphere of education, and other challenges;
- There was a suggestion that the ministry and boards should bring together the Truth and Reconciliation Curriculum Steering Committee, and the Minister's Advisory Committee and Working Group to engage on policies;
- They also stressed the need to address Indigenous students' challenges with a concerted effort involving the Ministry of Education, other ministries, and Indigenous partners;
- Indigenous partners noted that the ministry and boards need to recognize they are not homogenous, and each group (First Nations, Métis and Inuit) has distinct histories and profile in Ontario:
  - First Nation partners noted that though the Political Accord signed in August 2015 with the Province as an important document that recognized the authority of treaty holders, it was not yet reflected in engagement;
  - Métis partners spoke about the history of denial of their existence in the province; and
  - Inuit partners said that while their communities are seen as purely Arctic-based, increasing numbers are moving to Ontario for education and other services and support is needed for this transition
- Indigenous partners expressed frustration that their input on funding was sought only once a year in the engagement process and that outcomes in the budget were often different from what they had discussed and expected;
- Generally, they noted a lack of consistency in the strength and value of their relationships with school boards across the province; and
- They also pointed out that they have significant resource material that isn't being used because board staff does not know about it. They suggested training for school staff in order that they are able to direct Indigenous students and families to appropriate resources.

### *Dedicated Indigenous Education Board Leads*

Many participants commented on the dedicated lead position:

- Indigenous partners had concerns that the position did not reflect their input, did not represent evidence-based open and transparent decision-making and moved support into board offices and out of classrooms in some cases;
- They also wondered why the effectiveness of existing board leads had not been assessed before extending the initiative across all boards, and also why the funding failed to cover a consistent performance evaluation tool;
- Both board and Indigenous representatives said they found the announcement as well as the implementation confusing:
  - Indigenous partners said that some boards required candidates to have supervisory qualifications, even though this was not a ministry requirement and eliminated most Indigenous candidates;
  - Boards were not sure if they were required to hire Indigenous candidates and if so, which qualifications would be required; and
  - Boards that had already created such a lead position were uncertain as to how they were expected to respond to the new initiative and what it meant for funding.
- Boards responsible for large geographic areas said funding for multiple part-time positions across the area would have been better, to save on time lost to travel;
- Other boards were concerned about fairness issues because the new position was supposed to have a single portfolio, while most supervisors are responsible for several; and
- A few boards noted that they did not have enough Indigenous students to warrant a full-time board lead, and that often they could not find a suitable candidate in any event (this was especially the case for French catholic boards).

Despite these concerns, many participants saw potential benefits. One table heard about the work being done by a lead at a northern board, which included helping negotiate education services agreements, building capacity, running community events, and bringing the community into classrooms.

To fully leverage the benefits, however, Indigenous representatives said that they needed to know more about who the leads are, what they were doing and how to engage with them.

They also wondered what the role of leads was in curriculum development, whether the funding and positions would be long-term, and how they would ensure appropriate input into Indigenous education. On the last point, they stressed the need for a consistent, formal process for engaging with Indigenous organizations and communities to identify contacts and where to seek advice and get feedback in developing the board action plans as well as implementing policies.

### *Self-identification*

Indigenous partners were generally wary about voluntary, confidential Indigenous student self-identification, citing widespread distrust of how the information is gathered and used, especially where parents had experience with residential schools.

As a result, many felt that this method underrepresented the Indigenous population and wondered if a model could be developed to better estimate numbers. Comparison to new data from the 2016 census was also suggested.

If use of self-identification is to be continued, suggestions included:

- Ensuring data is not used to automatically stream Indigenous students into applied courses whether it is appropriate or not;
- Ensuring methods for collecting data are simple to understand and ensure confidentiality; and
- Building greater trust with Indigenous families and communities (some noted that when a school felt culturally safe, for example because boards go to communities or a teacher has self-identified, data collection improves).

Many within and outside Indigenous communities wondered about the goal of self-identification, which they felt had not been adequately explained.

### *Accountability*

For Indigenous partners, accountability clearly extends beyond how boards are required to report spending to the ministry. They stressed the need for a wider definition that included accountability to their students and communities, because at present, boards vary widely in their commitment to Indigenous education.

They noted that only 60 of 72 boards currently have Indigenous education advisory committees/councils, and how these operate within boards is unknown to them.

Similarly, they noted that while Board Action Plans (BAPs) are potentially beneficial, accountability to Indigenous communities must be embedded in the documents. This should involve engagement with Indigenous organizations in the documents' development of the BAP and better reporting back on how funding was used, including a breakdown by group (First Nation, Metis, Inuit) instead of "Indigenous."

One suggestion was for the ministry to compile a summary of board action plans, including breakdown by type of activity (language, leadership, and so on), to share with Indigenous partners and other stakeholders.

On financial accountability, Indigenous partners felt that funding should be fully enveloped to prevent boards using it to cover shortfalls in other areas.

They also noted that the First Nation Metis and Inuit per-pupil amount is not accounted for in reporting back, which puts board leads in a difficult position because they cannot explain to Indigenous communities how the money is being spent.

### *Curriculum and Indigenous Languages/Studies programming*

Many participants noted the tension inherent in providing funding for First Nation, Métis, and Inuit Education that includes both support for Indigenous students and for courses that any student can take.

Participants generally felt that while educating as many students as possible about Indigenous history and culture was critical, this should be done mainly by embedding material in the general curriculum. They suggested that Indigenous Studies courses be funded from the GSN as other courses are, not through the First Nation, Métis, and Inuit supplement.

Indigenous participants stressed the importance of sensitivity training, protocols and connection to Indigenous communities and organizations to ensure the right historical context is in place as material is taught. They advised that teachers reference Truth and Reconciliation documents and resources.

With Indigenous Studies funded through the GSN, they felt that more resources should be directed to teaching and revitalizing Indigenous languages. Being able to access learning in their own language is a component for an Indigenous student's wellbeing.

There are many challenges in funding and delivering these courses, however:

- Fee-paying students are not counted toward the 12-student threshold for funding an Indigenous language course;
- Many school boards offer courses in limited grades only, typically the earlier ones, and there is a need for intermediate and advanced level courses;
- It was felt that staff do not effectively market language courses to students;
- Rigid teacher qualification and curriculum requirements often prevent people fluent in a language from teaching it; and
- Indigenous language teachers are growing older and will be hard to replace.

Several solutions were suggested:

- The ministry should update the Indigenous language allocation so that fee-paying students are recognized and/or smaller classes are funded;
- To deal with lack of fluent speakers who are also qualified teachers, co-teaching could be considered;
- Indigenous cultural/community centres could be funded to provide instruction; and
- Indigenous language instruction materials already developed outside Ontario could be adapted for use in the province.

### *Education service agreements and reverse education service agreements*

Apart from the issue of language instruction, as noted above, the major concern with education service agreements was that First Nation students are paying an amount similar to that charged to international students. Not only is this hard on communities financially, participants said, it is also unfair because community members who earn income off territory are already supporting the school system through their taxes.

Participants suggested that the ministry re-visit the calculation of fees, and that the previous education service agreement working group, involving Indigenous and Northern Affairs Canada, school boards, Indigenous partners and other stakeholders, be re-established.

From the perspective of Ontario boards, one concern was that some First Nation students arrive under education service agreements without speaking English. It was suggested that funding used now for students born outside Canada might be made available to help them.

Other concerns included transportation costs, the costs of infrastructure built with provincial money that also supports First Nation students, the long timelines associated with negotiating agreements, and difficulty in collecting fees.

In regards to reverse education service agreements, Indigenous partners felt these arrangements to be beneficial, especially because First Nation enrolment is generally growing in areas where enrolment at other boards is dropping. A problem, however, is that boards can say no and often do. (French boards expressed reluctance because instruction in French is not typically offered in First Nation schools.) Indigenous partners urged greater commitment to partnerships that are mutually beneficial and above all meet the needs of students.

### *Truth and Reconciliation*

One participant noted that even though this funding is time-limited, it should be used to ensure the building of reconciliation in the long term. There was also a comment that the use of the funding should be better defined.

## Children and Youth in Care

There are about almost 16,000 children and youth in care in Ontario, of whom more than 6,000 are Crown wards. Since 2008, the Ministry of Education has partnered with the Ministry of Children and Youth Services on initiatives to improve educational outcomes for these young people.

In 2013-14, the ministry began funding school boards to design and put in place innovative strategies and delivery models to improve educational outcomes for students in the care of, or receiving services from, Children's Aid Societies. Several other strategies and initiatives support the same goal.

Initiatives for children and youth in care were previously funded through an EPO, but since 2014-15 funding has come from the Province's Poverty Reduction Strategy. Many students are eligible for additional targeted supports, for example the Learning Opportunities Grant, the Safe and Accepting Schools Allocation, and/or Indigenous education funding.

Participants were asked about the following broad areas:

- Whether targeted GSN funding effectively supports the needs of children and youth in care and whether funding could be allocated more effectively/efficiently;
- Accountability mechanisms to ensure that the often complex needs of these students are met, the sharing of best practices, and collaboration with Children's Aid Societies;
- Leveraging available data to better track educational outcomes and close achievement gaps for children and youth in care.

#### *Supporting needs and allocation of funding*

Participants noted that the cost of serving these students is high and that they often arrive at a school with significant challenges. Participants recognized, however, that the personal and societal costs of not addressing their problems would be much higher later.

Suggestions for using funding more effectively and efficiently included:

- Trying to intervene earlier, for example at the elementary school level;
- Providing funding directly to social workers;
- Funding programs outside of the core day, for example job coaching and training, to get them ready for workforce;
- Better recognizing that many of these students have unmet special education and other needs; and
- Increasing accountability for the outcomes and well-being of students in care.

Many children and youth in care move frequently, which can hamper efforts to help them. As one participant noted, "sometimes the only consistent thing in their lives is the school," but a move may take them to another school or even a different board. A strong suggestion was made that the ministry should cover the cost of transportation so that students could stay in their school.

Another transportation-related gap was the need for students to take part in a program at an agency outside the board's catchment area; a particular problem for rural and remote boards.

Indigenous partners were troubled by the disproportionate number of students from their communities who were in care and/or special education. They suggested targeted funding for boards and community organizations to develop culturally appropriate solutions.

Many participants talked about the increasing challenges that troubled teens face as they move past the age of 16. Homelessness among this group is not addressed, they said, and when these

students reach 18, they are generally moved onto social assistance. It was recommended that a support worker should be provided to help students through this transition and that those who want to complete their secondary school diploma should receive adequate funding. Support should also be in place for homeless students over 21 who are attempting to complete their diploma.

#### *Accountability and sharing best practices*

Participants suggested that there should be clear criteria for funding and referrals, because the better-presented cases are not always the ones with the greatest needs. Another suggestion was that the accountability model should be multi-layered and recognize the accountability of partners like the Children's Aid Society, not just the school board. Keeping funding flexible was strongly urged, since these students often need to have basic needs met before the curriculum happens.

One board suggested best practices could be shared at the Care and Treatment meetings that take place provincially four times a year.

#### *Information and data*

Many participants had concerns around information. As these students are supposed to be getting a "fresh start," they often arrive with little or no information about the needs of the students. Lack of information also hinders efforts to put the right supports in place. Participants asked for more clarity about access to information that partner organizations may have.

Once a student enters a system, one board suggested, specific data aligned with the student's needs and supports should be closely monitored on an individual basis.

### Next Steps in Community Hubs

In August 2015, the Premier's Community Hub Framework Advisory Group made specific recommendations to help the Province review policies and develop a framework to adapt existing public properties to become community hubs. A One-Year Implementation Update on Community Hubs in Ontario subsequently summarized progress on implementing the recommendations.

In May 2016, the Ministry of Education released a memorandum to outline three supports for community hubs in schools:

- Amendments to Ontario Regulation 444/98, which deals with the disposition of surplus real property;
- Enhanced education capital funding to support community hubs in schools; and
- Additional child care retrofit funding.

Participants were asked about:

- The amendments to O. Reg. 444/98, which extend the time a property is circulated among potential public sector buyers and broadens the list of buyers;
- Other types of capital or other initiatives/programs the ministry should consider to encourage more community hubs and partnerships in schools;
- Common information that would be useful in either locating or operating a community hub in a school;
- How school boards and other partners might work together to support the government's commitment to create additional child care spaces and Ontario Early Years Child and Family Centres;
- How they might work together more effectively in general, especially around financial arrangements; and
- The impact on school boards of requiring that space leased to child care and early years providers be guaranteed for a minimum number of years.

#### *Amendments to O. Reg. 444/98*

Most participants expressed their satisfaction with the changes. Indigenous partners, however, were concerned that there is still no guarantee that if they invest in a property, they will get the investment back if the property is sold. There was a similar concern where the church had invested in a Catholic school property.

On extending the circulation period, several boards wondered if the ministry would look at interim funding to support building operation during the longer period.

In some instances, many said, 180 days was still not enough time. Not all areas of the province enjoy strong real estate markets, and dispositions are especially difficult in the North. Community groups might be able to use the space, but can't pay market value; there were suggestions for some mechanism to make up the difference. One board recommended that leases to other boards should also be at fair market value.

Catholic boards noted that their properties are often next to a church or even partially on church property, which complicates dispositions.

#### *Other types of capital or other initiatives/programs*

Many boards noted that it is easier to accommodate a hub in a new build because of needing security and physical separation of partner space. Even in a new build, however, more partners make it harder and more costly to design and build a facility, and boards were concerned that the capital formula does not recognize this. Despite concerns, boards and other participants acknowledged opportunities to be creative.

A major concern was added operating costs. One board mentioned that space for hub partners should be reflected in the school's utilization rate. Another participant suggested the ministry should dictate the rate that partners could be charged. Even with set charges, however, many



potential partners are unable to pay the full cost of being in the hub. Several argued that where that is the case, schools need ongoing operating funding.

There were tensions around what services might be offered in the hub, and whether some should be offered only outside the school day. Some said hubs should be used for student achievement purposes only, while others took a broader view.

One participant noted that the demographics, tastes and behaviour of the local community would shape service offerings. The possibility was raised, for example, that parents might not want a psychologist's office in a school. In areas of older population, there was more interest in having age-friendly services. Catholic boards were concerned that partners be in keeping with the teachings of the church.

Indigenous partners expressed a hope for a vision to recognize the potential to deliver services supporting overall well-being at schools, especially in remote and rural areas. They identified a desperate need for more children's mental health support in particular.

One board spoke to how hub funding might support special education. For example, a large urban board is creating a clinical hub in a school to support children with complex special education needs. That board, however, has access to a wide range of community partners, space and resources. The question was whether or how this model could be applied in smaller cities and rural locations.

One group suggested that:

- Hub resources, initiatives and processes should be aligned across ministries to better engage with community partners;
- The ministry should consider rolling the EPO grant for Community Outreach into the GSN.

### *Child care and early years*

There were questions raised about the plan to create 100,000 new child care spaces, in terms of where they would be located and, for francophone boards, what language they would operate in. Boards cited examples of investments in child care spaces that were taken up only very slowly. Another concern was the shortage of enough early childhood educators to support the expansion.

One board suggested the ministry should fund operating and capital costs of childcare spaces in schools to improve affordability and streamline financial arrangements.

Additional issues included:

- Confusion about the respective roles of consolidated municipal service managers and boards;

- Decreasing municipal support for childcare, despite a need for municipal service managers to share in the childcare commitment;
- The fear of assimilation expressed by francophone boards, who said that they were often at the mercy of largely Anglophone municipalities that did not understand their realities;
- The risk that a ministry desire for child care partners to reimburse boards for their space could lead to a reduction of school-based day care in areas where parents can't afford high fees and subsidy funding is insufficient.
- The inability of a board to offer extended day programs (often because of competition by free programs offered at other sites) or their costliness if required to.

#### *Information to support decisions about where to locate/operate hubs*

Several boards said they used community surveys to gauge interest in child care space, and environmental scans and surveys to determine whether a community hub should be incorporated into a school. Some suggested the ministry should provide demographic data to determine what kinds of community hubs are best suited to particular areas of the community.

For possible hub partners, helpful information might include the cost, school age and location, available space and parking, whether there are separate entrances, and transit availability.

#### *Working with community partners*

There was a concern about “mixed messaging” on hubs, with communities hearing that the Province was promoting them, but partners not committing, likely due to the cost.

Reluctance might also stem from the risk the school might close in future, it was suggested. There are fewer partners than expected, one participant said, and fewer qualified people to run hub programs than needed. Francophone boards said they faced special challenges finding francophone partners.

On the added administrative burden of creating and running hubs, a suggestion was to fund staff time (a principal, vice-principal or property manager) specifically to manage hubs. There were concerns that principals were unable to supervise hub staff. It was also seen as important that partners not have priority over school boards in accessing space.

Many were concerned that the involvement of municipalities was adding red tape to hub creation. There was a suggestion that processes need to be streamlined generally. And while municipalities are well suited as partners, some noted that they often have excess space themselves in areas with underutilized schools and others said municipal financial support was slow in coming even where hubs made sense.

It was suggested that the province, municipalities and school boards work together on a clear community hubs policy that outlined appropriate funding sources.

### *Impact on school boards of lease commitments*

A common concern was that if a board needed the space back before a longer-term lease expired, this would disadvantage the students who are their primary focus. Longer terms would also hamper accommodation reviews.

### *Other comments on hubs*

Participants also said that:

- The Province must provide best practices and lead the process;
- The Ministry of Education needs to have cross-ministry discussions;
- Some boards are getting money for community hubs that they can't use but can't spend on other areas, like special education.
- Indigenous friendship centres are already hubs and should be recognized for that.

## School Board Administration and Governance compliance

An element of enhancing public confidence in Ontario's education system is ensuring proper accountability for funding. In 2014-15, the ministry began phasing in a new allocation model for the School Board Administration and Governance Grant. Spending under the grant is enveloped and board administration expenditures are limited to a specific allocation.

Participants were asked to consider:

- The challenges a board might face in complying with the enveloping provisions; and
- Ways in which the ministry might ensure compliance with the enveloping provisions.

### *Challenges*

Many boards reported significant pressure on their administrative budgets from:

- Legal fees relating to human rights challenges, human resource issues and labour relations;
- Benefit costs related to non-unionized employees;
- Implementing new initiatives and meeting new reporting requirements;
- Changes to sick leave provisions and the rising costs of sick leave and other absenteeism;
- Board office software and internet connectivity;
- Document and data management; and
- Attendance management services, supply teachers, case management and physician referral fees.

Small boards reported feeling the most pressure, as many staff members have multiple responsibilities already.

On salaries, some boards said they are seeing increasing instances of staff leaving for another board because owing to salary freezes that is the only way to get a raise. Salary benchmarks are felt to be too low, and it was suggested that implementation of the freeze affected boards disproportionately.

Suggestions included:

- Adding a component specific to child care/hubs to administrative funding;
- Reviewing the impact of the new model on boards that saw large reductions;
- Continuing to streamline EPOs;
- Including a component in every EPO to cover administrative costs;
- Requiring/encouraging more partnerships and sharing between coterminous boards to reduce costs;
- Basing the funding on specific projects and cost pressures, not just demographics and enrolment numbers; and
- Giving boards more flexibility in the use of proceeds of disposal of properties.

Boards also reported challenges around class size limits. For example, while they can still meet the required averages, some still have larger classes in some schools, which can be a problem for classroom capacity. Predicting exact enrolment is difficult, which can mean either over- or under-staffing from year to year.

### *Ensuring compliance*

The ministry was advised by boards not to put in place more restrictions on the use of funding, but instead trust boards to manage themselves and trustees to ensure accountability.

If further restrictions were to be placed, boards advised consulting with education stakeholders beforehand.

In terms of actions the ministry might take with non-compliant boards, the suggestion was to talk to a board before acting to get a better sense of why it is non-compliant.

## Further Transformation of Other Transfer Payments

Participants had several suggestions:

- Move EPO funding into the GSN as quickly as possible when it is clearly meant to be long-term, and bundle EPO funding into major categories, not individual grants;
- Continue to streamline processes and grants;
- Work across ministries and within the ministry to simplify grants, processes and approvals and make better use of resources;
- Review funding with the goal of understanding and addressing the changing nature of student needs, especially around mental health, identity and transitions;

- Review the transportation funding formula because of rising costs, including the impact of new procurement rules and a driver shortage, and set provincial benchmarks, including a uniform “walk distance” for boards;
- Provide predictable and sustainable funding for school repairs and allow wider use of Education Development Charges for building and repairing schools;
- Review the provincial funding benchmarks for information technology;
- Review the initial funding benchmark differences that came into effect with the initial creation of GSN allocation model;
- Consider the consequences of changes on boards of all sizes, and do not overlook School Authorities;
- Before new initiatives (either capital or operating) are announced, consider how boards will fund them on an ongoing basis; and
- Consider the human infrastructure needed to keep the system running properly.

## Other topics

Other concerns, issues and topics that participants raised included:

- Need for clearer communication of ministry decisions and direction and better timing of announcements;
- Collect information about boards across the province to help set context and identify anomalous situations;
- Need for more in-depth and rigorous research and evidence to reduce new initiatives that threaten coherence and fail to consider or measure outcomes;
- What many called “professional development day fatigue;”
- The supports needed for students with special education needs after the age of 18, which boards sometimes cover even though they are not specifically funded;
- Investments needed to comply with the *Accessibility for Ontarians with Disabilities Act*, ensure full-day kindergarten spaces in fast-growing areas and maintain administrative buildings;
- The need for accountability, especially around targeted funding such as is provided for special education or Indigenous education, to include the relevant community and broaden measures of outcomes beyond the financial;
- The need for deeper and more continuous engagement through the year with First Nation, Métis and Inuit partners;
- The treatment of First Nation schools, which are under federal jurisdiction, as “private schools” in Ontario and the difficulties sharing ideas, professional development and innovative approaches between First Nation and Ontario systems;
- Greater consideration of the impacts of unexpected funding announcements, especially for capital, and recognition that especially in smaller communities there is limited capacity in the building industry to meet competing boards’ demands;
- Various challenges created by collective bargaining processes and outcomes;
- The need for more subtle distinctions in students’ interests and capabilities than the current “Applied” and “Academic” streams;
- Lack of standard course codes across boards, which complicates postsecondary admission; and
- Problems with the functionality or availability of various on-line tools/platforms provided by the ministry

Participants expressed satisfaction with a new feature of the engagement process, which made subject matter experts readily available during discussions to answer technical questions.

There was a suggestion that participants at the sessions might be given more options to take part in topics more closely aligned to their interests and/or expertise.

Indigenous partners suggested more time to review materials before the sessions, as discussing issues with their communities can take considerable time.

Education Funding

**Grants for Student Needs  
Projections for the 2017-18 School Year**

Spring 2017  
Ministry of Education

Une publication équivalente est disponible en français sous le titre suivant : Financement de l'éducation : Subventions pour les besoins des élèves, Projections pour l'année scolaire 2017-2018, printemps 2017, sur le [site Web](#) du ministère de l'Éducation.

ISBN : (PDF)



## Grants for Student Needs Projections for the 2017-18 School Year

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The following tables contain projected board-by-board allocations of the Grants for Student Needs (GSN) including other related information for the 2017-18 school year. The funding projections have been prepared by the Ministry of Education and are based on enrolment and other data provided by school boards. The tables also contain board-by-board allocations from prior years.\*

These projections include the impact of enrolment change, new investments, savings measures, and structural refinements on GSN funding levels for the 2017-18 school year. The actual revenue that a school board receives through the GSN over the course of the school year may change as in-year information on enrolment and other factors become available. In addition, some individual grants may not be comparable year over year due to grant realignments, changes in grant structure, the introduction of new grants and allocations, as well as changes in accounting practices. The data in the tables from prior years is drawn from the most recent financial information submitted to the Ministry by school boards.

It should be noted that, in 2014-15, there was a significant increase in total funding. This increase was largely due to the movement and integration of funding for Ontario's Full-Day Kindergarten (FDK) program from Education Programs – Other (EPO) into the GSN.

### Grants for Operating and Other Purposes

This section shows the grant allocations for operating and other purposes for each board listed by grant and allocation, as well funding for selected capital funding costs and funding for School Authorities. Details on how operating grants are calculated are found in the Technical Paper, 2017-18, Spring 2017.

### Average Daily Enrolment

The measure of enrolment used for funding purposes is the Average Daily Enrolment (ADE) of pupils. Boards report the full-time equivalent of students enrolled at each school as of October 31 and March 31, which are the two count dates in the school

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\* This document includes data beginning in 2002–03. Data from 1998–99 through 2001–02 is available on the Ministry of Education's [website](#).

board fiscal year. The calculation of ADE is based on an average of full-time equivalent students reported on the two count dates.

## Projected Grants for Student Needs for the 2017-18 School Year (73) Provincial Totals

April 2017

Grants for Operating and Other Purposes <sup>1</sup>	2002-03 Actuals	2003-04 Actuals	2004-05 Actuals	2005-06 Actuals	2006-07 Actuals	2007-08 Actuals	2008-09 Actuals	2009-10 Actuals	2010-11 Actuals	2011-12 Actuals	2012-13 Actuals	2013-14 Actuals	2014-15 Actuals	2015-16 Actuals	2016-17 Revised Estimates	2017-18 Projections
1. Pupil Foundation Grant	8,075,061,286	8,164,747,394	8,411,386,751	8,856,954,477	8,324,100,385	8,722,112,959	9,058,127,594	9,253,961,913	9,533,573,718	9,810,602,145	9,772,503,430	9,556,199,172	10,486,522,040	10,431,848,964	10,587,791,443	10,806,405,568
2. School Foundation Grant					1,122,132,244	1,211,243,561	1,276,917,472	1,321,596,390	1,357,128,147	1,394,686,259	1,385,684,124	1,371,013,115	1,418,161,430	1,414,029,379	1,444,052,352	1,465,981,762
3. Special Education Grant	1,624,805,781	1,836,999,359	1,853,789,176	1,968,483,409	2,003,504,920	2,098,595,740	2,176,709,590	2,248,243,417	2,318,167,473	2,511,041,923	2,496,118,477	2,483,308,568	2,700,369,557	2,713,505,497	2,786,573,084	2,855,724,909
4. Language Grant	444,048,784	456,847,749	530,870,197	551,723,099	565,349,974	577,410,913	597,045,247	608,191,421	629,444,558	649,681,421	643,832,010	641,842,377	653,249,253	662,799,226	714,715,602	765,017,717
5. Indigenous Education Grant *						12,072,115	21,581,790	28,604,891	42,959,636	39,158,029	40,614,791	42,261,105	47,035,377	50,919,099	61,385,903	66,258,680
6. Geographic Circumstances Grant	189,567,139	234,951,705	268,788,189	274,877,880	165,236,917	186,546,530	189,920,094	195,122,818	194,265,621	192,756,854	183,296,414	180,641,622	201,325,263	195,819,234	190,641,095	185,132,807
7. Learning Opportunities Grant	297,506,775	441,691,985	514,183,563	523,695,723	391,539,143	404,953,606	418,480,276	418,532,290	462,353,856	477,348,444	495,774,164	491,356,994	502,698,919	500,401,372	531,909,476	759,211,715
8. Safe and Accepting Schools Supplement							43,530,045	44,312,402	44,844,330	46,085,657	45,948,395	45,511,753	47,131,368	46,919,826	47,458,499	48,084,015
9. Program Enhancement Grant						35,332,500	45,586,600	45,538,350	45,326,050	45,036,550						
10. Continuing Education and Other Programs Grant	101,360,588	101,770,993	99,942,691	102,930,341	104,603,097	106,239,518	123,315,403	135,627,506	140,371,510	143,933,671	145,649,948	153,750,414	150,392,871	145,855,934	140,686,375	142,386,145
11. Cost Adjustment and Teacher Qualifications and Experience Grant	594,772,008	628,853,515	659,347,722	625,117,769	711,443,643	806,118,385	949,391,613	1,083,786,735	1,271,516,648	1,415,926,033	1,381,810,234	1,450,202,347	1,684,754,564	2,042,837,664	2,019,495,405	2,294,726,170
12. Student Transportation Grant	629,266,993	651,293,655	688,456,431	721,912,654	742,961,683	781,955,083	816,021,615	827,628,406	839,763,167	852,455,036	850,030,249	866,568,097	861,982,587	863,457,288	903,574,728	919,551,664
13. Declining Enrolment Adjustment	38,169,459	109,352,779	88,595,314	123,963,177	68,437,839	67,055,692	70,460,454	59,451,450	59,663,626	60,262,568	62,179,997	72,882,355	66,510,239	39,281,341	18,882,332	17,279,830
14. School Board Administration and Governance Grant	462,643,860	467,294,486	477,146,241	487,601,247	493,812,937	501,083,592	526,835,022	540,384,766	542,350,367	548,842,026	541,304,315	537,237,563	573,440,679	574,510,679	594,254,153	612,629,485
15. School Operations Allocation	1,439,709,979	1,476,282,111	1,582,417,483	1,656,612,928	1,680,847,352	1,741,175,070	1,812,479,479	1,894,724,880	1,919,215,938	1,961,995,092	1,979,715,261	1,983,596,864	2,057,710,943	2,049,147,246	2,052,991,793	2,056,491,323
16. School Renewal Allocation (excluding GPL)	266,848,483	293,308,313	324,140,189	307,282,963	305,129,754	305,828,141	244,999,610	306,795,489	303,063,792	299,562,403	324,597,843	323,228,031	329,199,679	364,560,501	361,004,242	357,169,358
17. Interest Expense	255,072,199	263,426,541	290,680,212	311,144,266	347,299,596	383,858,485	404,476,696	432,250,885	451,626,012	441,968,271	442,805,209	447,662,603	439,769,301	426,642,482	411,292,962	392,020,120
18. Non-Permanently Financed Capital Debt	22,612,653	92,007,953	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450
19. OMERS <sup>2</sup>	(83,774,355)	(27,843,993)							21,016,540							
20. Other amounts <sup>3</sup>											80,680,547	25,638,124				
21. School Authorities <sup>4</sup>	41,312,326	43,358,410	46,075,492	44,672,968	49,229,221	49,323,217	50,638,209	26,631,021	28,230,578	28,097,103	29,096,901	29,490,825	30,445,247	31,603,123	33,126,536	34,285,965
<b>TOTAL FUNDING</b>	<b>14,398,983,958</b>	<b>15,234,342,955</b>	<b>15,901,543,101</b>	<b>16,622,696,351</b>	<b>17,141,352,155</b>	<b>18,056,628,557</b>	<b>18,892,240,258</b>	<b>19,537,108,480</b>	<b>20,270,605,017</b>	<b>20,985,162,935</b>	<b>20,967,365,758</b>	<b>20,768,115,379</b>	<b>22,316,422,767</b>	<b>22,619,862,305</b>	<b>22,965,559,430</b>	<b>23,844,080,681</b>

Average Daily Enrolment of Pupils of the Board	2002-03 Actuals	2003-04 Actuals	2004-05 Actuals	2005-06 Actuals	2006-07 Actuals	2007-08 Actuals	2008-09 Actuals	2009-10 Actuals	2010-11 Actuals	2011-12 Actuals	2012-13 Actuals	2013-14 Actuals	2014-15 Actuals	2015-16 Actuals	2016-17 Revised Estimates	2017-18 Projections
Elementary	1,323,942	1,316,404	1,300,674	1,286,401	1,264,051	1,248,001	1,230,694	1,218,511	1,213,881	1,213,880	1,214,567	1,219,574	1,356,214	1,356,776	1,373,860	1,378,226
Secondary	673,537	650,166	663,309	672,999	679,980	682,933	682,537	683,693	676,709	664,640	649,178	624,644	606,945	599,949	593,350	591,265
<b>Total</b>	<b>1,997,479</b>	<b>1,966,570</b>	<b>1,963,983</b>	<b>1,959,400</b>	<b>1,944,030</b>	<b>1,930,934</b>	<b>1,913,231</b>	<b>1,902,203</b>	<b>1,890,589</b>	<b>1,878,520</b>	<b>1,863,745</b>	<b>1,844,218</b>	<b>1,963,159</b>	<b>1,956,724</b>	<b>1,967,210</b>	<b>1,969,491</b>
School Authorities	2,096	2,052	2,031	1,895	1,792	1,762	1,683	1,082	1,096	1,086	1,089	1,084	1,125	1,170	1,170	1,170

Notes: Totals may not add due to rounding.

1 Funding through these allocations across years is not always comparable because of grant realignments and the introduction, elimination and consolidation of various grants.

2 OMERS (Ontario Municipal Employees Retirement System) reflects a funding recovery in 2002-03 and 2003-04 due to a pension contribution holiday. It also reflects a retroactive payment in 2010-11 to support a contribution increase effective January 2011.

In subsequent years, funding for the contribution rate increase is being flowed to school boards through increases to benefits-related benchmarks.

3 Funding agreed to through the Implementation Cost Estimate (ICE) Working Group in 2012-13 and 2013-14.

4 In September 2009, twenty School Authorities were amalgamated with the local district school boards and the funding for these amalgamated boards is reflected in the grants lines of the receiving boards.

\* Name changed to Indigenous Education Grant (formerly known as First Nation, Métis and Inuit Education Supplement).

**Projected Grants for Student Needs for the 2017-18 School Year  
(46) Halton Catholic DSB**

April 2017

Grants for Operating and Other Purposes <sup>1</sup>	2002-03 Actuals	2003-04 Actuals	2004-05 Actuals	2005-06 Actuals	2006-07 Actuals	2007-08 Actuals	2008-09 Actuals	2009-10 Actuals	2010-11 Actuals	2011-12 Actuals	2012-13 Actuals	2013-14 Actuals	2014-15 Actuals	2015-16 Actuals	2016-17 Revised Estimates	2017-18 Projections
1. Pupil Foundation Grant	98,327,916	102,863,750	110,683,461	119,461,506	114,108,831	121,392,269	129,020,199	135,044,658	140,615,929	147,659,304	150,274,385	150,713,027	169,077,248	172,785,021	178,665,786	186,659,831
2. School Foundation Grant						13,299,029	14,845,063	15,993,247	16,966,809	17,609,671	18,471,401	18,741,068	19,171,961	20,716,109	21,036,146	21,696,519
3. Special Education Grant	17,975,491	21,071,643	19,428,654	22,742,576	24,390,671	26,061,030	27,283,944	28,500,448	30,007,005	33,487,906	34,235,514	34,978,802	39,716,238	40,605,096	41,764,020	43,143,986
4. Language Grant	3,364,913	3,646,469	3,959,465	4,187,923	4,528,912	4,596,516	4,933,371	5,018,906	5,370,890	6,012,500	6,189,702	6,453,129	6,361,233	6,667,758	7,195,717	7,596,463
5. Indigenous Education Grant *						31,249	47,322	92,453	296,353	211,609	228,471	153,034	193,949	179,380	299,216	303,414
6. Geographic Circumstances Grant	-	39,051	39,051	44,051	-	-	-	-	-	-	-	-	-	-	-	-
7. Learning Opportunities Grant	1,590,497	2,132,826	2,277,854	2,188,415	1,189,122	1,260,825	1,355,753	1,463,960	1,996,619	2,177,374	2,337,853	2,325,398	2,388,582	2,436,271	2,907,965	6,292,106
8. Safe and Accepting Schools Supplement							406,302	424,574	437,609	463,041	472,395	478,556	516,426	526,757	544,562	566,431
9. Program Enhancement Grant						352,500	463,200	472,850	472,850	482,500						
10. Continuing Education and Other Programs Grant	1,060,255	1,066,322	1,127,824	1,313,868	1,337,146	1,414,566	1,634,796	1,875,655	1,731,937	1,791,414	1,905,074	2,166,661	2,237,815	2,094,081	2,112,403	2,218,139
11. Cost Adjustment and Teacher Qualifications and Experience Grant	4,795,436	4,776,658	6,681,122	5,473,599	7,266,445	9,263,719	11,727,167	13,786,603	16,945,995	19,471,623	19,360,089	20,246,331	24,906,104	30,013,183	27,272,982	28,067,560
12. Student Transportation Grant	4,453,738	4,686,824	4,778,795	5,125,902	5,267,434	5,474,198	5,712,615	5,899,632	5,936,554	6,127,259	6,099,616	6,723,386	6,771,491	6,932,619	7,009,984	7,297,228
13. Declining Enrolment Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14. School Board Administration and Governance Grant	5,539,804	5,745,194	6,081,904	6,387,846	6,594,064	6,795,823	7,116,604	7,424,363	7,472,208	7,683,774	7,712,009	7,817,479	8,448,467	8,663,890	9,006,505	9,365,519
15. School Operations Allocation	16,238,338	16,710,097	18,309,007	19,630,975	20,285,610	21,343,796	22,701,098	24,500,585	24,710,567	25,708,268	26,316,953	27,428,692	29,849,769	30,684,805	31,553,510	32,591,938
16. School Renewal Allocation (excluding GPL)	2,563,649	2,693,625	2,935,816	2,919,067	2,946,509	2,995,741	2,446,777	3,159,640	3,105,916	3,118,292	3,402,023	3,489,239	3,729,899	4,299,852	4,340,302	4,401,155
17. Interest Expense	11,935,986	11,719,526	11,182,391	10,350,975	9,995,265	11,088,772	11,441,595	12,435,878	11,507,935	10,062,695	10,031,068	9,773,530	10,109,389	9,545,363	9,039,007	8,889,244
18. Non-Permanently Financed Capital Debt	15,792	66,321	47,375	47,375	47,375	47,375	47,375	47,375	47,375	47,375	47,375	47,375	47,375	47,375	47,375	47,375
19. OMERS <sup>2</sup>	(789,754)	(289,429)							281,023							
20. Other amounts <sup>3</sup>											80,265	330,766				
<b>TOTAL FUNDING</b>	<b>167,072,061</b>	<b>176,928,876</b>	<b>187,532,719</b>	<b>199,874,079</b>	<b>211,256,413</b>	<b>226,963,442</b>	<b>242,331,365</b>	<b>257,114,389</b>	<b>268,546,436</b>	<b>282,976,334</b>	<b>287,433,860</b>	<b>292,297,367</b>	<b>325,070,094</b>	<b>336,517,597</b>	<b>343,455,855</b>	<b>359,811,423</b>

Average Daily Enrolment of Pupils of the Board	2002-03 Actuals	2003-04 Actuals	2004-05 Actuals	2005-06 Actuals	2006-07 Actuals	2007-08 Actuals	2008-09 Actuals	2009-10 Actuals	2010-11 Actuals	2011-12 Actuals	2012-13 Actuals	2013-14 Actuals	2014-15 Actuals	2015-16 Actuals	2016-17 Revised Estimates	2017-18 Projections
Elementary	16,836	17,187	17,539	17,704	17,614	17,646	17,692	17,817	17,922	18,214	18,459	18,959	21,730	21,966	22,369	22,629
Secondary	7,533	7,644	8,230	8,795	9,109	9,312	9,520	9,779	9,809	9,890	10,007	9,923	9,905	10,372	10,731	11,256
<b>Total</b>	<b>24,369</b>	<b>24,830</b>	<b>25,768</b>	<b>26,499</b>	<b>26,724</b>	<b>26,958</b>	<b>27,212</b>	<b>27,596</b>	<b>27,731</b>	<b>28,103</b>	<b>28,466</b>	<b>28,882</b>	<b>31,635</b>	<b>32,338</b>	<b>33,100</b>	<b>33,885</b>

Notes: Totals may not add due to rounding.

<sup>1</sup> Funding through these allocations across years is not always comparable because of grant realignments and the introduction, elimination and consolidation of various grants.

<sup>2</sup> OMERS (Ontario Municipal Employees Retirement System) reflects a funding recovery in 2002-03 and 2003-04 due to a pension contribution holiday. It also reflects a retroactive payment in 2010-11 to support a contribution increase effective January 2011.

In subsequent years, funding for the contribution rate increase is being flowed to school boards through increases to benefits-related benchmarks.

<sup>3</sup> Funding agreed to through the Implementation Cost Estimate (ICE) Working Group in 2012-13 and 2013-14.

\* Name changed to Indigenous Education Grant (formerly known as First Nation, Métis and Inuit Education Supplement).

**Halton Catholic District School Board**  
**2017-18 Budget Estimates Schedule**

Date	Completed	Item	Description of Activity
September 20th	✓	Ministry Memorandum 2016:SB28	District School Board Enrolment Projections for 2017-18 to 2020-21 memorandum issued
September 25th	✓	ADM Memorandum, September 25, 2015	Ministry invitation to Education Funding consultation sessions
November 25th	✓	Provincial Consultation (Regional Symposium)	Ministry consultation on 'Education Funding'
November 25th	✓	Ministry Memorandum 2016:SB28	District School Board Enrolment Projections for 2017-18 to 2020-21 submitted to the Ministry.
December 6th	✓	Budget Process - Provincial Consultation	Information Report to Board regarding 2017-18 GSN Consultation Sessions
January 30th	✓	Budget Estimates Schedule & Objectives	Discuss 2017-18 Budget Estimates Schedule & Objectives at Administrative Council
February 7th	✓	Budget Estimates Schedule & Objectives	Present 2017-18 Budget Estimates Schedule & Objectives to the Board
February 10th	✓	Budget Process Memorandum	Distribute the 2017-18 Budget Process Memorandum to Superintendents, Administrators, Managers
February 10th	✓	Departmental Budget Reviews	Distribute Budget Input Package to Departments (by this date)
February 22nd	✓	Public Consultation	At Catholic School Council of Chairs meeting, present Budget process to group with understanding that information presented will be brought to individual schools' Council meeting and discussed
February 24th	✓	Departmental Budget Reviews	Receive Budget Submissions from Departments (by this date)
March 10th	✓	Departmental Budget Reviews	Complete Budget Review Meetings with Departments (by this date)
March 20th	✓	Budget Update	Budget Estimates Update (Administrative Council) / Approval of Program Enhancements
March 31st	✓	School Budgets	Development of School Budgets Based on Forecasted Enrolment
March 31st	✓	Salary and Benefits Budget	Salary and FTE staffing "snapshot" from HR/Payroll System (base for 2017-18 Budget)
April 3rd	✓	Budget Update	Budget Estimates Update (Administrative Council) / Prioritization of New Initiatives
April 4th	✓	Trustee Budget Strategy Session 1	Trustee/Senior Staff Budget Strategy Session: 2017-18 Budget Challenges and Priorities
April 12th	✓	Ministry Memorandum 2017:B04	Release of Grants for Student Needs (GSN)
April 13th	✓	Salary and Benefits Budget	Send FTE staffing reports to Superintendents for review and confirmation
April 18th		Trustee Budget Strategy Session 2	Trustee/Senior Staff Budget Strategy Session: 2017-18 Budget Challenges and Priorities
April 18th		Ministry Memorandum 2017:B04	Board Report - Release of Grants for Student Needs (GSN)
<i>April 21st</i>		Release of EFIS 2.0 Forms	Release of EFIS 2.0 Forms and Instructions
April 21st		Salary and Benefits Budget	Complete Review of Benefits Budget (Financial Services and Human Resources)
April 21st		Salary and Benefits Budget	Receive FTE staffing confirmations
April 25th		Town Hall Meeting (Including on-line Survey)	Trustees lead presentation. Online survey to be offered to public and will close 10 calendar days later (May 5th)
<i>EST: April 27th</i>		Ministry Training Session	Ministry Training on 2017-18 Estimates EFIS changes and 2017 March Report changes
April 28th		Salary and Benefits Budget	Complete Salary and Benefits Budget
May 8th		Budget Update	Budget Estimates Update (Administrative Council)
May 11th		Budget Survey	Review and collate results of online budget survey
May 15th		Budget Update	Budget Estimates Update (Administrative Council)
May 16th		Budget Update	Present the Board of Trustees with a Budget Update
May 29th		Budget Consultation	Present Special Education Funding / Budget Challenges and Priorities - SEAC
June 5th		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
June 6th		Budget Estimates Report (Draft)	Present Budget Estimates Draft Report to the Board (Draft #1)
June 12th		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
June 20th		Budget Estimates Report (Final)	Final Budget Estimates Report to the Board for Approval
June 23rd		Budget Estimates Report (Final)	Post Final Budget Report on Public Website
June 23rd		Ministry Memorandum 2017:BXX	Submission of Budget Estimates to the Ministry (EFIS)
June 30th		Budget Estimates Report (Final)	Submission of Budget Estimates to OCSTA (EFIS)

Note 1: Items in Italics are to be confirmed in term of date or title.

Note 2: Items highlighted in "green" are Board meetings.

# 2017-2018 Trustee Budget Strategy Session II

Tuesday, April 18, 2017

# Session II Agenda

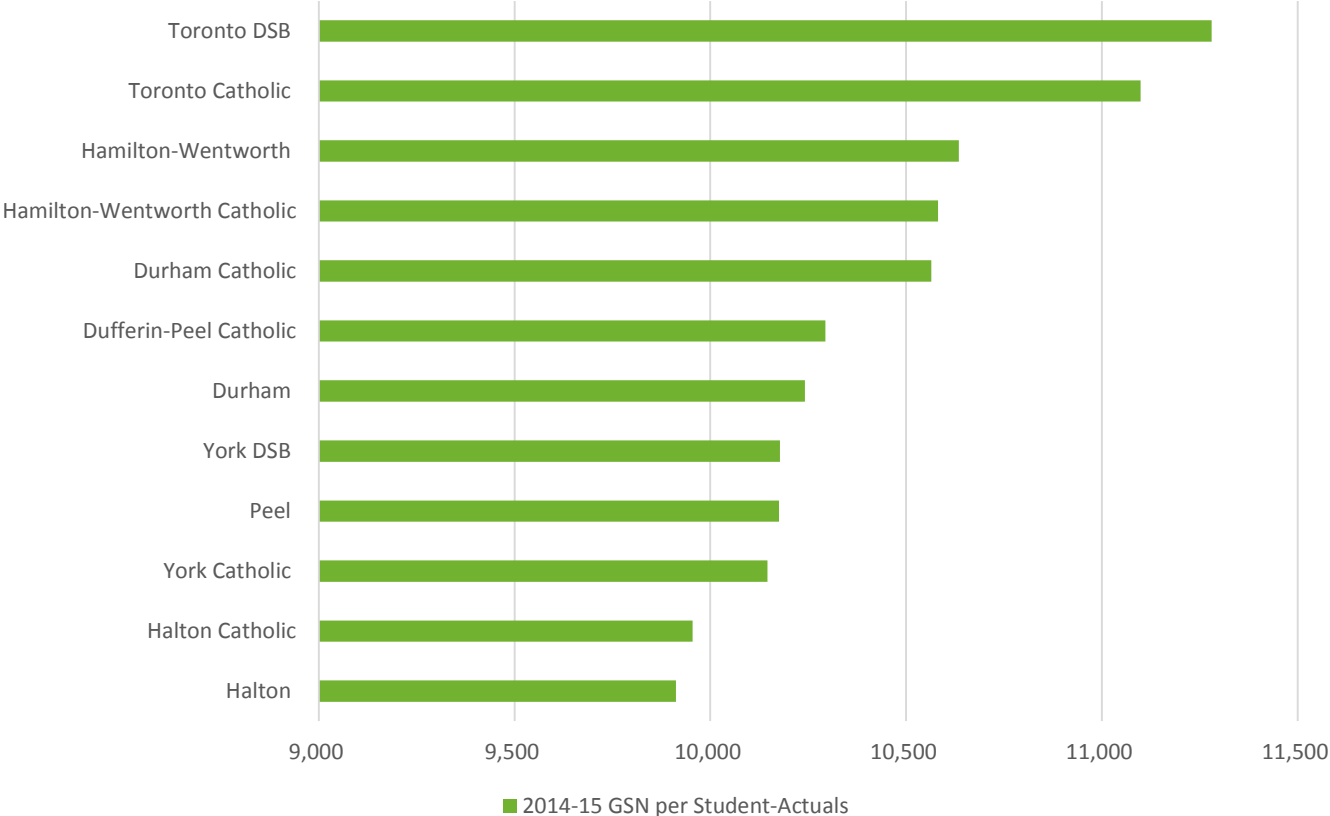
1. Provincial Funding Outlook
2. Budget Challenges & Priorities
3. Cost Savings Initiatives
4. Revenue Generating Initiatives
5. 2017-18 Budget Estimate Timelines
6. Budget Consultation Process

# Provincial Funding Outlook



# 2014-15 Provincial Allocation

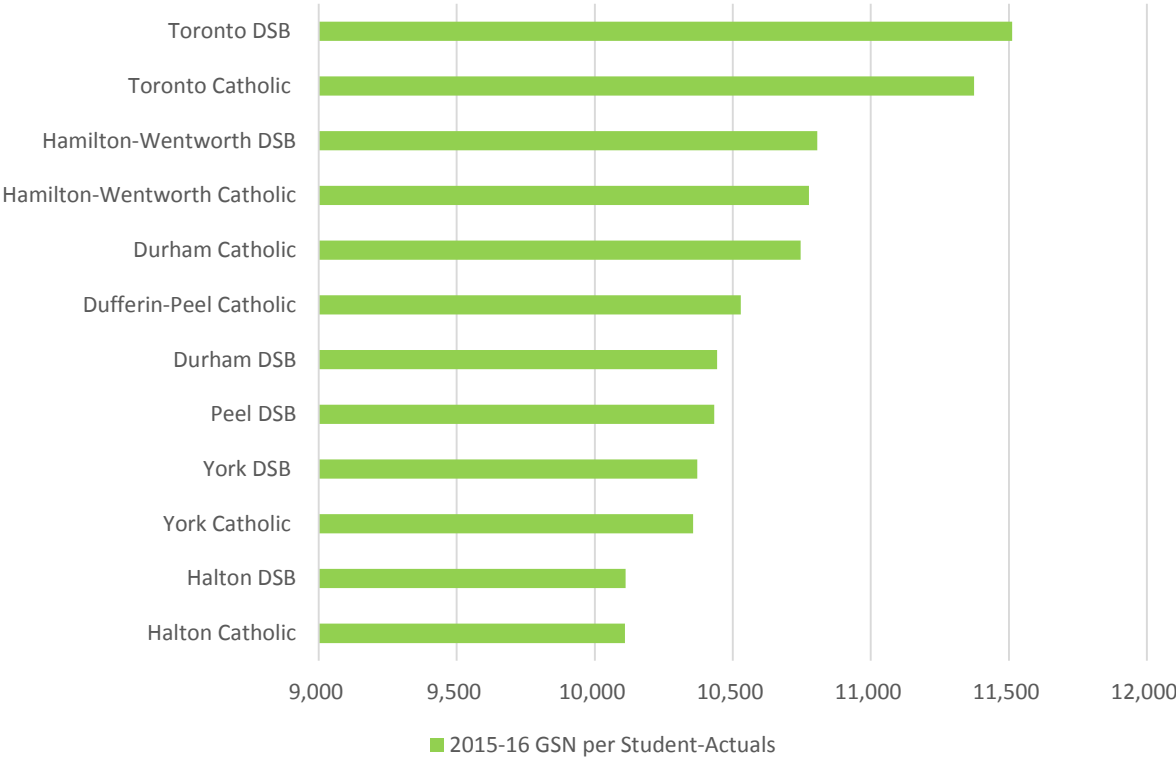
2014-15 GSN per Student-Based on Actual Enrolment



*\* The provincial allocation compared in this chart has been adjusted to exclude allocations that are not applicable to our Board, as well as the allocation for the repayment of capital interest and principal payments.*

# 2015-16 Provincial Allocation

2015-16 GSN per Student-Based on Actual Enrolment

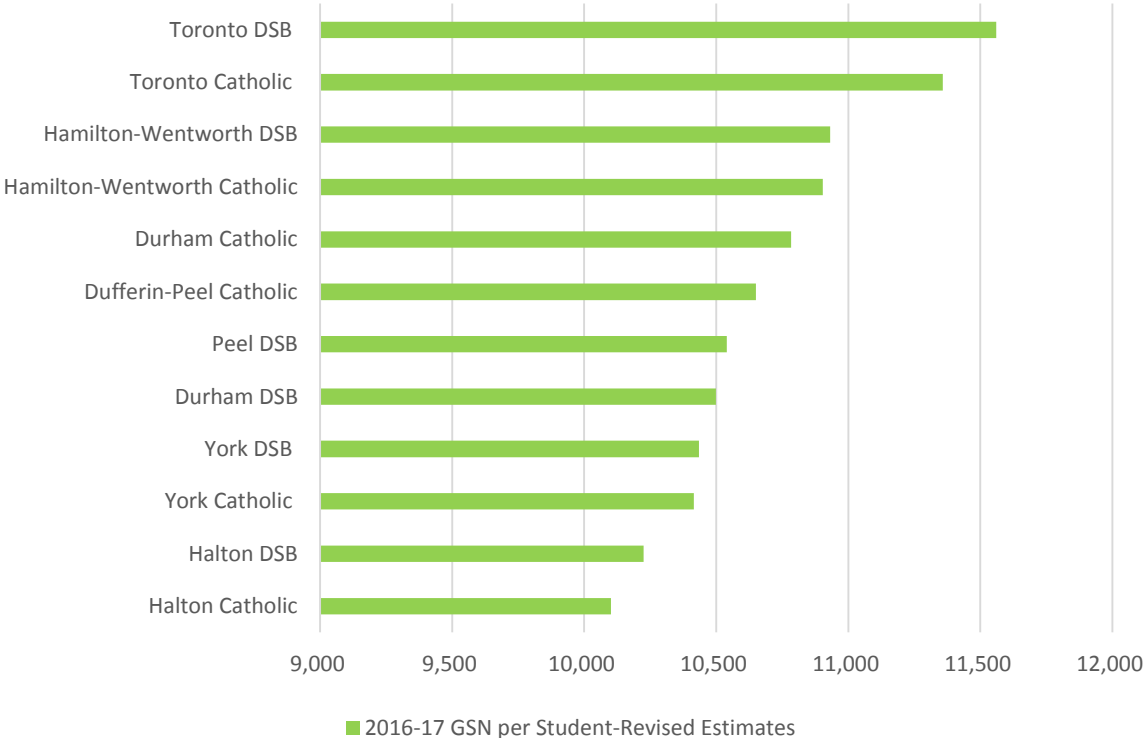


*The 2015-16 provincial operating grant per pupil (adjusted) has increased by 2.0% over 2014-15, while HCDSB's operating grant per student increased by 1.6%.*

*\* The provincial allocation compared in this chart has been adjusted to exclude allocations that are not applicable to our Board, as well as the allocation for the repayment of capital interest and principal payments.*

# 2016-17 Provincial Allocation

2016-17 GSN per Student-Based on Revised Estimates

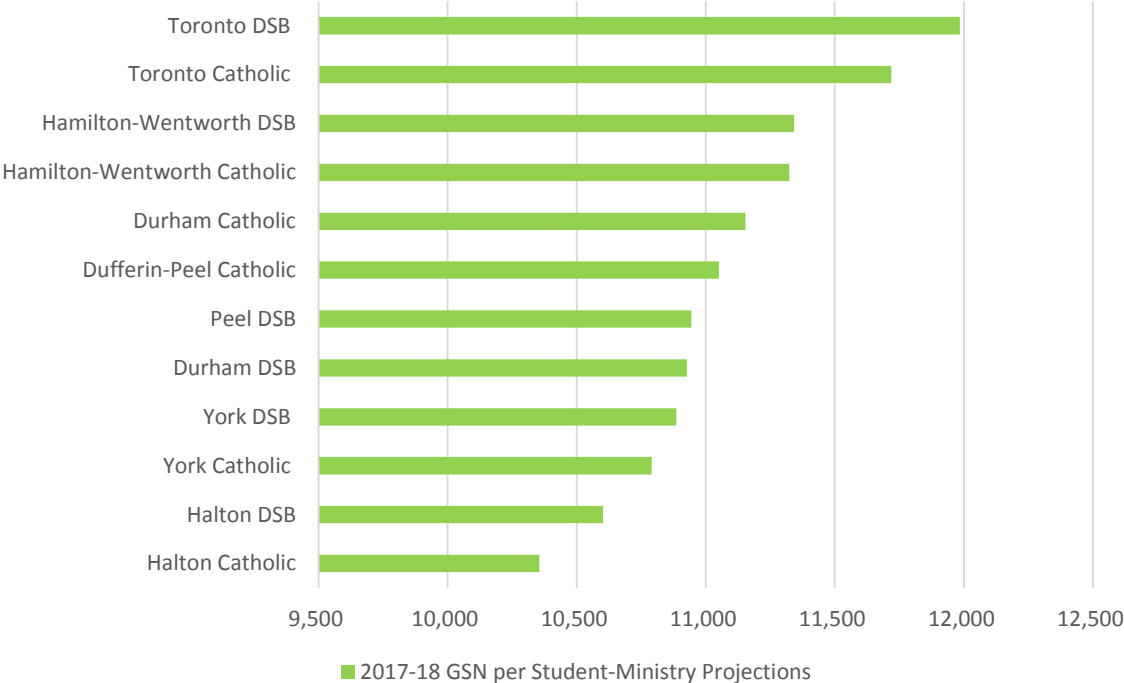


*The 2016-17 provincial operating grant per pupil (adjusted) has increased by 1.2% over 2015-16, while HCDSB's operating grant per student decreased by -0.1%.*

*\* The provincial allocation compared in this chart has been adjusted to exclude allocations that are not applicable to our Board, as well as the allocation for the repayment of capital interest and principal payments.*

# 2017-18 Provincial Allocation

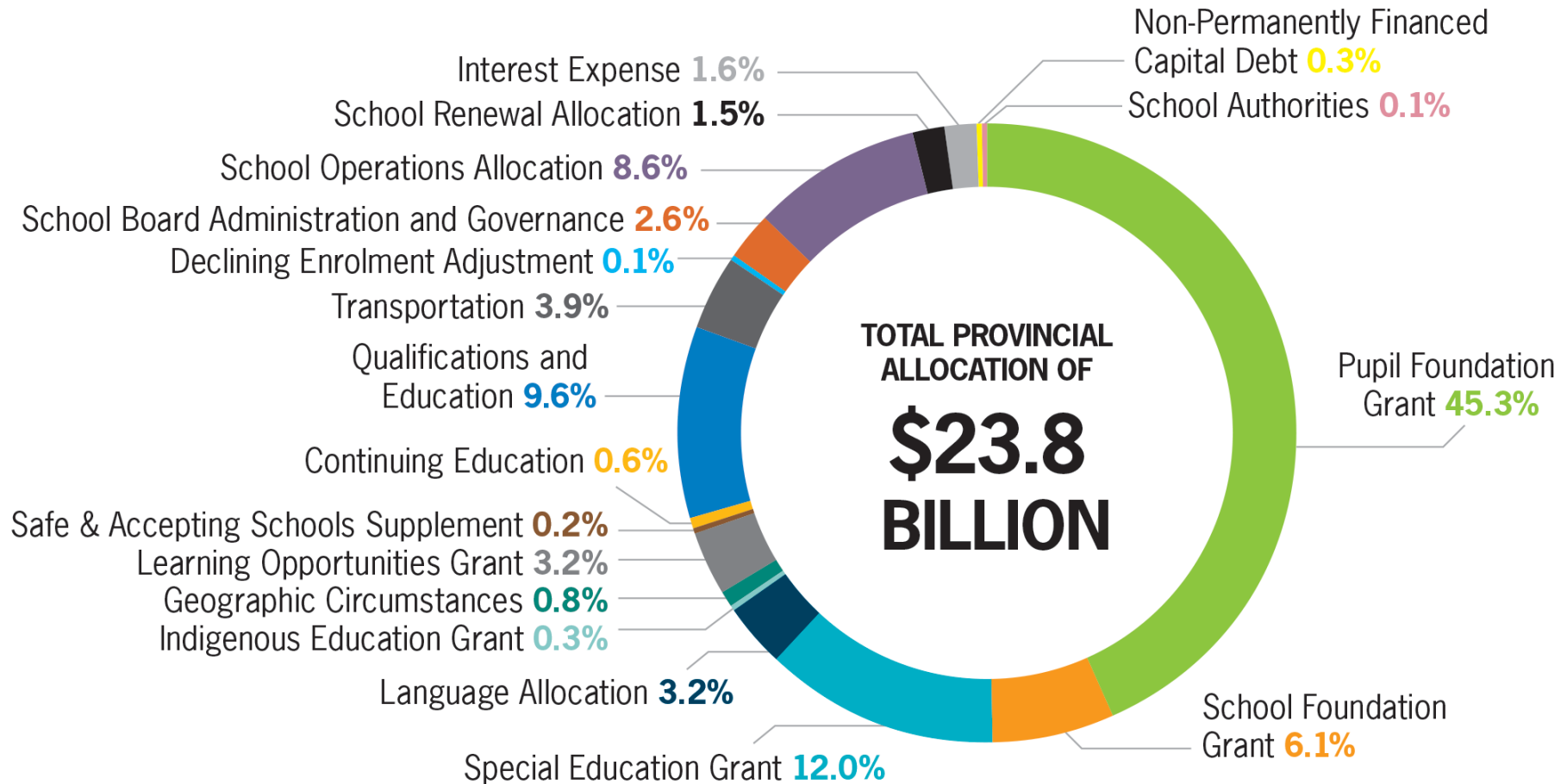
2017-18 GSN per Student-Based on Ministry Projections



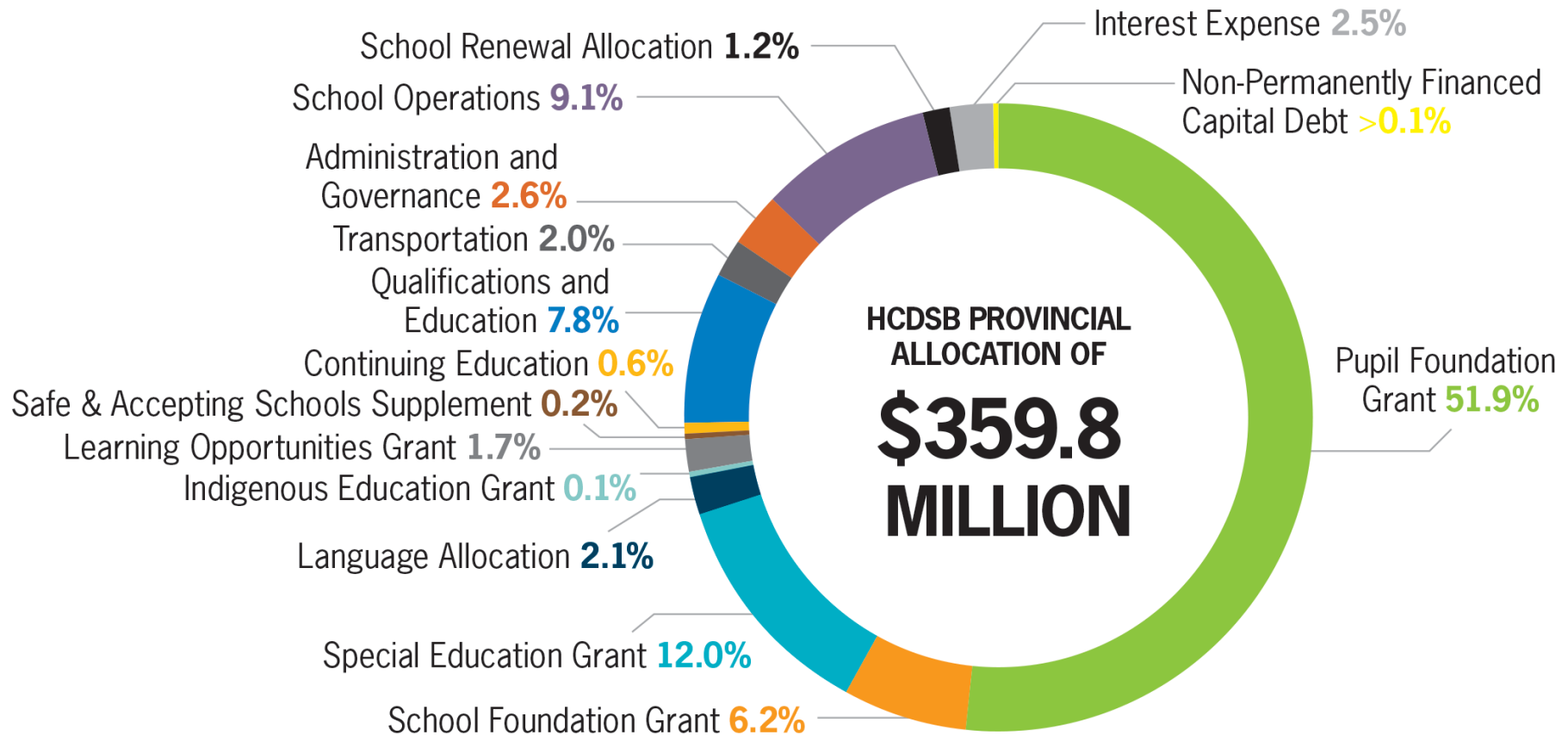
*The 2017-18 provincial operating grant per pupil (adjusted) has increased by 3.9% over 2016-17, while HCDSB’s operating grant per student increased by 2.5%.*

**\* The provincial allocation compared in this chart has been adjusted to exclude allocations that are not applicable to our Board, as well as the allocation for the repayment of capital interest and principal payments.**

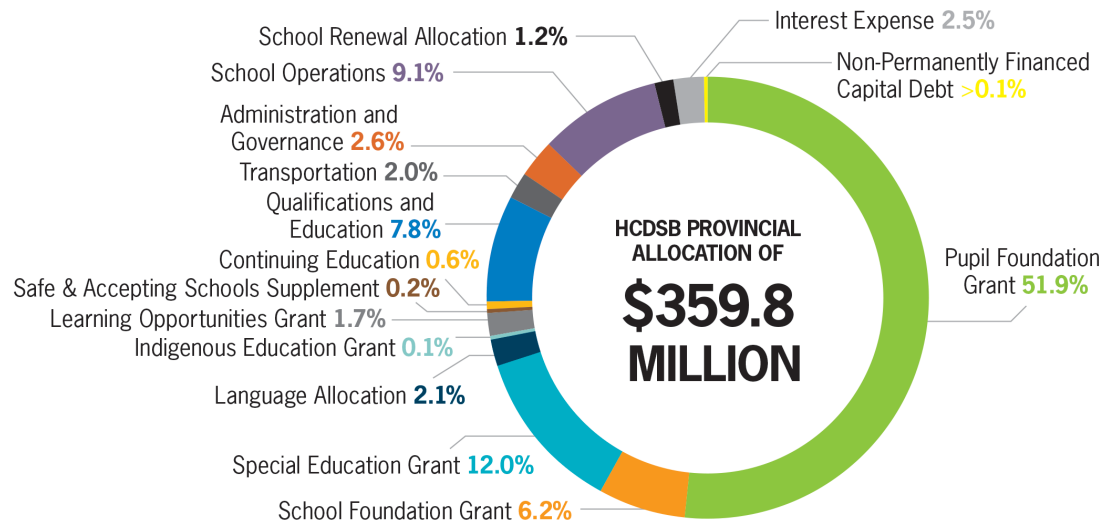
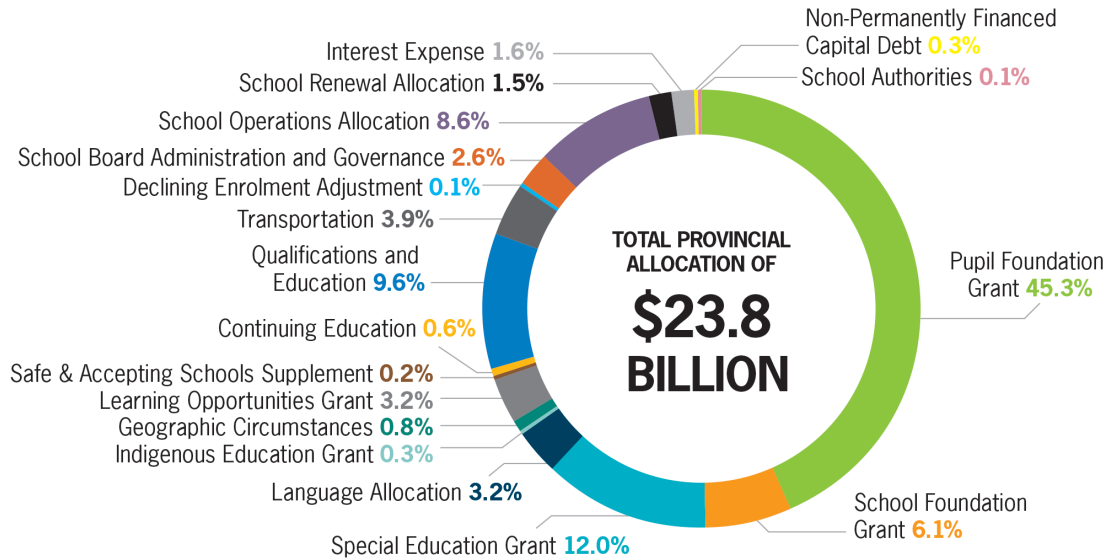
# 2017-18 Projected GSN for Province



# 2017-18 Projected GSN for HCDSB



# 2017-18 Projected GSN Comparison



# Budget Challenges



# 2017-2018 Budget Challenges\*

- ❑ Employee Benefits Costs
- ❑ Enrolment Trends
- ❑ Facilities – renewal needs
- ❑ Faith Formation Costs
- ❑ French Immersion Program
- ❑ Information Technology
- ❑ Labour Negotiations
- ❑ Sick Leave Costs
- ❑ Special Education
- ❑ Transportation Costs

# Employee Benefit Costs

## Why is this a budget challenge?

- Benefit plans are part of centrally negotiated agreements
  - **Implementation of Employee Life and Health Plans (ELHTs) continue into 2017-18**
  - Ministry funding claw back on assumed savings to Boards from move to ELHT
- **Insured benefits increased** from \$17 million in 2012-13 to \$20.6 million in 2015-16, **representing 5.6% of the entire Board budget**
- Insured Benefits for 2016-17 have been projected at \$19.9 million or 5.3% of the entire Board budget
  - The 2016-17 insured benefits incorporated a \$1.7 million assumed saving, which is offset through a funding claw back
- **This is a long term issue**
- CUPE, APSSP, and non-union employees including Principals and Vice Principals are expected transition into the ELHT in 2017-18
  - This will result in higher premiums for remaining employee groups, with no corresponding funding
  - Ministry to establish a working group to revisit benefits funding, no planned dates yet

# What Can We Do?

- ❑ Lobby the provincial government to revise the funding formula
- ❑ Ministry announced it will implement a Benefits Workgroup to review the benefits funding formula

# Enrolment Trends

## Why is this a budget pressure?

- Enrolment pressures due to rapid growth in north Oakville, south Milton and south Georgetown
- Declining enrolment in south Oakville and south Burlington, resulting in empty pupil places
- Higher school operation costs for older schools and reduced funding for underutilized schools (at least \$0.8 million annually)
- School administration costs per pupil for smaller schools is increasing, and leads to inefficient staffing
- 12 of 46 elementary schools are currently at or below 300

## □ Steady overall enrolment growth forecasted (785.3 ADE, mostly as a result of growth in Milton and North Oakville)

- Projected enrolment increase expected as follows: 260.5 ADE for Grades JK – 8 and 524.8.0 ADE in Secondary
- Although there is overall growth, there are schools with declining enrolment
- In an effort to provide better programs and ultimately improve student achievement, review of declining enrolment/small schools is required

# What Can We Do?

- ❑ Should the school board consider reviewing remaining schools with declining enrolment in South Burlington and South Oakville?

# Facilities – Renewal Needs

## Why is this a budget challenge?

- Aging facilities / increasing maintenance costs / low renewal funding
- No funding to make buildings compliant with the Accessibility for Ontarians with Disabilities Act (AODA)
- Phasing out of top-up funding will result in at least \$0.8 million of annual revenue lost
- Increasing utilities costs outweigh the increase in funding received

## □ This is expected to be a long-term issue

- Deferred maintenance has historically been used to balance the budget, increasing backlog of unaddressed items
- Community use cost recovery revenues of \$1.7 million, meant to be transferred into the capital reserve for use on school renewal, is used to balance the budget
- 2017-18 request to increase operating budget by \$1.4 million to keep up with costs
- Pupil Accommodation Savings of approx. \$500,000 for Northeast Oakville expected to materialize in 2018-19

# What Can We Do?

- How important is it that the school board continues to maintain schools across the system?

# Faith Formation

## Why is this a budget challenge?

- No direct funding for faith initiatives
- ❑ **Total estimated investment in Faith Formation for 2016-17 amounts to \$1.3 million, as follows:**
  - Salary and benefits (chaplains and chaplain leader) \$949,000
  - Central Faith Formation budget \$190,000
  - Chaplaincy budget \$81,000
  - Schools Adult Faith Formation budget \$93,000
- ❑ **This is a long-term issue**
  - Funding for faith formation is not expected
  - Additional funding is requested in 2017-18 for Thomas Merton Catholic Secondary School Adult Faith and to keep up with the religious



# What Can We Do?

- Should the school board continue/increase/decrease investment in faith initiatives?

# French Immersion Programs

## Why is this a budget challenge?

- Mandate from the Board to broaden range of programming offered
- No Ministry funding to cover transportation for optional programs
- Incremental program costs exceed additional funding received
- Challenge to recruit sufficient qualified teachers

### □ Early French Immersion Program (16-17 Revised Estimates)

– Revenue:		\$244,000
– Total Costs:		(\$581,000)
• Material Costs:	(\$130,000)	
• School Budgets:	(\$13,000)	
• 2.0 Additional Primary Class Size Staffing:	(\$200,000)	
• Incremental Transportation Costs	(\$238,000)	
– <b>Shortfall:</b>		<b>(\$337,000)</b>

### □ Extended French Immersion Program (16-17 Revised Estimates)

– Revenue:		\$424,000
– Total Costs:		(\$759,000)
• <i>Material Costs:</i>	(\$21,000)	
• School Budgets:	(\$51,000)	
• 4.0 Additional Teaching Staff:	(\$400,000)	
• Incremental Transportation Costs:	(\$287,000)	
– <b>Shortfall:</b>		<b>(\$335,000)</b>

# What Can We Do?

- Revisit the delivery of optional French programs in light of limited resources – different models?
- Should the school board continue to offer transportation for students enrolled in optional French programs?

# Information Technology

## Why is this a budget pressure?

- Increasing annual cost of maintaining existing systems, as vendors offer software platforms as a subscription-based service
- Increase in classroom technology requires additional technical support
- The ongoing threat of malware such as Phishing/Viruses/Trojans/Spyware, etc. requires additional investment in sophisticated Threat Lifecycle Management solutions, and **staff with advanced level of technical knowledge** to monitor them

## ❑ Building capacity for network infrastructure is an ongoing challenge.

- The move to hosted and online systems has put an increasing load on the entire network infrastructure
- Allocation of resources to ensure adequate wireless coverage in schools and high-bandwidth connections to external networks and the Internet are required

## ❑ Long term issue

- IT budgets and staffing need to reflect the increasing reliance on robust technology for all stakeholders to accomplish their goals and directives
- Investments in classroom technology and administration systems can only be maximized when proper infrastructure and technical staffing has been implemented

# What Can We Do?

- ❑ Should the school board continue/increase/decrease investments in IT infrastructure to support technology in the classroom and across the system?

# Labour Negotiations

## Why is this a budget pressure?

- Central extension of collective agreements to 2019, with financial implications on earned leave plans and provincial benefits
- Uncertainty if additional staffing identified in extension of collective agreements will be supported beyond the two years term

## □ Extension of 2014-2017 Memorandums of Settlement (MOS) to 2019 imply continuation of agreed terms which resulted in financial liabilities and funding reductions

- 2012-14 Memorandum of Understanding (MOU) terms and conditions resulted in additional costs due to changes to sick leave and maternity leave plans and WSIB claim costs, which will continue into 2017-19 extension term
- Benefits continuation for some groups due to delay in movement to Employee Life and Health Trusts, resulting in additional costs

# What Can We Do?

- ❑ Lobby the provincial government to change the design of the plan or provide additional funding for sick leave plan
- ❑ Lobby the provincial government to find out their intention for providing long-term funding for the additional staffing allocated for the next two years

# Sick Leave Costs

## Why is this a Budget Challenge?

- Centrally negotiated sick leave plans, designed in 2012 have not been revised
- Centrally negotiated terms significantly restrict management's ability to manage attendance
- SBCI's 6 year sick leave studies reveals sick leave costs continue to increase, with no corresponding funding

### ❑ The sick leave cost funding gap is by far the Board's biggest cost pressure

- Approx. 80% of staff require to be replaced
- 5% increase in sick leave utilization overall
- Costs for staff on sick leave are approx.\$12.8 million, and replacement costs exceed \$8.0 million

### ❑ This is a long term issue

- OCSTA Resolution # 14-15 – Support for Boards to Address High Rates of Absenteeism
- Boards must collectively communicate to the Ministry the cost pressures and need for additional funding, or plan design change
- COSBO/OASBO requested additional Ministry support, however the expectation is Boards are to more aggressively manage attendance



# What Can We Do?

- ❑ Lobby the provincial government to change the design of the plan or provide additional funding for sick leave plan

# Special Education

## Why is this a budget challenge?

- Enrolment growth does not directly translate in additional Special Education staffing. As student needs grow, case loads increase and additional resources are required
- Funding has not kept up with increasing student needs. The 2015-16 shortfall was \$2.4 million and the estimated 2016-17 shortfall is \$1.6 million

## □ Provincial funding reallocation resulted in increased Special Education Funding, expected to level off in 2017-18

- Rising sick leave costs, as a result of the new sick leave plan, contribute greatly to the funding gap within this envelope
- There is additional funding provided outside of the Special Education Allocation, meant to complement this area (in particular to assist with professional and paraprofessional resources), although these are not directly identified in the GSN

## □ This is a long-standing challenge

- The funding gap remains as student needs exceed funding increases
- The OECTA and APSSP extension of collective agreement contain additional funding for staffing, in part related to Special Education.  
**Uncertain whether the commitment will continue beyond 2019.**

# What Can We Do?

- Should the school board continue/increase/decrease the level of support currently offered for Special Education?

# Transportation

## Why is this a budget challenge?

- Dated funding model, not keeping up with cost increases, \$400,000 shortfall estimated in 2016-17 and expected to be higher in 2017-18
- Transportation for optional programming not funded
- Provincial driver shortages are expected to continue

### ❑ Funding shortfall expected in 2017-18

- Rising transportation costs expected as contracts are renewed
- Ministry funding is not expected to increase in 2017-18

### ❑ This is a long-standing challenge

- The ministry is starting a working group to review the transportation allocation funding model, however changes are not expected in the short term
- Driver shortages add pressure and costs on all bus operators; further delayed busses will impact student achievement

# What Can We Do?

- Should the school board continue to offer transportation for students enrolled in optional French programs?
- Should the school board consider reviewing the walking distance? *(Note: currently we are consistent with HDSB, making it easier to find efficiencies)*

# Budget Priorities

# 2017-2018 Budget Priorities\*

## Which areas should be priorities for next school year?

- Directing resources to support student achievement
- Focusing on proactive recruitment, talent growth and succession planning
- Focusing on successful implementation of the renewed mathematics strategy
- Identifying operating efficiencies, cost savings opportunities and maximizing revenue sources available
- Implementing the Board approved pupil accommodation review in Northeast Oakville
- Improving community partnerships and maximizing facility rental
- Improving student retention rates and attracting more students
- Maintaining and enhancing an IT infrastructure to support student learning
- Maintaining and renewing our schools
- Providing a Catholic learning environment for all learners
- Providing equity and inclusion to all students and staff
- Reviewing empty pupil places
- Supporting pupils with exceptionalities and promoting independence

# Cost Saving Initiatives



# 2017-2018 Cost Saving Initiatives

- 1. Identify efficiencies through the competitive bid process of at least \$100,000**
  - Annual savings realized to date in 2016-17 - \$438,000
- 2. Identify opportunities for cost avoidance or cost recovery of at least \$100,000**
  - Cost avoidance and cost recovery realized to date in 2016-17 - \$88,000
- 3. Maximizing visa rebate (target of \$50,000)**
  - Identified a number of additional vendors to pay by the corporate purchasing card and reduced paying cycle
  - Visa rebate received in 2016-17 \$69,000
- 4. Review the Employee Assistance Program coverage**
  - Program costs have increased from \$146,000 in 2012 to \$180,000 in 2016, with no Ministry funding
  - Currently discussing a RFP process in order to modernize and improve the program and take advantage of market efficiencies to reduce cost

**Estimated 2017-18 Cost Saving Subtotal**

**\$250,000+**

# 2017-18 Potential Cost Saving Initiatives

## Transportation for Optional French Programs?

- Anticipated **annual savings of \$500,000 - \$600,000**

## Pupil Accommodation Reviews?

- once the Oakville Northeast PAR is fully implemented, **expected annual operating savings \$400,000 - \$500,000**

## Other Potential Cost Saving Initiatives?

# Revenue Generating Initiatives

# 2017-18 Revenue Generating Initiatives

## 1. Continuing to expand International Students Program

Estimated 2016-17 Results (176 Average Daily Enrolment)

- Total Revenue: \$1,989,000 (Net of 15% Agent Commission)
- Total Program Costs: \$1,517,000
  - Admin staff – \$284,000 (includes international students enrolment clerks, and resource center staff)
  - Program promotion – \$50,000
  - Learning materials – \$53,000
  - Teaching staff - \$1,130,000
- Net Revenue: \$472,000 (24% of Total Revenue)\*

*\* The **conservative calculation for teaching staff** above considers the **maximum teachers the additional enrolment generates, and required ESL support**; however many staffing efficiencies are realized as international students are placed in existing sections*

# 2017-18 Revenue Generating Initiatives

– cont'd...

## 1. Continuing to expand International Students Program (cont'd)

Estimated 2017-18 (230 Average Daily Enrolment)

- Total Revenue: \$2,700,000 (Net of 15% Agent Commission)
  - Total Program Costs: \$1,892,000
    - Admin staff – \$351,000 (includes Coordinator, international students enrolment clerks, and resource center staff)
    - Program promotion – \$70,000
    - Learning materials – \$54,000
    - Teaching staff - \$1,417,000
  - Net Revenue: \$808,000 (30% of Total Revenue)
- 
- Continue to build and expand relationships with agents in China, Brazil, and Mexico
  - Focus on building a presence in Europe
  - Target program growth: 25-50 ADE increase annually

# 2017-18 Revenue Generating Initiatives

– cont'd...

## 2. Introducing Advanced Placement (AP) program in an Oakville secondary school

- Revenue generating as a result in increased enrolment (@ \$10,384 per ADE)
- Each location with potential to attract 50+ new students when fully implemented
- Open pre-AP program in 2017-18 at Holy Trinity
- Total estimated Revenue (when fully implemented): \$1,558,000
- Total Program Costs: \$851,000
  - Program costs, materials etc. – \$65,000
  - Professional Development– \$45,000
  - Teaching staff - \$741,000
- Net Revenue: \$707,000 (45% of Total Revenue)

# 2017-18 Revenue Generating Initiatives

– cont'd...

## 3. Introducing Native Studies courses in Arts and English

- Revenue generating as a result of additional funding (\$1,135 per ADE)
- During 2017-18 assess whether to introduce Grade 9 Native Studies Arts course and Grade 11 Native Studies English course
- While no additional staffing costs are expected, some materials costs would be required for the English course
- Assuming 9 arts classes and 9 English classes per year, at 20 pupils per class, this would generate \$409,000 annually in gross revenue

## 4. Continuing Education Literacy/Numeracy evening programming for parents

- Potential to improve student learning through increased parent involvement
- Closing the achievement gap can help the student's academic confidence, resulting in stronger testing results and improved graduation rates
- Program would not cost Board funding; could potentially lead to increased revenue of \$135,600.

# 2017-18 Revenue Generating Initiatives

– cont'd...

## 5. Maximizing facility and use of schools rental and community partnerships

- Increasing revenues from use of our facilities
  - 2014-15 revenues \$1,581,000
  - 2015-16 revenues \$1,654,000
  - 2016-17 estimated revenues at \$1,800,000
  - 2017-18 revenues **projected at approx. \$2,000,000**
- **These revenues are planned to be transferred to the Board's Capital Reserve**, which is used on improving schools' condition and replacing the fields, complementing Ministry's low School Renewal Grant and School Condition Improvement allocation

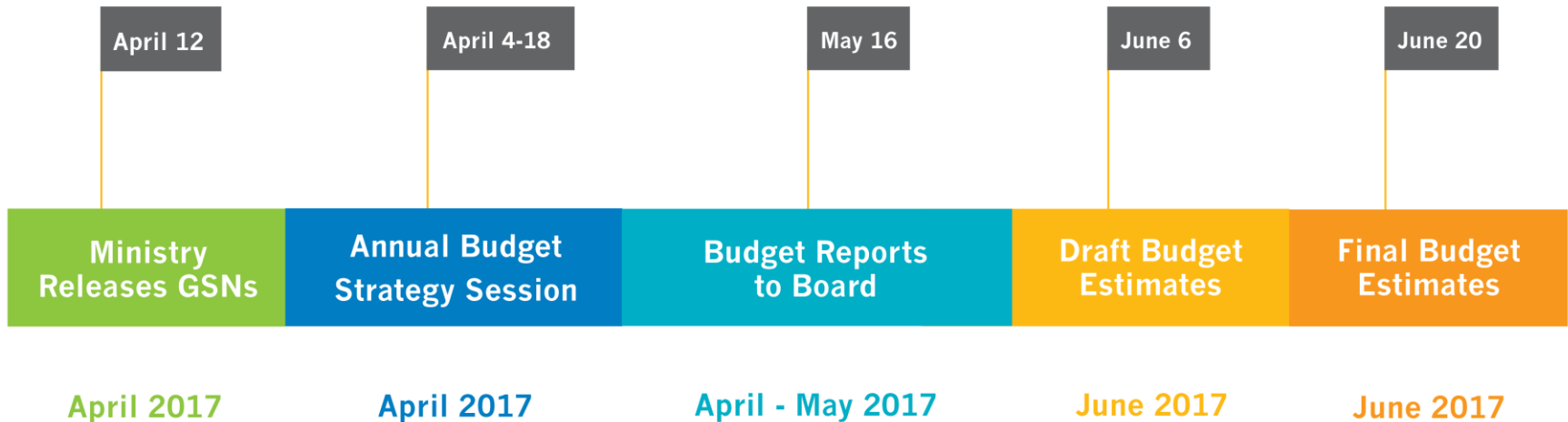
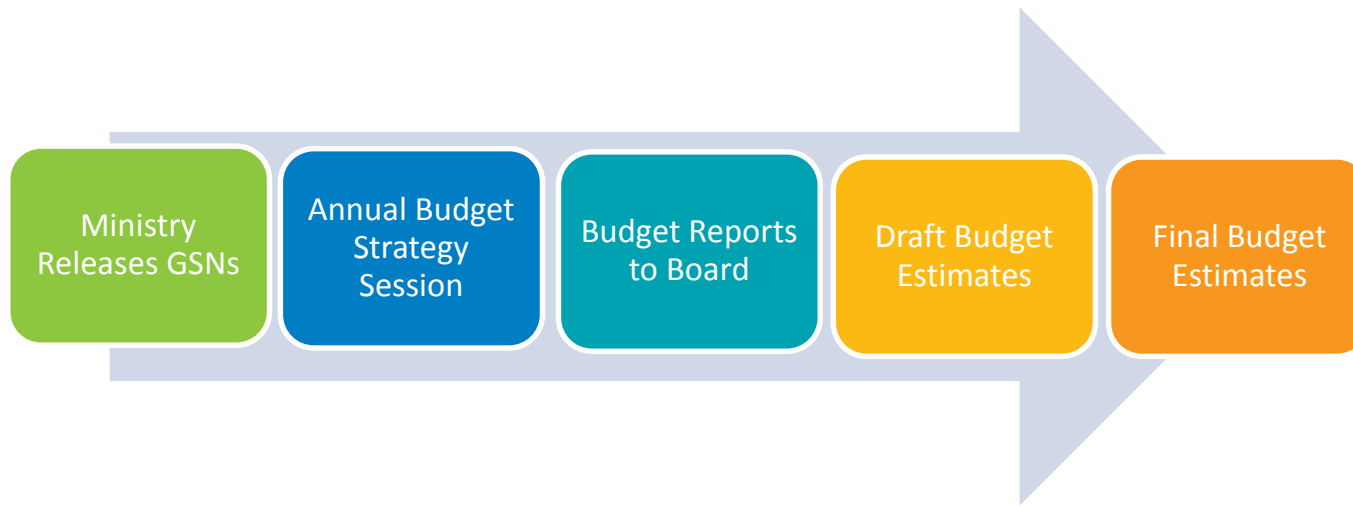


# 2017-18 Revenue Generating Initiatives

Other considerations?

# **2017-18 Budget Estimates Timelines**

# 2017-2018 Budget Estimates Timelines



# Budget Consultation Process

# Budget Consultation Process

## COMPLETED CONSULTATION SESSIONS:

- ✓ Catholic School Council of Chairs – February 22
- ✓ Board Session I – April 4
- ✓ Board Session II – April 18

## UPCOMING CONSULTATION SESSIONS:

- Telephone Town Hall – April 25
- Public Survey – April 26 to May 5
- SEAC presentation – May 29

1

Share your thoughts and comments by email to: [loftsa@hcdsb.org](mailto:loftsa@hcdsb.org)

2

Follow the 2017-2018 Budget Process online at: [bit.ly/2017-18-BudgetProcess](http://bit.ly/2017-18-BudgetProcess)

3

Telephone Town Hall, Tuesday, April 25, 2017!

4

Online Survey – April 26 to May 5, 2017

**We want your  
FEEDBACK!**

**Questions?**

**MINUTES OF THE CATHOLIC PARENT INVOLVEMENT COMMITTEE (CPIC)**

Date: March 6, 2017  
 Time: 7:00 pm  
 Location: Catholic Education Centre - Board Room  
 802 Drury Lane  
 Burlington, Ontario

Members Present	C. Cipriano	G. Merritt-Murrell
	A. Gonzalez	R. Stagg
	H. Karabela	A. A. LeMay
	D. Garell-Teti	K. Williams A. Boone

Regrets	S. Guevara	K. Bloomfield
	Fr. R. Héту	M. Ritchey
	R. Luisetto	L. Hartman

Chair: R. Stagg  
 Recording Secretary: M. Zammit

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**1. Opening Prayer: G. Merritt-Murrell**

The meeting opened at 7:10 p.m. with a prayer led by G. Merritt-Murrell.

**2. Approval & Revisions**

**2.1 Agenda**

**Moved by:** A. A. LeMay

**Seconded by:** K. Williams

**That,** the agenda be approved as presented.

**CARRIED**

**2.2 Minutes**

**Moved by:** A. Gonzalez

**Seconded by:** D. Garell-Teti

**That,** the minutes of the January 23, 2017 Catholic Parent Involvement Committee be approved as amended.

**CARRIED**

**3. Board Update**

C. Cipriano shared the following information:

- All registrations have taken place: French Immersion, Early Immersion, and kindergarten. Principals have incorporated these registrations and submitted their school organizations. C. Cipriano provided background/information on the Elementary Joint Board Level Staffing Committee, which is part of his portfolio. He also noted that the elementary rounds will start soon, and by the end of June all known vacant positions are filled
- Elementary and Secondary Report Cards have gone home
- February black history month
- Upcoming March events:

- Regular Board Meeting on March 7, 2017 will be at Holy Trinity Secondary School to accommodate all the delegations regarding the accommodation review
- PA Day this Friday, March, 10, 2017
- March Break starts on March 13-17 2017
- Secondary School Progress Reports go home the week of March 20<sup>th</sup>
- Staff Appreciation Day will be held across the system on March 24<sup>th</sup> for all HCDSB Staff
- English Public Speaking Regional finals will take place on March 29<sup>th</sup>
- French Public Speaking Regional Finals will take place on April 5<sup>th</sup>
- C. Cipriano discussed the PIC Symposium event that is taking place in April 2017. He noted space is limited and two (2) parent members of CPIC and five (5) parent members of school councils from HCDSB can attend. D. Garell-Teti noted she is able to attend, and R. Stagg will send out a doodle to the rest of the members. An email will be sent to the Catholic Council of Chairs, since space is limited this will be on a first come first serve basis
- Discussion ensued regarding enrollment numbers across the board. Questions were asked regarding the status of French teachers/French programs. C. Cipriano responded noting that a committee (French AD Hoc Committee) has been created in order to review the French programs currently offered by the Board, and develop a multi-year plan for the Early French Immersion program.

#### 4. **Trustee Update**

H. Karabela provided Trustee update on the following:

- Oakville Northeast Pupil Accommodation Review. She further discussed the three (3) different options which will be presented to the Board of Trustees for approval
- Policy 1-23 Catholic School Councils and Catholic Parent Involvement Committee has been approved by the Board of Trustees
- French AD Hoc Committee consists of 35 members

#### 5. **Business Arising from Previous Meetings**

- **Community Rep – Criteria Committee** – Deferred to April Meeting
- **Civvies Day for Life- Secondary Schools** – H. Karabela noted a motion was passed and approved at the last Board Meeting for Civvies Day for Life. Further information will be provided.
- **Speakers for Webinars-** Discussion ensued regarding the different possibilities for Webinars. R. Stagg will contact a few that were mentioned to inquire about cost. C. Cipriano will inquire further information from staff regarding a Christian Meditation Webinar.

#### 6. **New Business**

- **David Bouchard/Speaker Update** – Updates were provided on D. Bouchard's presentations that occurred in February. Discussion followed regarding invoicing
- **PRO Grant** – G. Merritt-Murrell addressed the upcoming application for the 2017-2018 PRO Grant. The committee considered different avenues to allocate the funds for the next school year. Members will request information from various speakers.



- **Cobbs Bread Food Drive Initiative** – G. Merritt-Murrell provided information she received from the regional manager at Cobbs Bread in relation to a possible food drive. Discussion followed regarding the best timing for the food drive. It was decided early September would be best, to provide the principals enough time to plan.

## 7. **OAPCE Directors Report**

Nothing to report.

## 8. **Board Committee Reports**

There were no Board Committee Reports reviewed.

The following was noted:

- **Walk with Jesus** - Committee meeting will take place on April 6, 2017 – and the event will take place on May 4, 2017.
- **Calendar Committee** – C. Cipriano provided information regarding the first committee meeting which occurred in February. It was noted a Staff Report will be presented at the March 21<sup>st</sup> Regular Board Meeting and again on April 4<sup>th</sup> as an Action Report.
- **SEAC** – G. Merritt-Murrell presented a brief PowerPoint presentation at the last SEAC meeting about CPIC.
- **Focus on Faith** – A. Gonzalez provided information from the February 2<sup>nd</sup> meeting.

## 9. **CPIC Subcommittees**

- **Finance** – Nothing to report.
- **Communications** – Nothing to report
- **Faith and Family Development Committee** – A. Gonzalez provided information from committee meeting. She inquired about hospitality for upcoming meeting.

10. **CPIC Goal Setting Review** – The committee divided into small groups to work on CPIC Goal Settings, and shared their input/ideas. Communication piece was discussed and the importance of it. It was noted G. Merritt-Murrell would do the end of the year report.

## 11. **Future Agenda Items**

- Community Rep – Criteria Committee
- Assumption is collecting the 4 litres milk bags
- CPIC awards
- Elections

## 12. **Final Words...**

R. Stagg made closing remarks.

## 13. **Closing Prayer Gaile**

G. Merritt- Murrell closed the meeting with a prayer.

**14. Adjournment**

**14.1 Moved by:** A. A. LeMay

**Seconded by:** A. Gonzalez

**That,** the meeting proceed past 9:00 p.m.

**CARRIED**

**14.2 Moved by:** A. A. LeMay

**Seconded by:** G. Merritt-Murrell

**That,** the meeting adjourn.

**CARRIED**

The meeting adjourned at 9:30 p.m.

Tuesday, April 18, 2017

Paula Dawson  
Secretary of the Board of Trustees  
HCDSB  
802 Drury Lane  
Burlington, ON

Good morning, Director Dawson,

I am writing to you to express OECTA, Halton Elementary serious concerns regarding Trustee Karabela's motion, below.

Upon reviewing the full report for tonight's HCDSB Board meeting, I read Trustee Karabela's motion that would impose The Angelus on Elementary students and staff members across the HCDSB, each school day for the months of May and October going forward.

The HCDSB Elementary teachers provide excellent faith-based, cross-curricular education to their students each day, they also pray the prayers of the Rosary, the Lord's Prayer and the Apostle's Creed, as well as others, with them. The faith-based education that teachers provide, as approved by the Vicar of Education and the Catholic Bishops, is meaningful to their students and where the children are on their journey in their relationships with God. In all Elementary schools across the HCDSB, students and staff pray The Lord's Prayer together each morning, communally.

Please also consider the time constraints on both students and classroom teachers. Reciting The Angelus daily for the months of May and October will take at least 15 minutes each day - that's 300 instructional minutes each month. That is the equivalent of one full school day per month, two instructional days each year devoted to The Angelus, that is dedicated to other classroom curricula. What will be removed from the curriculum to accommodate the daily recitation of The Angelus for the months of May and October?

In Trustee Karabela's motion, she states, "... at, or prior to the lunch bell, be led by the teachers in the classroom..." During the lunch hour, teachers have many responsibilities both personal and professional, which include supervision of students. This is not instructional time that additional curricula can be inserted into the school day. This would be a violation of the Collective Agreement and the Halton Catholic Teachers would be forced to file a grievance.

For these reasons, it would be best that Helena Karabela's motion not become Board policy.

Sincerely,

Nina March

Nina March, President  
OECTA, Halton Elementary Unit

**Notice of Motion – The Angelus– Helena Karabela**

**WHEREAS**, [May 13, 2017](#) is the 100<sup>th</sup> anniversary of the commencement of the apparitions of Our Lady of Fatima and;  
**WHEREAS**, Pope Francis has highlighted this centennial by declaring a Jubilee Year and;  
**WHEREAS**, praying the “The Noon Angelus” is a beautiful Catholic devotion to Our Lady, both in the home, and the work-place and;  
**WHEREAS**, the Angelus calls us to pause in our daily routine and turn to thoughts of God, the Blessed Mother and eternity and;  
**WHEREAS**, it being the 170<sup>th</sup> year anniversary of the Ontario Catholic school system providing Catholic Education in the spirit of “Together in Faith”  
**BE IT RESOLVED THAT**, all Halton Catholic District School Board elementary school children at, or prior to the lunch bell, be led by the teachers in the classroom in the recitation of the Angelus, in the format below, each and every school day for the months of May and October, every year, starting in May 2017.

The Angelus

Teacher: The Angel of the Lord declared unto Mary:

Response: And she conceived by the Holy Spirit.

All: Hail Mary, full of grace, the Lord is with thee; blessed art thou among women and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death. Amen.

Teacher: Behold the handmaid of the Lord:

Response: Be it done unto me according to Thy word.

All: Hail Mary, full of grace, the Lord is with thee; blessed art thou among women and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death. Amen.

Teacher: And the Word was made Flesh:

Response: (bow or kneel): And dwelt among us.

All: Hail Mary, full of grace, the Lord is with thee; blessed art thou among women and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death. Amen.

Teacher: Pray for us, O Holy Mother of God,

Response: That we may be made worthy of the promises of Christ.

Teacher: Let us pray:

All: Pour forth, we beseech Thee, O Lord, Thy grace into our hearts; that we, to whom the Incarnation of Christ, Thy Son, was made known by the message of an angel, may by His Passion and Cross be brought to the glory of His Resurrection, through the same Christ Our Lord.

All: Amen.